



Co-funded by the
Erasmus+ Programme
of the European Union



Analytical report on survey findings

ACPD - Access to Caretaking Professions for Deaf

Project: 2019-1-DE02-KA202-006568

Overview

This report presents analysis and results of the surveys that have been conducted among three target groups of the ACPD (Access to Caretaking Professions for the Deaf) project:

- potential trainees and employees (the deaf and hard of hearing),
- potential trainers (educational institutions) and
- potential employers (medical and caretaking institutions).

The surveys aimed to explore the interest of the target groups in the cooperation, which should lead into the better employability of the deaf and hard of hearing people, providing them secure working places in nursing and caretaking as one of the ways to cover the shortage of professionals in the medical and elderly care sectors.

Scope

This report focused on surveys, conducted during the lifetime of the project implementation (September 2019 - April 2021) among respondents of the project countries (Germany, Italy, Lithuania, Romania, Bulgaria).

The information about the survey was disseminated via Newsletters and social media channels in order to reach the target group in many countries. On advice of the project partner Listen Up Foundation the survey was designed on a combination of questions in video (in ISL) and text form as well as short answers in text form. The videos were created by the Listen Up Foundation. The text parts have been translated into the national languages by the project partners. The internet platform QuestionPro has been selected due to the possibility to add the videos to the questionnaire, which was essential for the survey of the Deaf and Hard of Hearing (DHOH) as a supporting language.

To guarantee data security, not every question of the survey was obligatory, in order to give a possibility to organisations and respondents to stay anonymous.

Methodology

The online survey as the tool for systematic gathering of data from the target audience characterized by the invitation of the respondents and the completion of the questionnaire has been conducted by the consortium. The questionnaires were elaborated in all partner languages and International Sign Language (ISL) in order to reach out for national stakeholders and representatives of the deaf community.

This report uses the data collected via surveys on EU Survey (<https://ec.europa.eu/eusurvey/>) and QuestionPro (<https://www.questionpro.com/>).

Since online surveys can be filled out from anywhere in the world, we speak not about the geographical location of the respondents, but about the language of the survey they filled out in the results of the surveys.

Findings

1. The surveys were filled out mostly by HOH people (%), who stated themselves as bilingual (writing and sign language). It may indicate the lacking accessibility of the survey for the profoundly deaf people.
2. 100% of the respondents are convinced that there are barriers which limit the educational opportunities of DHOH .
3. Lacking access to the educational programs through the missing support of the sign language interpreters is the most crucial problem for the VET-training of DHOH.
4. The International Sign Language can not be used as the universal language to reach all of DHOH in the project countries, as the sign languages can differ from each other significantly. For example, whereas DHOH in Germany understand ISL quite well, DHOH in Lithuania mostly do not understand ISL at all.
5. The respondents named better accessibility support as a main measure to overcome those barriers.
6. Noone of the respondent feels integrated to the study process without any special conditions.
7. All respondents are sure that the need of DHOH students to have a licensed sign language interpreter to facilitate understanding of the information is extremely high.
8. Most of the respondents are also convinced that the lecturers in the learning process with the deaf and hard of hearing people have to know sign language and be competent in the special evaluation methods.
9. To the question on the readiness of the current education system to educate DHOH students in the same classes with the hearing ones, all respondents answered that the system is either rather no or absolutely not ready for that.

Conclusion

Due to the insufficient number of respondents the surveys can only be partly taken into account as representative for the target groups of educational institutions as well as for DHOH .

1. The potential employers see the biggest problem of the employment of DHOH in nursing/caretaking in the communication between them and the colleagues or patients which is a crucial part of the medical care.
2. DHOH community sees the inclusion into the society in the adaptation of the working environment including the use of at least the basics of sign language.

3. The educational system is not ready to teach DHOH students with the hearing ones
4. At the same time the motivation and interest of the DHOH on the nursing or caretaking professions is quite low (only a few applicants for the job or training on nursing/caretaking)
5. The state financial support for the employers in Germany leads to the higher employment rate of the PWDs including DHOH . In the countries, where such support is not given, the employers see no possibility to hire DHOH
6. The educational institution can not customize the learning program according to the needs of the labor market because it does not depend on the educational institution

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GERMANY

Survey for Potential trainees & employees

Respondents' number and structure, communication ways & languages

Although the survey for DHOH (in German) has been started by 22 persons, only 8 representatives of the target group have completed it. The reasons for dropouts are not clear. About $\frac{1}{3}$ of the respondents used smartphones to access the survey.

3 persons identify themselves as deaf people, 5 persons are hard of hearing.

8 of the respondents stated using both the written language of their country as well as the German Sign language fluently.

Four respondents can communicate verbally in German. 4 (26.67%) use the German Sign language as the main communication medium. 7 (46.67 %) state themselves as bilingual (combination of the sign language and written German language). A half of the respondents (50%) do not use sign language as the main communication language due to the lack of knowledge.

1 person stated to know the International Sign Language fluently, 5 other respondents (62,5 %) reported some knowledge. 2 persons can not use ISL.

Education in caretaking & employment

To the question about the caretaking/nursing education 100% of the respondents answered that they have not been educated in nursing/caretaking.

All of the respondents are employed and work in different fields: Information technology, Industrial clerk, Librarian, Public service, Independent inclusion Counselling, Administration, Actress, Toolmaker.

Accessibility of the VET programs

100% of the respondents are convinced that there are barriers which limit the educational opportunities of DHOH. Lacking access to the educational programs through the missing support of the sign language interpreters is the most crucial problem (43,75 % of the answers). Financial problems as well as missing opportunities to learn were chosen by 3 persons (over 18,75 % of the answers). Two respondents stated missing access to the equipment and facilities (12,5 %). One person chose the option "other" and gave the additional answer to the accessibility: "it is a long struggle to get the approval/support for the payment of the interpreter", which can be understood as a problem of the missing support of the sign language interpreters.

To overcome those barriers the eight respondents gave 27 answers (multiple choice). The most popular measure was "better accessibility support" in general (chosen by 100% of the respondents). The second popular measure was "Expanded offer of life-long continuing education and training courses adopted for deaf people" (7 respondents). Six respondents see the solution in having more

deaf lecturers in the field of caretaking. Five persons are for more funding for sign language interpreters in order to attend qualification courses.

Noone of the respondent feels integrated to the study process without any special conditions. One person could organize an individual studying work. 4 respondents stated to have studied with the support of the sign language interpreter. 4 other respondents chose that none of the statements suit.

To the question “To what extent do you think that deaf and hard of hearing students who attend classes need an authorized sign language interpreter to facilitate understanding of the information” answered all respondents that the need is very high.

Eight respondents consider active methods (realized by giving examples) to be effective for transmitting information to deaf or hard of hearing students. 62,5 % of the respondents also chose the verbal type (explanation, conversation) and 3 respondents chose intuitive methods (imitation, demonstration, modeling).

Most of the respondents (62,5 %, 5 from 8) are also convinced that the lecturers in the learning process with the deaf and hard of hearing people have to know sign language. 37,5 % respondents stated that the lecturers have to use special educational methods and evaluation systems.

87,5 % of the responding people see the lack of accessibility services at caretaking professions training centers as the main obstacle to the education of deaf and hard of hearing students in areas such as nurse or elderly carer. The same number think that the problem lies in the lack of awareness of what exactly the deaf people can do. 75 % of the respondents say that the lack of trainers fluent in sign language in the field of caretaking professions is the main obstacle on the way to the caretaking profession of a DHOH person.

Equal treatment of the deaf and hard of hearing students

All respondents think that DHOH students should not be evaluated in the same way as hearing students.

100% of the respondents agree that Deaf people can be fully included if the surrounding environment is inclusive and they deserve to have just equal access.

To the question on the readiness of the current education system to educate DHOH students in the same classes with the hearing ones the respondents had to give answers on a scale from 1 to 7 where 1 is “absolutely not” and 7 is “absolutely yes”. 25 % of the respondents were sure that the system is absolutely not ready to educate DHOH students with hearing students. 37,5 % have chosen “2” on the scale, 12,5% have chosen “3” and 25% have chosen “4”.

Interest and motivation for the caretaking/nursing profession

37,5 % of the respondents would be interested in being trained as a nurse assistant if there were appropriate programs. 62,4 % are not interested. Among the justification four of five state their satisfaction about their current profession and job. One person finds the professional field of nursing/caretaking not attractive for himself. But still 100 % of the respondents are convinced that deaf and hard of hearing students would fit the job of nurse or elderly carer. 4 persons find that DHOH can be more devoted and focused on caretaker jobs, 6 persons are sure that there is no difference from hearing people in job performance.



Mobility of the Deaf community

62,5 % of the responding persons would move to participate in a training program. 37,5 % are not willing to move. 50 % would move to take a better job offer, 50 % would not move.

The need on nurses and caretakers in the future will increase in Germany, say 87,5 % of the respondents. They also think that the need on nurses will increase also in Europe. Noone think that the need will decrease in Germany and in Europe in the future. 12,5% of the respondents are sure that the need will not change in Germany, 12,5 % thinks the need will not change in Europe. 25 % of the responding persons do not have any opinion ether to the need in Germany or to the need in Europe.

Survey for Potential employers (Medical and caretaking institutions)

Respondents' number and structure

The survey has been filled out by 7 respondents. All of them stated to be public institutions with the employees number of:

- more than 251 - 4 respondents (57,1 %)
- 11-50 - 2 respondents (28,5 %)
- 51-250 - 1 respondent (14,3 %)

The structure of the responding medical institutions was: three hospitals, two nursing homes, one hospice, one residential home for people with hearing and multiple disabilities.

Shortage of carers and nurses and its impact

42,8 % of the responding medical institutions reported a shortage of nurses and caretakers in their organisation, 57,2 mentioned no shortage. The impact of the shortage is:

- Compensation by float employees otherwise temporary overtime possible (1);
- Dissatisfaction of the nursing staff (1);
- no answer (1).

The shortage of the nurses/caretakers leads for the patients to the:

- Prioritisation of activities (1);
- Partially inadequate nursing care for the patients (1);
- no answer (1).

Of the institutions who noticed a shortage of the nurses/caretakers, 33 % missed about 100 nurses in their organisation, 66 % gave no answer to the number of missing staff.

66 % of the responding medical organisations miss nurses and caretakers, 33 % miss both caretakers as well as nursing assistants.

Employment of people with disabilities, communication ways

In the following questions profound hearing impairment (hearing loss 60-80%), residual hearing loss (hearing loss 80-95), deafness (hearing loss 100%) were meant.

71,2 % of the respondents indicated to employ hearing-impaired people in nursing/caretaking. 28,8% do not employ hearing impaired people in nursing/caretaking because of no applicants.



The number of the employees with hearing impairment in the responding organisations is:

- 0 - 2 respondents (0)
- 1-5 - 2 respondent (0)
- 6-10 (1 respondent)
- 11-50 (1 respondent)
- no number (1 respondent)

The employees of 1 respondent are not able to communicate in sign language. Three respondents answered that their hearing-impaired employees are able to communicate in sign language. The communication ways with the colleagues and patients are:

- Sign language interpreter, written interpreter, write down on PC (1)
- German sign language (1)
- Since the employment is in residential home for deaf and multiply disabled people; Patients and Caretakers are predominantly sign-competent

Five respondents answered that these employees can communicate verbally.

In general, most of the potential employers would hire a qualified person with hearing disability for the job of nurse/caretaker (5 respondents). At the same time two employers would not hire a person with hearing impairment if the only communication way is sign language; Five of the potential employers would employ a person using only sign language, no answer on both - 1.

The reasons for not employing are:

- Because communication with patients and in the interprofessional team would not be possible (1)
- Because no one else knows sign language (1)

The potential employers would still hire a person with hearing impairment, if he needs special supporting tools to be able to communicate (6) and would also provide (financial, time) support to promote this communication skill (6). One respondent gave no answer to this question.

Educational opportunities and requirements

Three of the potential employers do not know educational institutions and VET schools who train people with hearing impairments in caretaking or nursing, the same number are informed about these educational institutions. One respondent is Interested to learn about them.

Choosing between state, privat and other qualifications of the nurse/caretaker, 6 respondents require the state one. Three of them would employ a nursing assistant. At the same time 2 respondents would not engage a nursing assistant. Two respondents gave no answer.

The prerequisite for employing a nursing assistant are:

- State one-year training as a nursing assistant (1 respondent)
- Certificate is not relevant as the assistant qualification is not qualified as a skilled worker (1 respondent)

Three of the potential employers would engage hard of hearing nurses/caretakers as well as hard of hearing nursing assistants. The prerequisite for/comments on that is:

- Communication with aids must be guaranteed; no sign language possible;



- The area needs to be checked to see if a barrier-free workplace can be set up;
- We are very interested in caretakers from people who are affected themselves if they are professionally and personally suitable.

Two potential employers would not hire a HOH caretaker or caretaker assistant. The explanation for that is:

- Only nursing professionals work for us (no assistants) (1)
- no explanation (1)

Two respondents would hire a hard of hearing nurse/caretaker, but not HOH assistant. The explanation for that is:

- Hard of hearing care workers already work with us and more would be welcome. However, there is TRULY no interest in care assistants (auxiliaries) (1)
- no explanation (1)

Two of the potential employers take in account to recruit Nursing assistants.

Five respondents offer a traineeship/apprenticeship for young people with hearing disabilities, to learn the profession. Unfortunately, until now the number of the participants is:

- none took part to learn nursing/caretaking (the trainees were trained mostly in the kitchen):
- "a number" of HOH trainees (1)
- about 10 persons (1);
- approx. 10 persons in the period of 15 years (1)
- no answer (2).

As the biggest challenge for the employment of people with hearing impairment, the majority of the potential employers stated:

- communication (5)
- prejudices of society/employees/colleagues! Hearing impaired people are very suspicious! (1)
- no answer (1)

Working place adaptation

All respondents would support their employees in adapting and training for teamwork with colleagues with hearing disabilities (Short sign language course etc.).

All respondent agrees that employment of a person with hearing impairment would be possible after the establishment of an accessible workplace

To the question, which special workplace set-up would/have the potential employers organised (Special warning tools for people with a hearing impairment, etc.), the respondents answered:

- vibration mats, light call, persfusers (4);
- Fire alarm system with visual alarm; special lighting for hearing-impaired staff; Reading software; use of Tess interpreting service; use of sign language interpreters (1);
- No answer - 2.

Five respondents are well informed about the German state financial or other support for setting up the barrier-free workplace (in medical care, this could mean warning lights or vibration alarms instead of acoustic signals). Two respondents are not informed.

Survey for Potential trainers (Educational Institutions)

Unfortunately no information due to the missing respondents

ITALY

Survey for Potential trainees & employees

Respondents' number and structure, communication ways & languages

Although the survey for DHOH (in Italy) has been completed by 7 persons.

6 persons identify themselves as deaf people, 1 person calls them hard of hearing. 3 of the respondents stated using both the written language of their country as well as the Italian Sign language fluently.

3 can communicate verbally in Italian. 5 use the Italian Sign language as the main communication medium. 3 state themselves as bilingual (combination of the sign language and written Italian language). 1 person stated to know the International Sign Language fluently. 6 persons can not use ISL.

Education in caretaking & employment

To the question about the caretaking/nursing education 3 of the 7 respondents answered that they have been educated in nursing/caretaking. 4 of the respondents are employed and work in other different fields.

Accessibility of the VET programs

6 of the 7 respondents are convinced that there are barriers which limit the educational opportunities of DHOH. Lacking access to the educational programs through the missing support of the sign language interpreters is the most crucial problem. Access to the programs as well as missing access to the equipment and facilities were chosen by 6 of the 7 respondents.

To overcome those barriers the seven respondents think that the most popular measure was "better accessibility support" in general. The second popular measure was "Expanded offer of life-long continuing education and training courses adopted for deaf people".

One of the respondents feels integrated into the study process without any special conditions. 3 persons could organize an individual studying work. 3 respondents stated to have studied with the support of the sign language interpreter.

To the question "To what extent do you think that deaf and hard of hearing students who attend classes need an authorized sign language interpreter to facilitate understanding of the information" answered all respondents that the need is very high.

For 6 of the 7 of the responding people the lack of accessibility services at caretaking professions training centers was the main obstacle to the education of deaf and hard of hearing students in areas such as nursing or elderly care. The same number thinks that the problem lies in the lack of awareness of what exactly the deaf people can do.

Equal treatment of the deaf and hard of hearing students

3 of the respondents agree that deaf people can be fully included if the surrounding environment is inclusive and deserve to have just equal access. 4 of the respondents don't agree.

To the question on the readiness of the current education system to educate DHOH students in the same classes with the hearing ones the respondents had to give answers on a scale from 1 to 7 where 1 is "absolutely not" and 7 is "absolutely yes". 3 have chosen "2" on the scale, 2 have chosen "3", 1 have chosen "4" and 1 have chosen "1".

Mobility of the Deaf community

The 6 of the 7 respondents of the responding persons would move to participate in a training program.

The need for nurses and caretakers in the future will increase in Italy. 6 of the 7 respondents also think that the need for nurses will also increase in Europe. No one thinks that the need will decrease in Italy and in Europe in the future.

Survey for Potential employers (Medical and caretaking institutions)

Respondents' number and structure

Although the survey for the PE people (in Italy) has been completed by 3 persons: a public body, a non-profit organization, and a private entity.

Employment of people with disabilities, communication ways

100% of the respondents say that there are no applicants with hearing disabilities. Only one answer said to have from 1 to 5 people with hearing disabilities employed in their company/ organization and they are able to communicate with Italian Sign Language.

100% of the respondents say that they would provide (financial, time) support to promote this communication ability.

Educational opportunities and requirements

1 of the respondents know educational institutions and VETs which train people with hearing disabilities in caretaking or nursing; another one doesn't know and one is interested to learn about it.

1 person says that the biggest challenge for employment of people with hearing impairment is to guarantee places of work and another one - to find accessibility in the workplace.

Working place adaptation

100% of the respondents say that they would support the employees in adaptation and training for the team work with colleagues with hearing disabilities and that employment would be possible after setting up barrier-free workplace/s.

Survey for Potential trainers (Educational Institutions)

Respondents' number and profile

Although the survey for the EI people (in Italy) has been completed by 3 persons: a University of Applied Sciences, a VET College, a Post Secondary School. All the respondents declared to have deaf or hearing impaired students.

Learning environment for DHOH persons

In all the 3 cases, the deaf students are integrated into the study process without any special conditions. Intuitive type (imitation, demonstration, modeling) and active type (it is realized by exercises) are the most selected options in terms of effective methods for transmitting information.

Evaluation of DHOH students

100% of the respondents think that deaf and hearing-impaired students should be evaluated in the same way as hearing students.

Perception of DHOH in nursing professions

100% of the respondents think that deaf and hearing-impaired students would fit the job of a nurse or elderly career

Perception on the future demand of nurses/caretakers

The need for nurses and caretakers in the future will increase in Italy. They also think that the need for nurses will also increase in Europe. None think that the need will decrease in Italy and in Europe in the future. 2 of the respondents are sure that the need will not change in Italy, 1 thinks the need will not change in Europe. One of the responding persons does not have any opinion either to the need in Italy or to the need in Europe.



LITHUANIA

Survey for Potential trainees & employees

Respondents' number and structure, communication ways & languages

Although the survey for DHOH in Lithuania has been completed by 12 persons. 2 persons identify themselves as deaf people, 6 persons call them hard of hearing, 3 persons don't have this disability, 1 has chosen the option "other".

5 of the respondents know the Lithuanian sign language fluently, 3 can communicate verbally in Lithuanian. 6 state themselves as bilingual (combination of the sign language and written Lithuanian language). 7 persons answered that they are free to use sign language as the main means of communication, 3 persons have some knowledge and 2 do not speak sign language. 1 respondent stated that he/she speaks international sign language, 6 indicated that they have some knowledge, 5 don't not speak international sign language.

Education in caretaking & employment

To the question about the caretaking/nursing education 11 respondents answered that they haven't been educated in nursing/caretaking, only one has been educated in nursing/caretaking.

7 of the respondents are employed and work in other different fields: management, tourism management, public relations, social work, hairdresser, ecotourism, decoration.

7 respondents agreed that the deaf and hard of hearing could work as a nurse or in the field of the elderly people care, 2 persons answered they could not. 8 respondents would like to get a better job offer.

8 persons are employed and work in other different fields, 3 respondents don't work.

Accessibility of the VET programs

4 of the 12 respondents are convinced that there are barriers which limit the educational opportunities of DHOH. The opportunity to organize educational programs with the support of the sign language interpreters is the most crucial obstacle. Access to the programs problems as well as missing access to the equipment and facilities were chosen by 3 respondents.

To overcome those obstacles 4 respondents think that the most popular measure was "increasing of funding for sign language interpreters wishing to attend qualification courses", the second popular measure was chosen by 2 persons "better access to support".

Four respondents stated that the study process is organized with the help of a sign language interpreter, three of them feel integrated to the study process without any special conditions, two persons have chosen an answer "individual work is organized".

To the question “Which study/teaching methods do you think are effective in communicating information to the deaf and deaf during lectures?” 7 respondents answered that active activities, 4 persons have chosen verbal type (interpretation, conversation), 3 respondents think about intuitive type (imitation, demonstration, modeling).

5 persons think that teachers must have special competencies in the teaching process when working as creatives and deaf students as well as they should use special educational methods of assessment system.

Half of the respondents agree that a large part of the study / teaching process should be occupied by lectures with sign language interpreters in order to make it easier for the deaf and hard of hearing to understand the information provided.

Half of the respondents agree that the current education system is not ready to educate deaf and hard of hearing students together with persons without this disability.

Equal treatment of the deaf and hard of hearing students

Four persons state that the deaf can be fully involved in the study process if the surrounding environment is adapted and inclusive (eg. teachers of educational institutions teach sign language or in other ways to make the study environment more accessible), the same number of respondents also think that the deaf deserve to have equal possibilities.

Half of the respondents think that the achievements of deaf and hard of hearing students should be evaluated in the same way as other students.

Interest and motivation for the caretaking/nursing profession

The main problems encountered in teaching deaf and hard of hearing students to nursing and nursing assistant study/training programs include lack of services for the deaf in educational institutions and insufficient awareness of the deaf and the opportunities.

Six respondents indicated that they would not like to study in a nursing assistant study program even if they were adapted accordingly deaf and hard of hearing. Three people would like to study in this study program. Seven respondents believe that the deaf and hard of hearing could work in the Nursing field, 5 of them believe that the deaf may be more devoted and be able to focus on the work of a nurse/assistant nurse.

Mobility of the Deaf community

The majority of respondents also think that the need for nurses will increase, 8 of them also think that the need for nurses will increase in Europe and 5 answers - in Lithuania. No one thinks that the need will decrease in Lithuania and in Europe in the future.

Survey for Potential employers (Medical and caretaking institutions)

Respondents' number and structure

The survey was answered by one institution which is a public institution. The number of employees is from 51 to 250. This institution is a hospice.

Shortage of carers and nurses and its impact

Representative of the institution mentioned that there are enough employees with hearing disabilities in nursing or care taking.

Employment of people with disabilities, communication ways

The institution showed that there are from 1 to 5 people with hearing disabilities employed in the hospital. These employers do not communicate in sign language. They use verbal (oral) communication ways. The institution was asked if they would employ qualified caretaking professionals with hearing impairment. The answer was negative. There is no answer to the question about the possibility of providing financial or time support to promote this communication ability.

Educational opportunities and requirements

Respondents do not know the education institutions and VETs which train people with hearing disabilities in caretaking or nursing. the possibility to be employed has a person certificate of state (formal) education. The institution is not ready to employ an employee with a caretaking assistant or assistant of a nurse qualification. The authorities of hospitals are not ready to employ deaf people or people with hearing disabilities. As well, the respondent answered that the institution does not provide traineeship/apprenticeship for young people with hearing impairment to learn the profession.

Working place adaptation

Talking about support for the employees in adaptation and training for the team with colleagues with hearing disabilities, the respondent answered positively and the respondent thinks that employment would be possible after setting up a barrier-free workplace. The respondent doesn't know about state or private support to organise the barrier-free working place.

Survey for Potential trainers (Educational Institutions)

Respondents' number and profile

The survey was sent to 8 higher education institutions and to 16 Vocational education institutions. There were 5 filled questionnaires, but only 3 questionnaires were fully answered. The number of respondents: 2 from higher education institutions (colleges of higher education) and 1 respondent from VET. Both HEI's offer a Nursing study program, a VET-School offers the nursing assistant program. All respondents answered that they do not teach hearing-impaired students at their educational institutions.

Learning environment for DHOH persons

The representative from VET answered that if there were students with hearing disabilities they would study using an individual work plan. The same representative answered that they would use PowerPoint to prepare the Presentations, learning material and tasks, which will be uploaded to the e- learning environment Classroom. There is a prepared programme for caretaking professionals and there is a task for teachers of profession to learn sign language. All respondents agree that there is a need for the authorized Sign Language interpreter to facilitate understanding of the information for the deaf and hearing-impaired students. All respondents agree that intuitive, active and other methods are considered to be effective for transmitting information to deaf or impaired students. One of the respondents thinks that verbal type should be used as well.

Learning obstacles

All respondents agree that there is a lack of trainers fluent in sign language, lack of the accessibility services at caretaking professions training centres, lack of awareness of what exactly the deaf people can do and they are the main obstacles to the education of deaf and hearing impaired students in nursing or elderly care areas.

Studying requirements, teachers' requirements

One respondent mentioned that for the adaptation of students there is a need for an accompanying person, but for the study it would be the self study way. All respondents agree that lecturers have to know sign language and use special educational methods and evaluation systems. All respondents think that lecturers should get additional qualification to be able to work with hearing-impaired students.

Evaluation of DHOH students

Two respondents think that deaf and hearing-impaired students should be evaluated in the same way as hearing students. One respondent thinks that it should be the same equal conditions for all students. The institution should provide in a qualified manner knowledge, and in the evaluation tools suitable for such persons, evaluation should be the same as ordinary students. All respondents think that the current education system is practically not ready to educate deaf and hearing impaired students in the same class as the hearing ones.

Perception of DHOH in nursing professions

Two respondents agree that deaf and hearing impaired students would fit the job of a nurse or elderly care. One respondent thought that deaf people would take care of patients with hearing disabilities and they would be able to understand them. In the opinion of the next respondent, there is a part of the patients or their family members which are deaf or with hearing impairment.

Support on finding jobs, cooperation with employers

Two respondents mentioned that they always cooperate with potential employers, one respondent answered that they rarely cooperate with potential employers. Respondents from HEI's mentioned that Career Centre services, close cooperation with employment centres, the assistance of the municipality or other institutions support the graduates in finding a job in their profession.

Perception on the future demand of nurses/caretakers

All respondents agree that demand for deaf and hearing impaired as nursing/ care taking professionals will increase in Europe in the future.

ROMANIA

Survey for Potential trainees & employees

Respondents' number and structure, communication ways & languages

Although the survey for DHOH (in Romania) started by 6 persons, only 2 representatives of the target group have completed it. The reasons for dropouts are not clear.

One person identifies themselves as hard of hearing and one person as hearing. Both respondents stated using both the written language of their country as well as the Sign language.

One can communicate verbally and one uses Sign language as the main communication medium. Two state themselves as bilingual (combination of the sign language and written language). Two persons stated to know the International Sign Language.

Education in caretaking & employment

To the question about the caretaking/nursing education 1 of the 2 respondents answered that has been educated in nursing/caretaking. One of the respondents is employed and works in other different fields.

Accessibility of the VET programs

One of the two respondents are convinced that there are barriers which limit the educational opportunities of DHOH. Lacking access to the educational programs through the missing support of the sign language interpreters is the most crucial problem.

To overcome this barrier, two respondents believe that the most popular measure is easier access to funding. The second popular measure was to support teachers to develop skills in teaching deaf or hard of hearing students. Only one respondent feels integrated into the study process without any special conditions.

To the question "To what extent do you think that deaf and hard of hearing students who attend classes need an authorized sign language interpreter to facilitate understanding of the information" answered all respondents that the need is very high.

All the respondents mentioned the lack of accessibility services at caretaking professions training centers as the main obstacle to the education of deaf and hard of hearing students in areas such as nursing or elderly careers. Both respondents think that the problem lies in the lack of awareness of what exactly the deaf people can do.

Equal treatment of the deaf and hard of hearing students

50 % of the respondents agree that Deaf people can be fully included if the surrounding environment is inclusive and deserve to have just equal access.

To the question on the readiness of the current education system to educate DHOH students in the same classes with the hearing ones the respondents had to give answers on a scale from 1 to 7



where 1 is “absolutely not” and 7 is “absolutely yes”. Another 50 % of the respondents are sure that the system is absolutely not ready to educate DHOH students with hearing students.

Interest and motivation for the caretaking/nursing profession

100% of the respondents would be interested in being trained as a nurse assistant if there were appropriate programs. The justification states their satisfaction about their profession and job. 100 % of the respondents are convinced that deaf and hard of hearing students would fit the job of nurse or elderly carer. The respondents find that DHOH can be more devoted and focused on caretaker jobs.

Mobility of the Deaf community

50% of the responding persons would move to participate in a training program. 100 % would move to take a better job offer.

The need for nurses and caretakers in the future will increase in Romania. They also think that the need for nurses will also increase in Europe.

Survey for Potential employers (Medical and caretaking institutions)

Respondents' number and structure

The survey has been completed by 3 respondents: a Non-profit organization with a number of employees between 11-50, a Self-employed with a number of employees <10. The third one gave no answer.

Shortage of carers and nurses and its impact

One respondent said that his organization has a shortage of nurses and caretakers. Two others gave no answers.

The impact of the shortage is that the employees work much more. Speaking about the shortage of nursing staff, the all respondents choose: nurses/caretakers + nursing assistants

Employment of people with disabilities, communication ways

All three respondents say that there are no applicants with hearing disabilities. One respondent said he would like to hire in the future and provide financial support to communicate in sign language.

Educational opportunities and requirements

Two respondents know the educational institutions and VETs that train people with hearing disabilities in care or medical assistance; one respondent is interested in finding out about it. One person says that the biggest challenge for the employment of people with hearing impairments is to cope with the demands of the workplace.

Working place adaptation

100% of respondents state that they would support employees in adapting and training for the team working with colleagues with hearing disabilities and that it would be possible to get a job after

starting work without obstacles (workplace-place-s). None of the respondents knows of any other type of financial or state support. The state supports the right to work, according to their professional training and degree of disability, offering a series of rights and facilities. Public authorities and institutions also have rights and obligations in the case of employment of persons with disabilities.

Survey for Potential trainers (Educational Institutions)

Respondents' number and profile

The survey was completed by 7 respondents: 2 higher education institutions, 2 Vocational education institutions and 3 other institutions. One respondent said that they have deaf or hard of hearing students at their school and there are 10 who are studying the profession of caretaker. The study process is organized with the help of a sign language interpreter.

The other respondents do not have deaf or hard of hearing students in their institutions.

Learning environment for DHOH persons

2 respondents from higher institutions answered that if there were students with hearing disabilities they would study using in the study process with the help of a sign language interpreter. The other respondents answer that if there were students with hearing disabilities they would be integrated into the study process without any special conditions.

All respondents said that the effective methods for transmitting information to students with hearing impairments or for people with hearing impairments are intuitive and active and only 2 respondents added the verbal type.

Learning obstacles

All 7 respondents agreed that there is a lack of accessibility services to training centers for the liberal professions, a lack of sign language instructors in the carer profession and also a lack of information on what deaf people can do.

Studying requirements (6), teachers' requirements

All respondents said that lecturers must have the necessary skills in a teaching process with deaf and hard of hearing students such as knowing sign language, using special educational methods, and assessment systems.

Five respondents answered that teachers should obtain the additional qualification to be able to work with students with hearing impairments. Two respondents answered that they cannot.

Evaluation of DHOH students

Three respondents believe that deaf and hard of hearing students should be assessed in the same way as hearing students and 4 respondents that they should not be assessed in the same way.

Two respondents believe that the current education system is relatively ready to educate deaf and hard of hearing people in the same class as hearing students. The remaining 5 respondents consider that the system is not ready.

Perception of DHOH in nursing professions

100% of the respondents agree that deaf and hard of hearing students can be employed as nurses or caregivers for the elderly only with a specialization, they are very attentive to the people around them, there are other means of communication and warning, can communicate by knowing sign language and care skills take precedence.

Support on finding jobs, cooperation with employers

All Respondents agree that they sometimes work in cooperation with potential employers.

The respondents answered that they cannot customize the learning program according to the needs of the labor market because it does not depend on the educational institution.

The respondents mentioned close cooperation with the Employment Service to help graduates find a job in their profession.

Perception on the future demand of nurses/caretakers

Six of the respondents agree that in their country the need does not change but all seven respondents agree that the demand for deaf and hearing impaired as nursing/caretaking professionals will increase in Europe.



BULGARIA

Survey for Potential trainees & employees

Unfortunately no data due to the missing survey respondents

Survey for Potential employers (Medical and caretaking institutions)

Unfortunately no data due to the missing survey respondents

Survey for Potential trainers (Educational Institutions)

Unfortunately no data due to the missing survey respondents



Attachments:

List of the survey links:

Survey for the Deaf and Hard of Hearing:

German: <https://www.questionpro.com/t/AQrEoZiUHN>

Lithuanian: <https://www.questionpro.com/t/AQrEoZiUJk>

Romanian: <https://www.questionpro.com/t/AQrEoZiUKf>

Italian: <https://ec.europa.eu/eusurvey/runner/ACPDdeafsurvey2020> (EU Survey)

Bulgarian: <https://www.questionpro.com/t/AQrEoZj0Qs>

English: <https://www.questionpro.com/t/AQrEoZhwqp>

Survey for educational institutions:

German: <https://ec.europa.eu/eusurvey/runner/ACPDSurveyforei2020?surveylanguage=DE>

Lithuanian: <https://ec.europa.eu/eusurvey/runner/ACPDSurveyforei2020?surveylanguage=LT>

Romanian: <https://ec.europa.eu/eusurvey/runner/ACPDSurveyforei2020?surveylanguage=RO>

Italian: <https://ec.europa.eu/eusurvey/runner/ACPDSurveyforei2020?surveylanguage=IT>

Bulgarian: <https://ec.europa.eu/eusurvey/runner/ACPDSurveyforei2020?surveylanguage=BG>

English: <https://ec.europa.eu/eusurvey/runner/ACPDSurveyforei2020>

Survey for the potential employers:

German: <https://ec.europa.eu/eusurvey/runner/ACPDEmployersurvey2020?surveylanguage=DE>

Lithuanian: <https://ec.europa.eu/eusurvey/runner/ACPDEmployersurvey2020?surveylanguage=LT>

Romanian: <https://ec.europa.eu/eusurvey/runner/ACPDEmployersurvey2020?surveylanguage=RO>

Italian: <https://ec.europa.eu/eusurvey/runner/ACPDEmployersurvey2020?surveylanguage=IT>

Bulgarian: <https://ec.europa.eu/eusurvey/runner/ACPDEmployersurvey2020?surveylanguage=BG>

English: <https://ec.europa.eu/eusurvey/runner/ACPDEmployersurvey2020>

The filled out forms are attached to the Final Report.