



Italy

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

1

National policies regarding the education

Legal deafness is not simply a hearing loss, and in Italy is regulated by Law Number 381 of 1971. This law establishes that deafness can be congenital or acquired during the developmental age, specifically within 12 years old.

This specific age span includes the consequence of atypical language development, which means that the acquisition of spoken language must have occurred in an unnatural way, i.e. through speech therapy re-education and the use of hearing aids or cochlear implants.



NUMBER OF
DEAF/HEARING
IMPAIRMENT PEOPLE IN
ITALY

60.000

2

Training for the teachers

Deaf students, by law, can request and obtain the following services:

- **Support teachers:** provided by the Ministry of Education, they support the whole class where a deaf student is enrolled, to design an inclusive learning environment. This professional is not specialized in deafness but in inclusive education.
- **Communication assistants:** provided by the local government, they support the deaf child with sign language, lipreading, or any other specific linguistic support. This professional is specialized in deafness.
- **Speech therapists:** provided by the Public Health System, they work in cabinets in the hospital or in outpatient clinics.

The situation of deaf people in the labor market

3

National policies regarding the labor market

There are two main laws:

1. **Law number 104 of 1992:** gives a very precise definition of disability and establishes a general framework for the rights of people with disabilities to get a job.
2. **Law number 68 of 1999:** The law makes it mandatory for both public institutions and private companies to hire a minimum percentage of workers with disabilities and special needs.

JOB POSITIONS FOR
THE TARGET GROUP IN
THE LABOR MARKET



Computer
technician



Teacher or
sign language
researcher



Deaf people
can do any job if
there is accessibility



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Digitalisation of the education

4

Training for the teachers

The state of the art in the field of digitalization, Industry 4.0, 3D technologies, and education in Italy appears to be limited in relation to the specific concerns expressed by students and teachers. The focus seems to be on addressing challenges related to sign language skills among teachers, accessibility in education, individualized teaching support, career guidance, and the need for curriculum improvements related to the Deaf culture and community.

FOCUS GROUPS RESULTS

3 focus groups organised in Italy



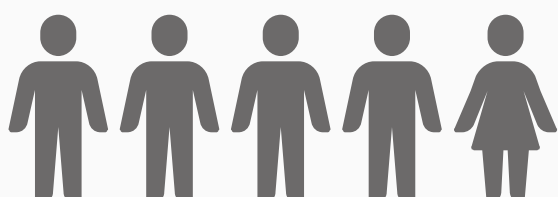
VET TEACHERS

6 teachers of different subjects



VET STUDENTS

6 students from the public schools



ENTREPRENEURS

5 deaf people, 1 female, 4 male.

5

Focus Group Results: VET Teachers

VET teachers discussed challenges faced during the learning process, including the persistent use of the Italian language instead of Italian Sign Language. The lack of subjects related to Deaf culture was highlighted, despite the recent introduction of Sign Language classes. Teachers seek better in-service training to address diverse student needs and requested improved Sign Language knowledge and interpreters. They recognized the need for enhanced guidance after school, as VET students are not oriented towards university studies but require support for inclusion in the job field.

6

Focus Group Results: VET Students

students in the focus group faced challenges with limited Italian Sign Language proficiency among teachers and inadequate support hours.

Non-native speakers struggled with the language. They aspired to various professions but lacked appropriate courses and practical experience. Accessible services like lip-reading and sign language interpreters were valued. Passing exams proved difficult, and career counseling was lacking. The existing educational offerings didn't align with their interests, prompting them to consider additional courses after secondary school.

7

Focus Group Results: Entrepreneurs

The study reveals that deaf individuals face communication and training challenges, hindering their professional growth due to a lack of accessible tools, training opportunities, and work-related information. Employment barriers result from a limited understanding between the hearing and deaf communities, leading to reduced job prospects. Tailored training, job-seeking support with deaf interpreters, and dedicated platforms are crucial. Further measures are needed to fully integrate deaf employees, despite existing government support. Companies benefit from employing deaf individuals, gaining insights and offering specialized services, promoting inclusion in the workplace.



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