



Spain

3D4DEAF - Promoting digital transformation and social innovation in VET for better access of deaf students to the labour market



The project is aligned with the European Union Charter of Fundamental Rights and 'The right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in community life. The main objective is to develop a Training programme for VET teachers and school students with deafness or hearing impairments to upgrade their 3D, coding, digital and social entrepreneurial skills to meet the needs of the digital labour market and foster equal opportunities.

NATIONAL REPORT RESULTS

Education of deaf/hearing impairment students

1

National policies regarding the education

The implementation of the LOMLOE law in the educational system refers to students with disabilities known as A.C.N.E.E., which is specifically mentioned in articles 71, 72, and 79 bis. The primary goal of this law is to **achieve universal accessibility in inclusive education**, where students learn based on their skills. This means that they should not only know how to do things, but also understand how to put their knowledge into practice.



NUMBER OF
DEAF/HEARING
IMPAIRMENT STUDENTS
IN SPAIN

9,497

Training for the teachers

2

A cloud-based platform and mobile app have been developed for e-learning, e-assessment, e-community, and a 3D4DEAF entrepreneurs network. An augmented reality game assists with setting up a social business. The "Compigedu" program supports teachers' digital skills with intensive two-hour training sessions each week for ten weeks over two years, encouraging the use of ICT and gamification in the classroom. The program aims to improve teacher professionalism levels to A, B, or C.

The situation of deaf people in the labor market

3

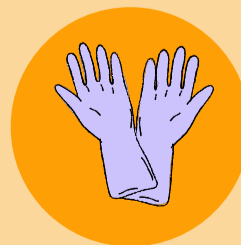
National policies regarding the labor market

The State Confederation of Deaf People (CNSE) has spoken out against the "disadvantaged situation" that deaf people experience in the workplace. CNSE is urging the business community to make a "greater social commitment" and the government to take "effective measures" to ensure the right to decent employment, as established in the Spanish Constitution. To address this issue, various types of procurement and subsidies have been established to promote the employment of people with disabilities and reverse the previous trend.

JOB POSITIONS FOR THE TARGET GROUP IN THE LABOR MARKET



Cleaning service



Maintenance



ITC



Co-funded by the European Union

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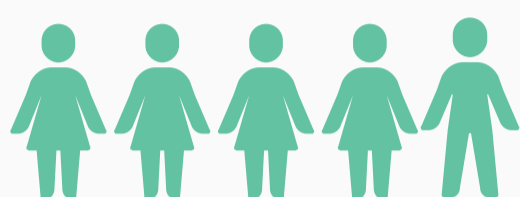
Training for the teachers

4

Spain has increased its investment in digitization since 2020, moving up to 13th place in the global digital technology integration rankings. The INTEF collaborates with autonomous communities to implement STEAM education. The Digital Culture at School plan, initiated in 2013, has been extended until 2030 in conjunction with the new education law LOMLOE. The plan focuses on inclusive education aligned with the SDGs and aims to promote digital implementation at home and in schools.

FOCUS GROUPS RESULTS

3 focus groups organised in Spain



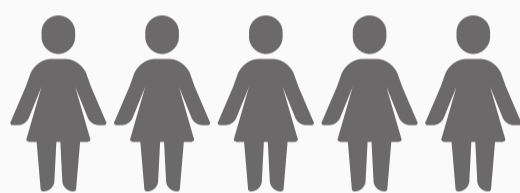
VET TEACHERS

5 teachers:
4 female and 1 male



VET STUDENTS

6 students: 5 female, 1 male.
4 under 18 years old



ENTREPRENEURS

5 deaf people, all female.

Focus Group Results: VET Teachers

5

Resources are not evenly distributed among the various stages of education, with a priority given to early education. In vocational education and training (VET), adjustments are made to enable access to exams and tests, such as reducing the size of statements, highlighting keywords in bold, and allowing for more time. Overcoming communication barriers requires the use of subtitling tools for videos, a glossary of terms in sign language, or the use of translators when presenting audiovisual materials, to reduce reliance on interpreters. Cooperative activities and laboratory practices are employed to improve content acquisition, autonomy, and support the inclusion of deaf students, encouraging their participation.

Focus Group Results: VET Students

6

Students often face challenges in everyday communication with heterogeneous groups due to differences in communication and auditory comprehension abilities. Despite this, they strive to progress in a professional environment. While the majority of students are focused on achieving good grades, some are content with just passing while others aim to do their best. In general, some students view the curriculum positively because it aligns with their future career goals, while others approach the curriculum from a more practical perspective, believing that a more hands-on approach is better.

Focus Group Results: Entrepreneurs

7

Communication can be particularly challenging in administrative work or when using the telephone. The lack of interpreters in meetings or when communicating with colleagues can be difficult, but not impossible to overcome. In some cases, a summary may be provided, which may not capture all of the information discussed. Hiring an interpreter can also be an additional expense.

Individuals with hearing disabilities may also face reduced job opportunities due to a general lack of awareness and understanding of their disability. When taking an online course that claims to be accessible, it may fall short of expectations, with automatically generated subtitles that are often inaccurate or incomplete.