

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



The 3D4DEAF aims to promote social inclusion and improve the outreach to people with fewer opportunities focusing on people with deafness/hearing impairments. The main objective is to develop a Training programme for VET teachers and 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

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### National policies regarding the education

In Greece, policies for the education of the deaf emphasize the provision of specialized educational programs, the integration of students with hearing impairments into mainstream schools with appropriate support, the use of sign language as a medium of instruction, and the promotion of inclusive practices and equal access to educational resources for deaf students. These policies strive to ensure that deaf individuals receive the necessary support and resources to reach their full educational potential.



**NUMBER OF DEAF/HEARING IMPAIRMENT STUDENTS IN GREECE**

**N/A**

2

### Training for the teachers

The Ministry of Education provides specialized training programs and workshops to enhance the professional development of teachers working with deaf students. These initiatives focus on building knowledge and skills related to sign language instruction, communication strategies, inclusive practices, and the effective use of assistive technologies. Additionally, partnerships between educational institutions and organizations specializing in deaf education are established to facilitate collaboration, resource sharing, and the exchange of best practices among educators in the field.

The situation of deaf people in the labor market

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### National policies regarding the labor market

Law 3896/2010 promotes the employment and integration of disabled individuals, including those with hearing impairments, by imposing an obligation on public and private sector employers to reserve a specific percentage of their workforce for disabled employees. Additionally, vocational rehabilitation programs and employment support services are available to provide training, job placement assistance, and ongoing support for deaf individuals seeking employment.

## JOB POSITIONS FOR THE TARGET GROUP IN THE LABOR MARKET



Structures



Cooking



Illustration



Greece

## Digitalisation of the education

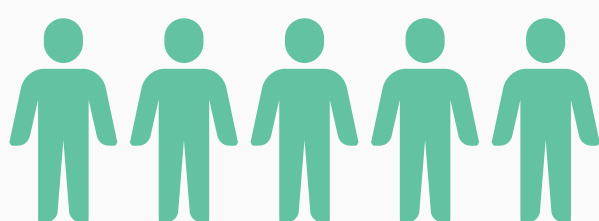
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### Training for the teachers

Educational institutions have increasingly adopted digital tools and platforms to facilitate remote learning and provide inclusive educational experiences. Online resources, such as e-learning platforms, video conferencing, and captioning services, have been utilized to enhance communication and accessibility for deaf students. The integration of digital technologies has helped create more interactive and engaging learning environments, allowing educators to utilize visual aids, multimedia content, and real-time communication tools to cater to the specific needs of deaf students and promote their educational success.

## FOCUS GROUPS RESULTS

3 focus groups organised in Greece



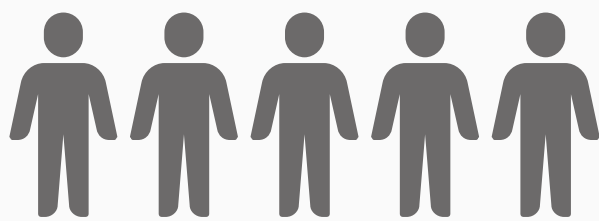
### VET TEACHERS

5



### VET STUDENTS

2



### ENTREPRENEURS

1

5

### Focus Group Results: VET Teachers

Teachers put a high emphasis on the fact that educational institutions should encourage deaf students to be more extrovert and dynamic when it comes to interacting with hearing people, and try to incorporate themselves in the hearing community more actively.

They also mentioned that the Greek VET centers should be upgraded digitally in order to comply with today's standards of the labor market.

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### Focus Group Results: VET Students

Students mentioned several hindrances when entering the labor market: limited availability of sign language interpreters and inadequate knowledge of sign language among employers and colleagues, negative stereotypes and prejudice, lack of awareness regarding assistive technologies as well as the absence of specialized career guidance and support services.

All these can make it difficult for deaf students to navigate the job market and secure suitable employment opportunities.

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### Focus Group Results: Entrepreneurs

Limited access to communication resources, such as sign language interpreters, may impede effective communication with hearing business partners, clients, and employees. Difficulties in accessing funding and support networks tailored to the needs of deaf entrepreneurs can also hinder business development. Additionally, negative perceptions and stereotypes related to deafness may create biases and skepticism among potential investors and customers.



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