



ISTITUTO DEI SORDI
DI TORINO

THE SILENT VOICE OF THE TURIN INSTITUTE OF THE DEAF

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Introduction

Young Deaf people very often do not participate in usual activities ongoing in their community (social, cultural or professional activities). There are several reasons for this situation. The most important reasons: language barrier, lack of access to education (which would enable them to improve their competences), and the fact that they are not sure they will manage in a new, unfamiliar environment.

Erasmus + project: **"Be included! - Deaf young people at the labor market"** is addressing this situation and offers, on the one hand, information in the sign language of young deaf people who are looking for a job and on the other hand provides support to career advisors by giving them knowledge about how they can work with deaf young people. to encourage them to enter the labor market.

We believe that this way, young deaf people can have a more accurate image of the labor market and can reach their full potential in a new environment, thus developing their professional and social skills within their community and the society to which they belong to. We want to help deaf young people to be prepared for future work at the highest possible level.

This guide is a support for career advisors in order to understand the complexity (cultural framework, communication, prejudices) of deaf young people so that they can be specifically provided with information on where and how they can use their skills and competencies for better insertion on the labor market, information about what competencies and skills are required on the labor market and where they, deaf young people, can acquire and / or improve these skills and competencies so that they have the best possible training for the job.

This guide is offered with the purpose of better communication between vocational counselors and young deaf people, even if a career advisor does not know how to communicate in sign language.

This guide is elaborated respecting the particularities of young deaf people, with the desire to promote good standards of work with them and to help vocational counselors to reach young deaf people, to work with them, to help them increase their chances of entering labor market.

Chapter 1. Meet deaf people and their culture

1.1. Hearing loss – general information.

Hearing is one of the most important senses. Sometimes we don't realize how important it is, until we start to lose it and distance ourselves from people. It becomes difficult for us to have an ordinary conversation.

People with hearing impairment constitute about 2% of the total population in Poland, including about 0.02 - 0.03% of people with deeply damaged hearing, i.e. deaf people (this is 2-3 people per thousand). Chapter 1. Meet deaf people and their culture The language used by deaf people is Sign Language.

A deaf person is a person who cannot hear, i.e. the auditory content flowing from the world, and thus finds himself in worse conditions than hearing people in cognitive work and preparation for social life.

A person with a hearing impairment is a person with hearing problems that makes it difficult or even impossible to perceive oral speech through the auditory route.

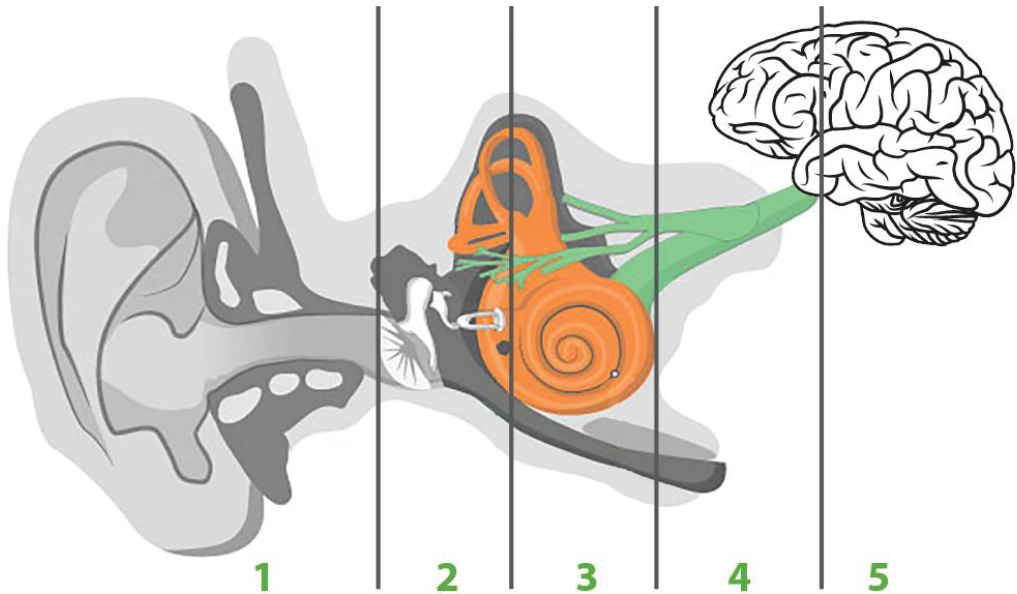
A. Hulek gives the following definition: „deaf people are people for whom the hearing analyser practically does not function, i.e. to the extent necessary for everyday life needs”.

He describes the hearing impaired as follows: „The hearings impaired are those whose hearing, albeit damaged, works with or without voice amplifiers.”

“Hypoacusis” (ICD10 H90-H91) is a hearing loss in which sounds are not conducted or perceived properly. Depending on whether we are dealing with hearing problems in an adult or we are seeing a hearing loss in children, the reasons may be different.

In order to distinguish between the types and **causes of hearing loss**, it is important to understand **what the auditory pathway looks like**, along which sound travels to create an auditory sensation in the brain. It is only when all components are working properly that we can hear well.

How do we hear?



The causes of hearing loss can occur at any stage of the auditory pathway that the sound travels.

The 5 steps, which must be taken by sound to produce an auditory sensation in the brain:

1. First, the sound is registered by the ear. Our auricle works like a funnel. The sound is focused and directed into the ear canal.
2. The sound wave then hits the eardrum and causes it to vibrate. The eardrum moves the 3 bones in the middle ear: the hammer, the anvil and the stapes. We call this part of the auditory pathway the conductive part. It all happens mechanically.
3. In the third part - the cochlea - the stage of perceiving the sound begins. Vibrations set the liquid in motion. In doing so, the hair cells in the Corti organ in the inner ear are irritated and bioelectrical impulses are generated.
4. In the fourth part, the auditory nerve carries information in the form of bioelectric impulses to the brain.
5. Only at this stage, in the central nervous system - in the brain - the auditory sensation arises. It is in the brain that it is interpreted as music, speech or other sound.

1.2. The main causes of hearing loss.

There are many reasons why your hearing may not work properly. The main reasons limiting hearing efficiency include:

- hereditary factors: dominant, recessive inheritance and X chromosome inheritance,
- in the prenatal period: fetal developmental disorders caused by maternal viral disease, intrauterine infection, poisoning with drugs or other ototoxic agents,
- in the perinatal period: prematurity, abnormal delivery, circulatory or respiratory disorders, lack of professional care during childbirth, birth trauma,
- in the postpartum period: jaundice (especially related to serological conflict), infections, injuries and other ototoxic injuries,
- in infancy and early childhood: meningitis and chronic otitis media, toxic damage to the auditory nerve in the course of infectious diseases such as measles, scarlet fever, whooping cough, influenza and mumps, use of ototoxic drugs (quinine, gentamicin), mechanical injuries within the skull, acoustic injuries,
- in the later period: caused by otosclerosis, impaired blood supply to the inner ear, Ménière's disease, long-term acoustic trauma and senile deafness.



What causes hearing loss in children?

Hearing loss in the youngest - children or new-borns - may be genetically determined (congenital hearing loss), as well as caused by diseases. Hearing problems can be caused by infectious diseases occurring in a pregnant woman, especially rubella, can also be a side effect of using certain medications by a woman. Hearing impairment in a child is often associated with prematurity or an injury suffered during childbirth.

Screening tests for new-borns have been carried out for several years in order to exclude or detect possible hearing impairment in children as soon as possible and take appropriate steps.

The causes of hearing loss in adults

The main causes of hearing loss in the elderly are: noise, aging, accident, ototoxic drugs. Hearing impairment can also be damaged by diseases, e.g.:

- Ménière's disease - a disease of the inner ear which, in addition to hearing problems, is accompanied by dizziness and balance disorders;
- otosclerosis - a disease of the auditory ossicles causing, among others, tinnitus, which patients refer to as unpleasant ringing in the ears;
- inflammation of the inner ear - there is pain, throbbing, blocked ear, muffled hearing in one ear or both sides;
- otitis externa - itching and painful stinging in the ear, fever join hearing problems.

Hearing loss can also be caused by a wax plug in the ear canals, craniofacial trauma or a foreign body in the ear. It happens that the patient remains hearing loss after infection, especially viral infection.

We have no influence on some of the factors responsible for **partial hearing loss**, but appropriate response or regular hearing tests, especially after the age of 50, significantly reduce the risk of complete hearing loss (deafness).

1.3. Types of hearing loss - conductive, sensorineural, mixed.

Regardless of the causes, there are basically 3 types of hearing loss:

1. Sensorineural hearing loss (sensorineural hearing loss)

It can be damage to the cochlea or the auditory nerve, or chronic inflammation. Sensorineural hearing loss is when sound is made to the inner ear but is incorrectly converted into nerve impulses. As a result, sounds are not correctly recognized.

2. Conductive hearing loss

Conductive hearing loss can be caused by problems with the outer ear and middle ear, such as: excessive secretion of earwax glands (ear plug, ear plug), eardrum defect, otosclerosis (a type of calcification of the auditory ossicle - stapes). It consists in disturbing the transmission of sounds from the auricle through the middle ear to the inner ear. Regardless of the height, sounds are not transferred properly to the inner ear.

3. Mixed hearing loss

It is a combination of a hearing loss caused by poor conduction and a sensorineural hearing loss.

How to recognize hearing loss - symptoms of hearing loss

People with hearing loss often do not notice the first symptoms of impaired hearing. People from the close circle are usually the first people from whom we learn that we have a problem.

The signs of sensorineural hearing loss include:

- worse speech understanding (we ask the interlocutor to repeat the sentence),
- difficult conversation with many people or in a noisy environment (we get irritated that we cannot hear, noise disturbs us, please speak louder).

With **conductive hearing loss**, we hear everything much quieter. We have the impression that others are talking quietly. It also makes us avoid talking, ask for louder speech, turn up the TV or radio, etc.

If you do not notice that **your hearing may have deteriorated**, we recommend that you take a simple test - answer the following questions honestly.

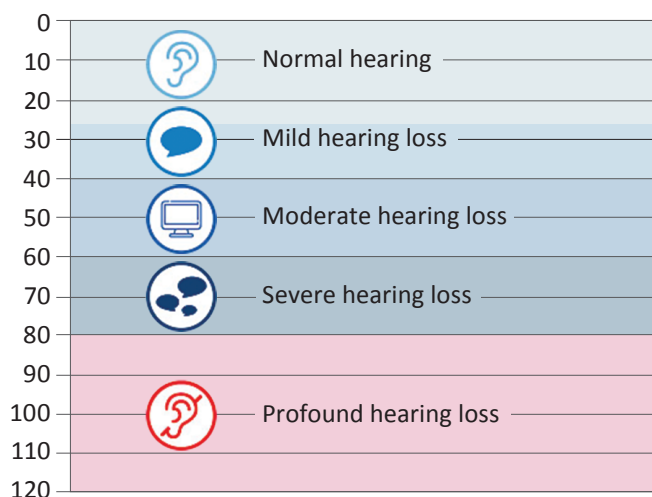
- Has anyone told me that my listening to music, TV or radio is too loud?
- Do I often ask my interlocutor to repeat a sentence?
- Do I get the feeling that people are speaking slurredly?
- Does talking in a group of people require more attention, concentration and effort from me?
- Do I feel tired after talking to a larger group of people?
- Do I have the impression that the acoustics are bad when I go to church or to a concert or a meeting where people speak through the microphone?
- Have I ever missed a car passing, a knock on a door or a doorbell?

If you answered yes to at least one of these questions, make an appointment for a hearing test. It is better to react to the deteriorating hearing in advance so as not to lose it forever. The study will help to determine how advanced the problem is.

There are basically 4 degrees of hearing loss:

- Mild - 20 –40 dB,
- Moderate - 41-65 dB,
- Severe - 65-90 dB,
- Profound - 91 dB.

Degrees of hearing loss (dBHL)



1. **Normal hearing** (≤ 25 dB) No noticeable signs of hearing loss.
2. **Mild hearing loss** (26–40 dB) The softest sounds in the better ear are between 26 and 40 dB. Quiet conversations or situations with background noise become difficult to understand.
3. **Moderate hearing loss** (40–60 dB) The softest sounds that can be heard in the better ear are between 41 and 60 dB. The TV and radio are amplified to a level that disturbs others.
4. **Severe hearing loss** (61-80 dB) The softest sounds that can be heard in the better ear are 61-80 dB. There are difficulties in speech and conversation in a group, understanding speech is impossible without higher volume.
5. **Profound hearing loss** (≥ 81 dB) The softest sounds heard in the better ear are 81 dB or more. Hearing the devices around us is difficult or impossible, speech is incomprehensible.

How can I prevent hearing loss?

Prevention is always better than cure. In some cases, we can certainly take measures to prevent or delay hearing loss. For example, by avoiding listening to music or noise at high volumes, or by using appropriate **hearing protectors**, we can **prevent hearing loss caused by noise**.

Caring for the ears, proper cleaning, avoiding cold (wearing hats) protects us partially against various inflammations that can lead to **hearing impairment**.

1.4. The possible effects of hearing loss on professional development.

Choosing a career path is an important decision in everyone's life. If, in addition, we are faced with the limitations caused by a hearing impairment, the choice becomes even more difficult.

Each deaf person should be treated individually, emphasizing his/her human dignity and highlighting positive personality traits. Some Deaf people could feel afraid and more prone to withdrawing than hearing people. Proper organization of the deaf socialization process, therefore, consists in creating conditions conducive to their maximum activation, including professional activation.

The professional identity of deaf people (and probably any other) depends on the communicative and cultural "status" of the deaf person. However, it is not about the degree of hearing loss, but about which language is spoken, which language the family communicates (Within their private and social environment) and in which culture one participates. The identity of each deaf person can therefore be placed somewhere on the axis defined by a continuum with two poles:

The Hearing World <====> Deaf Culture

The professional identity of deaf people is shaped by passivity (a component of the social identity of the Polish Deaf). Common communication barriers also affect the professional identity of deaf people. They result from insufficient knowledge of the Polish language by deaf people and from complete ignorance of PJM by people from the Deaf's closest circle (employer, co-worker, and even close and distant family). Contact in early childhood with apprenticeships also affects the professional identity of deaf people. In their childhood, the respondents did not learn too many professional models (the main model was the profession of parents, especially mothers), they also had little contact with professional content (e.g., in pre-school education) and had almost no professional experience during their education (holiday jobs, work for a family for a salary, etc.). As a result, professional identity of deaf people may be formed quite late and not be associated with values such as activity, flexibility, independence, etc.

Problems with looking for a job, indicated by the Deaf, resulting from reasons beyond their control are actually two groups of difficulties.

First of all, these are problems resulting from the weakness of the Deaf education system in Poland. Attention was drawn to difficulties in writing in Polish, often encountered among deaf people. It was also emphasized that deaf people have a limited range of pro-

fessions in which they can study. Deaf people are not prepared to actively look for a job at school: they cannot write a job application, cover letter or CV, they do not know how to talk to the employer.

On the other hand, the Deaf draw attention to the frequent lack of documented work experience - even if deaf people have work experience, completed additional courses, they are not able to prove it properly - they do not care about collecting certificates, diplomas, do not prepare their professional CV. There are also 'technical' problems, such as the inability to participate in a telephone interview, or the need to use a third party (interpreter) during the recruitment procedure.

Secondly, literature and practice also emphasize a small number of professional offers addressed to the Deaf (this phenomenon is related to the already mentioned narrow scope of education of the Deaf and the unavailability of continuous education) and the lack of work in the Deaf's place of residence - the necessity to travel to work in another place with a great financial effort, often making taking up a job unprofitable. This is related to another feature, emphasized by the respondents very often and in various contexts - the work of the Deaf is worse paid than the work of hearing employees. According to the researchers, the Deaf cannot count on bonuses and raises.

The most important problems indicated by employers in the context of work with Deaf people are issues related to safety in the workplace - Deaf people do not understand recommendations in the field of health and safety. Additionally, they point out that workplaces are sometimes insufficiently prepared for the presence of Deaf people, for example the lack of lighting signs [showing the escape route], eg during a fire.

Another feature is the lack of uniform working time - the reason for the reluctance of employers towards Deaf people could be the provision specifying a seven-hour working day for a disabled person - one hour shorter than for hearing people.

Isolation is also a significant problem - the inability to communicate and communicate with colleagues (on a professional and friendly basis).

Answering the question we posed: What problems do the Deaf encounter in their professional life (while looking for a job and at work)? We want to note that the Deaf, both when looking for a job and working, face several different groups of problems. The first group of problems results from the poor situation on the labor market - there are few job offers, what is available for a deaf unemployed person is usually hard, boring and low-paid job, not requiring professional qualifications. An additional difficulty is impossible to meet by the Deaf and very popular among employers the habit of contacting job applicants by phone. Deaf people also lack preparation for active job search - they are not always prepared to write a cover letter or CV.

A separate and very important issue is the deaf person's attitude to looking for a job - for him/her it is a risky, difficult situation, requiring dealing with his own fears and a deep language barrier.

Deaf feel exploited at work - they believe that they work more and more reliably than hearing people, while they earn less. They also feel alienated - hearing people do not want

to make acquaintances with them, to enter into relationships that are neither purely professional nor private. It should also be noted that deaf people not only encounter indifference and isolation at work, but also manifestations of reluctance and unfair treatment.

According to the Deaf, an ideal relationship at work would be based on mutual knowledge and openness. Deaf people declare that they would introduce a hearing person to their world - they would teach sign language, show how a hearing aid works. They would be willing to enter into close, even non-professional, relationships with their hearing colleagues. They emphasize the importance of mutual contacts (e.g. by means of cards or lip-reading), as well as non-work relationships.

1.5. Introduction and general information about Deaf Community. Community Culture particularities.

Most people think of deaf people in medical terms. However, the Deaf community has its own language, traditions, customs, institutions and a common identity. Of course, not all hearing-impaired people feel part of this group. So “not everyone” is Deaf. This capitalized word refers to cultural issues as opposed to the lowercase medical words “deaf” or “hearing-impaired”.

On the other hand, SJM (sign language - an artificial communication system created by hearing people to facilitate communication with deaf people) is derived directly from the phonic language and is an artificially created language system. SJM is often used to communicate between hearing and deaf people because it is easier to learn. The use of SJM is related to the difficulties and limitations resulting from its artificial character, it does not offer such freedom of constructing expression as natural language. It is especially convenient for people who know spoken language of given country, who have lost their hearing, for example, because they can use it using the grammatical rules of the given spoken language. Deaf people, for example in Poland use PJM (Polish Sign Language) among themselves, and many of them, especially young people, do not know SJM at all, therefore learning SJM does not guarantee communication with all deaf people, although it can certainly facilitate it

Unlike SJM, also called sign language, PJM, like natural sign languages in other countries, was created as a result of spontaneous interactions of deaf people. It is not simply replacing words with “gestures”, but is characterized by independent word formation and separate grammatical rules. That is why people who are deaf from birth, grew up in a deaf environment, learn Polish as a foreign language. Superficial contact with such people can lead to the misconception that deafness is associated with intellectual underdevelopment.

Linguist William Stokoe, working in the 1950s as a teacher of the Deaf, noticed that their way of communication fully meets all the criteria of speech: it has grammar and syntax, and allows for the creation of an unlimited number of concepts. The distinguishing feature of sign language is grammar functioning in space. What happens linearly and sequentially in spoken language becomes simultaneous and multi-level in sign language. Speech has only one dimension - its extension in time - and in the case of sign language there are four dimensions: three in space and one in time. Sign language therefore functions as a medium with a greater capacity - it is almost cinematic in nature. Moreover,

sign language is not only about using your hands. Also, facial expressions perform specific linguistic functions here: they can be used to express constituent structures, such as conditional periods or questions, and function as adverbs or articles.

Culture of the Deaf - it is a completely separate and unique cultural system that characterizes the Deaf community. It is distinguished by a separate catalog of norms and values resulting from a specific history, shared experiences. Like KulturaPolska, KulturaLemkowska or Kultura Roma, the Culture of the Deaf is a completely separate and independent phenomenon, which includes a separate communication system (sign language), some unique forms of artistic expression (e.g. sign poetry), behavior system (e.g. *savoir-vivre*). But the Culture of the Deaf is primarily cultivated attitudes, beliefs and convictions (including rejection of oralism, opposition to reducing deafness to the sphere of medical and biological only), it is also a certain organization of social and social life (clubs and clubs, political and cultural organizations, sports organizations), is a shared history, which is largely a history of combating discrimination and liberating itself from dependence on the hearing majority. The specificity of Deaf culture is partly due to the very nature of deafness, from the visual perception of the world, and partly from group life among deaf people. Deaf culture is collectivist, which means that it promotes harmonious relationships between its members. In this sense, the Deaf community should be perceived as a separate, exceptional and unique cultural group, functioning as one of many cultural groups within Polish society.

A Deaf / deaf person (sometimes we see the word *g* / *Głucha*) - when writing about deaf / deaf people, we should be aware of the ambiguity of terms used in Poland, in particular, we should be sensitive to the use of a capital letter in the word "deaf", because a deaf person (lowercase) and Deaf (uppercase) have a slightly different meaning. The broader meaning is "deaf person" written in a lower case, which is synonymous with "not hearing person". Here, we understand deaf people as having physical, congenital or acquired biological deficits that make it impossible (or significantly difficult) to hear. On the other hand, by Deaf persons written with a capital letter, we mean hearing or deaf people who identify themselves with the deaf subculture / community. However, the term "deaf-mute" should be avoided, as it is perceived as pejorative. It is believed that this name twice stigmatizes the deaf as a man without a tongue, deaf and speechless. Meanwhile, the deaf communicate without any problems, they have their own visual and spatial language - sign language.

Common terms related to the deaf community are listed below:

- Hearing impaired / hard of hearing - a person whose hearing loss also makes it difficult to naturally learn the spoken language (even with hearing aids), but not to the same extent as in a deaf person. Hearing-impaired / hard-of-hearing people usually function as speaking people who use the Polish phonic language (not sign language).
- Audism - is a term used to describe discrimination or stereotypes about Deaf people. It is a pejorative description of the situation when the matters of the Deaf are dealt with by hearing people, claiming that they "know better".
- Hearing Officer (*Słyszak* – original) - in Deaf parlance this is usually a hearing person who has a medical approach to deafness and imposes his views or help on the Deaf. This concept has an offensive tinge.

- CODA - from English - Children / Child of Deaf Adults, or hearing children of deaf parents. Over 90% of deaf people have hearing children. The acronym CODA was chosen by the founder of CODA International - Millie Brother - because of her musical background. Coda or koda is the ending of a musical piece, which is supposed to give the impression of its summation and closing, but unexpectedly also appear in it new notes and motifs that were not in the piece before. CODA are mostly hearing people brought up in a visual communication environment, therefore they encounter difficulties in their lives related to the social and cultural norms of the hearing world that differ from the norms in the Deaf community. Often one of the roles that CODA plays in the Deaf family from an early age is the role of an interpreter from sign language into Polish and vice versa. There is also an additional classification into: CODA positive (identifying with the culture of the deaf) and CODA negative (identifying primarily with the culture of the hearing).
- Colour of the Deaf - the deaf community has many symbols, incl. symbol of the hand, but it has many meanings, not only for the Deaf. Hence, it was decided to set the turquoise colour as a symbol reserved exclusively for the above-mentioned. Community to distinguish it from other communities. The turquoise colour is a symbol of trust, hope and faith in yourself and other people.
- Butterfly Theme - The generally accepted international symbol of the Deaf is the butterfly. Butterflies are deaf, and the comparison of sign language to their colorful and flapping wings completes the meaning of this symbol.
- SignWriting - a sign language method developed by Valerie Sutton in 1974 at the request of sign language researchers at Copenhagen University.

The deaf may have their own festivity, i.e. International Day for the Deaf - a celebration annually dated on the last Sunday of September, in some places this holiday lasts throughout the last week of September.

International Mother Father Deaf Day - a festivity celebrated on the last Sunday of April.

In order to write credibly about the Deaf community, first of all, you need to learn some **important facts** about deaf people and deal with some common myths..

1. Deaf people use sign language, which is a natural language for them, therefore they often know oral languages as a second language – like a foreign language. Writing instructions or asking a Deaf person to read some information on a piece of paper or on a computer does not always solve the problem. Many deaf people are able to read or write information in, oral languages, but as with any user of any foreign language - mistakes can be easily made!
2. Deaf people from different countries that use different Sign Languages can slowly understand each other. We can conclude that World Deaf Community is multilingual.
3. It is a myth that all Deaf can read lips, in fact some have this valuable skill, but not all. If, on the other hand, the Deaf can actually do it, remember to look at his / her side and articulate individual words clearly.

4. Oral national languages are foreign languages for deaf people, so not all representatives of this group will be able to communicate with the help of pen and paper. It all depends on the course of their educational path and language skills. So exactly the same as among the hearing.
5. Hearing aids and implants sometimes help to hear, but they rarely restore 100% of hearing, so it is not enough to “implant” a child to hear.
6. Deaf community is a cultural group, unlike other groups regarded as “disabled”, they have their own language, history, system of meanings, values and norms, just like other minoritarian communities.
7. Deaf does not equal „stupid” or „mentally retarded” as some people believe. Difficulty in contact is a communication, linguistic and cultural barrier, not the result of someone else’s intelligence or ill will. Another difficulty in communication results from the fact that sometimes deaf people speak in a distorted way or with and incorrect articulation or bad accent: it is due to the fact that they can’t hear and correctly reproduce sounds. It’s like learning a foreign language without hearing the pronunciation.
8. It is often untrue that a Deaf person hears nothing. Among the deaf, only 2 - 4% of people really do not hear anything. Other people, although they cannot hear other people’s speech, may perceive many other louder sounds from the environment, e.g. the sound of a hammer knock or the whirl of an engine in a car, and they perceive these sounds rather distorted and a little quieter, depending on the degree of their hearing loss. Therefore, it is also not true that they are not disturbed by noise, the more so that even if they do not hear the sound, they can feel vibrations, e.g. through the floor or furniture, which may distract them a bit.

It is worth getting to know Savoir Vivre of the Deaf because some of the socially accepted behaviours are common to the Deaf and the hearing. However, there are behaviours specific to the Deaf group.

Establishing communication

In sign language it is necessary to establish eye contact between interlocutors. A scream in the case of a Deaf person will not help, so we can use:

1. Waving the hand towards the Deaf person with the vertical movement of the hand (movement of the wrist up and down), which is a bit different than when saying goodbye.
2. Spanking - if a deaf person is facing us with his back or side turned, and we would like to establish contact with him, it can be done by lightly patting him in the area of the shoulder. But be careful, tapping in a place other than the area of the interlocutor’s hands or arms, e.g. around the neck, back, head, legs is inappropriate.
3. Hitting the table - if a Deaf person is eating a meal, it is correct to tap the table with the open hand in order to get his attention. This method, thanks to the vibrations

transmitted through the surface, is effective in summoning a larger group of people sitting at one table.

4. Stomping - thanks to the vibrations transmitted through the floor, it allows you to summon a group of people in a given room.
5. Flashing light - the method works well to attract the attention of a larger group of people in a large room.
6. Throwing something light at a distant interlocutor (eg a pillow, a paper rolled into a ball). However, you should throw it lightly, aiming at the lower body and only at people we know. There is no question of throwing to an old, stranger.

Maintaining / breaking communication:

1. If you see Deaf flashing with each other, do not pass between them, because another person passing between interlocutors causes a temporary break of eye contact, and thus the communication is interrupted.
2. Taking your eyes off the interlocutor and “wandering” around them is rude and has a negative impact on the course of communication.
3. Excessive head nodding can be taken as disrespectful and is distracting.
4. You must maintain eye contact. There is no sign language communication without eye contact. This also applies to a conversation through an interpreter - we should look at our interlocutor and not at the interpreter.
5. Watching your partner’s hand instead of looking into their eyes. The basic mistake made by people who start learning sign language. Such behaviour distracts and stresses Deaf people. The blinker’s hands do not convey the entire message. It is the eyes and face (facial expressions) that largely give the grammatical meaning and determine the meaning of the utterance.

Other important considerations:

1. Applause. When the performance of a Deaf person is rewarded, ordinary applause is replaced with “visual” applause. He then raises his hands, spreads his fingers and shakes his hands as if to screw in a light bulb.
2. Bon Appetit - wanting to wish good food to the Deaf sitting at the table, they knock twice on the table.
3. Deaf people are not in the habit of addressing newly met people as sir / madam. They go straight to you. They have no problem with private space, it is completely natural for them.
4. We should not stare at Deaf people flashing in a public place.

5. Unfortunately, no one has found a good way to make the Deaf feel comfortable in the company of 5 hearing people who do not know sign language. There was even a negative term “family dog” for a Deaf person in the family of hearing people, who is always overlooked / ignored at family events.
6. There are a few things that can make it difficult for a Deaf person to read the lip movement messages (if the Deaf person has the ability), and these are: a thick beard / mustache, talking through his teeth, shaking / moving his head while speaking.

1.6. Stereotypes and prejudices related to deaf people.

Deaf people do not look at themselves through the prism of disability, the lack of hearing in the Deaf community can be just as perceived as the lack of gills for humans until they are compared with fish.

As in the case of relationships between other cultural groups, there are stereotypes between the Deaf and the hearing that affect the actions taken. The most common and stereotypical behaviours in meetings with deaf people include: speaking in a raised voice, shouting, speaking in an unnatural, overly clear manner, opening the mouth wide, but also abandoning contact, turning away from the person, waving a hand, showing impatience, expressing negative judgments and opinions about a deaf person in their presence, speaking in the presence of a deaf person without paying attention to whether the message is understandable to them, omitting deaf people in discussions and, more broadly, in accessing information. Other stereotypical behaviours include selecting information given to deaf people, manipulating information or making decisions for deaf people. The described behaviours are related to the manifestations of audism, i.e. a certain practice of “dealing with” deaf people by hearing people.

Therefore, it cannot be said that deaf people are only a group of people with disabilities who share common demands for changes in society. Deaf people create their own living, rich and manifesting in many spheres of life their own space, which is best described as culture. The recognition that deafness has not only a medical but also a cultural dimension does not lead to the recognition that it is an alternative to, for example, national cultures. Drawing attention to the culture of the Deaf is intended to grant them rights that other minority groups already have. Because in fact they often feel like foreigners in society. Noticing the culture of the Deaf would also be a symbolic gesture of granting subjectivity to this group as one of those contributing to contemporary Polish culture.

Chapter 2. Communication with Deaf people

2.1. Particularities of language and communication with Deaf. Characteristics of communication in sign language.

Deafness is an “hidden condition”, it is not visible at first sight. Its consequences are also often unknown and misunderstood in the society. Everyone generally knows that Deaf use Sign Language, but the knowledge about “functioning” of these people ends there. So let's try to answer a few of the most frequently asked questions about the sign language and the world of Deaf people. This will allow us to better understand the consequences of deafness and the Deaf people themselves.

1. Is Sign Language universal?

The answer is NO. Sign language, just like phonic languages, has a national character. Deaf people from different countries sign differently. Sign languages - just as in the case of standard ‘sound’ languages, have developed naturally and completely independently from each other all over the world. Therefore, we distinguish, for example, ASL (American Sign Language), PJM (Polish Sign Language) or LIS (Italian Sign Language), etc. What is more, the sign language in one country or area of the phonic language may differ, which is related to the so-called regionalism. It is worth mentioning here the GESTUNO International Sing Language. It was developed by international team of experts of the World Federation of the Deaf and is used in international congresses, seminars, sports competitions and conferences. However, it is not a natural language, but an artificial one, not widely used in the Deaf community.

2. Are sign languages literal translation of phonic languages into “sign marks”?

The answer is NO. Sign language has its own grammar and structure different from phonic language. There are signs that are difficult, for example, to be literally translated into words in phonic language. Other important elements of sign language are also facial expressions, the pace of showing individual signs, the use of space, etc.

3. Is the sign language “poorer” than the phonic language?

The answer is NO. Sign language is as rich as any language. It is natural, so it is constantly developing and enriching with new concepts and words, just like phonic languages.

4. Can you communicate with a Deaf person by means of writing without any problems?

The answer is NOT ALWAYS. Not every Deaf person knows the written phonic language well. Why? It should be noted here that Deaf children are taught the national mother tongue. They do not acquire it in the process of acquisition (language acquisition, not learning it), as their hearing peers do. Acquisition takes place through linguistic immersion, free and unlimited access to communication in a given language and establishing various relations. Deaf children, deprived of the possibility of auditory perception of language, cannot naturally, freely absorb a given language from the environment. Deaf children must learn their mother tongue like they learn foreign language. The process of teaching a language for children is

slow, often difficult and frustrating. Not every Deaf person will learn the mother tongue at the same level. Not every information conveyed by writing will be understandable. It does not mean that Deaf people cannot read or write. They can! But it must be remembered that this skill is drilled and can be mastered by individuals at a different level.

5. Do all the Deaf sign?

The answer is NO. A significant part of Deaf people have hearing parents or siblings. That means that their relatives usually do not know the sign language. The decision about the method of communication and the educational process of the child is always made by parents. Some of them decide to use oral teaching methods and educate their children in the hearing environment. These children, having no contact with the Deaf community, do not learn the sign language and do not get to know the Deaf Culture.

6. Do all Deaf read lips?

The answer is NO. This is, of course, a skill that D / Deaf children are taught and which helps a lot in understanding the message in the phonic language and in establishing communication. However, it should be considered that this is a skill that is very difficult to master and not all Deaf can do it. Each person has their own “way of speaking”, an additional difficulty is also caused by e.g. a moustache or a beard of the speaker.

7. Modern technology offers many possibilities. Hearing aids are also getting better. So can people wearing hearing aids or having cochlear implants hear? Do they have problems with it?

All hearing aids or implants are devices that support hearing. They cannot replace hearing a hundred percent. Please note that people who use them are still Deaf after removing them. Each hearing impairment is also different, so hearing aids will offer different benefits and opportunities for each person with hearing impairment. The fact that a person has a hearing aid or an implant does not mean that they can hear and understand what we are saying to them.

2.2. Communication and Deaf Community. Some strategies and tools for an efficient communication with Deaf.

The beginning of the contact with a Deaf person may be difficult due to problems in establishing communication and adjusting the conditions imposed by the new situation. It happens that the first unsuccessful attempts to talk effectively strengthen the conviction of both sides that the agreement is impossible. Meanwhile, the experience indicates that with time this contact can become satisfactory. In doing so, there are a few basic rules to keep in mind:

1. Get to know your interlocutor.

The community of Deaf people is very diverse in terms of language proficiency. There are also different ways of communication for people with hearing impairment. These people can use the sign language and, at the same time, supporting with lip-reading, they use

phonic language. They can know their mother tongue in a written form at different levels. They may also be unfamiliar with sign language and communicate only verbally. Therefore, the first and most important rule is to find out how a person communicates and what he expects from us in this matter.

2. Whenever you talk to a Deaf person, remember to show your face

When approaching a person with hearing impairment, we must remember that the eye contact is extremely important here. Deaf people should know and see that we are talking to them in order to be able to look at us and focus on what we are saying. In a situation when, for example, we turn around, cover our face, or walk around the room speaking, the information we provide probably will not reach the hearing-impaired person. If a given person is not looking at us, for example because he or she is busy reading materials received from us, he or she is also unable to focus on information or instructions provided by us orally.

3. Do not shout

The natural reaction of a hearing person in the first contact with a hearing-impaired person is raising the voice and slowing down the speech. Our shout will not make the Deaf hear us. Let try to speak naturally. When we are convinced that our interlocutor does not understand, it is worth repeating the statement a little bit slower (louder), if we are aware that maybe we were speaking too quietly or too fast.

4. Visual aids

When working with a Deaf person, all visual aids can turn out to be extremely helpful. Remember that the visual perception is the main way of gathering information by people with hearing impairment. That is why, when contacting a Deaf person, it is worth considering to use a presentations, pictures, photos and writing. Information provided that way may be of particular importance in understanding the message.

5. Organization of space

A very important element in working with a deaf person is the organization of space where the meeting takes place. It should be noted that the place occupied by the Deaf people should give them the opportunity to look at us all the time during the course. The distance between the meeting leader and the hearing impaired person should not be too long. If it is a group meeting, it is worth arranging the chairs in a circle. It allows the deaf person to observe all participants and see their faces while speaking. The best option is when the window is behind the back of Deaf. This allows them to observe the faces of other participants during the classes, who are well lit, and at the same time the light from the window does not blind the Deaf. When choosing a meeting place, it is also worth paying attention to the sounds reaching the room. A noisy, busy street outside the window or the radio on may impede the communication.

6. Sign language interpreter

In communication with a deaf person who uses the sign language, the help of a sign language interpreter may be necessary. If an interpreter is present at the meeting, remem-

ber to conduct the conversation with the Deaf person and ask them the question, not the interpreter. Therefore, it is reasonably to ask “Will you drink tea?” to a Deaf person, and do not to ask the interpreter: “Please ask him if he wants tea”. You should not also talk to the interpreter about the Deaf person, as if that person was not in the room, or decide what would be good for them without explaining the situation to the person involved. It should be noted that the interpreter does not take part in the conversation, does not express his opinion - his task is only to translate the statements of interlocutors. If the conversation with the Deaf person concerns serious, difficult topics, it should be ensured that the person interpreting into sign language does not come from an environment close to the Deaf - it will guarantee discretion and neutrality. When passing on information, we should also make sure that the pace of our speech is not too fast and that the interpreter is able to provide full information. We should also remember to thank the interpreter for his work and help at the end of the meeting.

7. Do not treat the Deaf person as a person with reduced opportunities

Deaf people, due to difficulties in conveying information with the use of phonic language, spelling mistakes and frequent misunderstanding of the written content, are perceived as people with reduced learning abilities or low competences. However, deaf people should not be judged by their speech or language skills. It is worth emphasizing their skills and abilities, not just their limitations. Having difficulties in talking about your abilities does not mean you lack them. It should not be assumed in advance that something is impossible to do for a given person. A Deaf person may also show great potential and abilities. Of course, each Deaf person is different, with various possibilities, ambitions and personality. You also cannot generalize your experience with one Deaf person to all other hearing impaired people.

8. Respect the time of the Deaf

During meetings, it is worth making sure that the Deaf person receives information on a regular basis. Situations when a Deaf person comes to a meeting from which he does not understand anything, and receives information about the discussed matters at the end, are an expression of disrespect and a waste of his time.

9. How to draw the Deaf ‘s attention effectively and culturally?

In the Deaf community, there are several ways to establish a communication agreement that is both effective and socially acceptable. Examples:

- • waving a hand at a distant or standing sideways interlocutor - hand movement should be vertical, not transverse.
- light pat on the interlocutor - the touch should be in the area of the interlocutor's hands or arms. A pat on another part of the body, e.g. the neck, may be perceived as offensive
- hitting the table with an open hand - this method, thanks to vibrations transmitted through the surface, is also effective in calling a larger group of people sitting at the table

- stamping - vibrations transmitted through the floor also help to attract the attention of people in the room
- flashing light - this activity is clearly understood by Deaf people as a form of drawing attention

2.3. Suggestions for vocational counsellors to create good conditions for effective communication with Deaf.

Before the employment of a Deaf person takes place, the employer should be prepared for hiring of such an employee. The employer should be aware of the consequences connected with hearing impairment and what could be expected from a Deaf employee. Below there are some important practical tips that the employer should receive in addition to theoretical knowledge:

- Deaf people may find it difficult to talk about their skills, which does not mean they do not possess them. The easiest way to check the competences and skills of the candidate is to ask him to perform a given activity.
- More time should be devoted to the meeting with a Deaf candidate, which is connected with the specificity of communicating with Deaf people
- Deaf people can communicate in various ways - by speech, writing, and sign language
- When communicating with a Deaf person, you should avoid metaphors, jokes, symbols
- You should always make sure that the Deaf person understands our commands
- Equip a deaf person's workstation with a notebook, writing tools or a telephone (this may facilitate communication)
- The safety of Deaf people can be increased by installing light alarm signals or preparing a description of activities and regulations at the workplace in written and graphic form
- It is necessary to prepare and train the staff for the presence of a Deaf person in the team
- Employing a Deaf person, just like people with other disabilities, may be connected with some rules of the labor law. Always check current regulations!

Chapter 3. Deaf young people and the labour market – real situation

3.1. Is labour market an inclusive one for Deaf?

The „2030 Agenda for Sustainable Development”¹ provides the framework for inclusive global sustainable development efforts for the coming decade. Persons with disabilities are considered one of the groups that need a particular attention: in the „Sustainable Development Goals”¹ (SDGs) there is an explicit reference to persons with disabilities, about their economic independence and their inclusion in labour market.

In the context of a rapidly changing world, training and labour market are issues drawing the attention of the societies: it is a global concern, posing important challenges that need to be addressed urgently. The main challenge is how to ensure that the future of work is inclusive, leaving no one behind, including the one billion persons with disabilities living on our planet.

From June 2019, the “ILO Centenary Declaration for the Future of Work”² highlights the necessity for a human-centred approach and focuses on the needs of people with disabilities to ensure equal opportunities and treatment.

Also the UN Convention on the Rights of Persons with Disabilities³ provides an important framework for promoting inclusion and equal opportunities for persons with disabilities in the world of work.

Inequalities experienced in the world of work by persons with disabilities remain significant and need to be addressed, or the future of work will replicate the past.

Deaf people risk facing big barriers when trying to get in the labour market if not well sustained by an inclusive society. The unemployment rate among hearing impaired people is almost four times higher compared to the general unemployment rate⁴. Whatever the variations of barriers and percentage from country to country, the general trend is clear: deaf people face numerous risks of exclusion from the labour market; the first one can be identified in the lack of protection from the legal framework. Another big issue is the education of society and public organizations: inclusive conditions may be improved through simple measures focusing on adequation of communication in the workplaces.

The main situation that makes an environment not inclusive for deaf people is the lack of information between hearing colleagues about what being deaf means and which needs deaf people have. Some simple recommendations and a quick training could that meets deaf communities could be really useful in order to create better working environments.

¹ <https://sdgs.un.org/2030agenda>

² <https://www.ilo.org/global/about-the-ilo/mission-and-objectives/centenary-declaration/lang--en/index.htm>

³ <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

⁴ <https://www.hear-it.org/widespread-barriers-in-the-labour-market>

3.2. How can Deaf people find and get jobs?

One of the most frustrating experiences for the deaf or hard of hearing people is the searching for a job. They don't have only to look for it, but also to know the legal rights and the legal framework that protect their situation and needs: all the resources, especially sign language interpreting services, that can give communicative and bureaucratic support.

The main important points on which deaf people have to focus when looking for a job are:

1. Legal Rights for Deaf and Hard of Hearing: each country have laws that protects the legal rights of people with disabilities and that protect them in the working places.
2. Job Searching Discrimination: deaf people have to be aware of their rights, what discrimination means and especially how discrimination manifests itself.
3. Employment Resources in the Deaf Community: be aware and informed of the resources for finding employment in the deaf community.

Main recommendations for deaf people that are looking for a job are:

- Contact deaf career centres:
- Get help from rehabilitation counsellors.

Both the previous centres are offered in many states and countries and are specialized in helping deaf and hard of hearing people find or people with disabilities employment. These centres offer a variety of services, including help with your resume, help with the job search, training, and support.

- Apply for jobs that you are qualified for..

When people are looking for jobs to apply for, usually they look for jobs where the essential tasks and functions can be performed. These tasks are outlined in the job posting. Then the essential functions can be discussed during an interview.

3.3. Facing discrimination during the job searching process.

Discrimination in a hiring process is illegal, but that doesn't mean it doesn't happen. Many people face discrimination during interviews every day.

Job search discrimination occurs when the hiring manager or company lets their pre-conceived notions and prejudices, or opinions stand in the way of giving all job candidates a fair interview and chance at the job. Job search discrimination can come in many different forms, from racial and age discrimination to sexist questions and attitudes towards disabilities.

It would be normal to think that employers would be on guard to prevent discriminatory hiring practices. The truth is some interviewers lack training, some are uncaring, and others are very cunning. They realize that the applicant cannot know their intentions, which makes discrimination extremely difficult to prove.

When sitting in a job interview, the applicant may be faced with certain questions that make you wonder whether or not they can be asked. If a hiring manager or other individual at the company asks about having children, whether or not someone is married or about their ethnicity or religion, these questions are not considered discrimination and they are not illegal to ask, but the line is crossed if the information the applicant provides is used as a reason not to hire. If the hiring manager asks these questions and does not hire the applicant based on that, then discrimination occurred.

Another kind of discrimination is “audism”⁵. Audism can be found in many different forms in various parts of society. It may affect someone’s work, education, living circumstances, or simply be infused in casual conversation. Audism is a term used to describe a negative attitude toward deaf or hard of hearing people. It is typically thought of as a form of discrimination, prejudice, or a general lack of willingness to accommodate those who cannot hear. Those who hold these viewpoints are called “audists” and the oppressive attitudes can take on a variety of forms.

Among the ways that audism can be witnessed are for example the refusal or failure to use sign language in the presence of a sign language-dependent person, even though you know how to sign; or Insisting that deaf and hard of hearing people conform to the hearing community; but especially an unwillingness to accommodate someone’s auditory needs.

It’s also important to note that audism does not necessarily refer to people who may not be familiar with deaf culture. Instead, the audist label is used most often for those who do have knowledge of deaf culture but choose, for one reason or another, to ignore or defy it. As with any form of discrimination, the intent must be considered when discussing audism. Just as you can find themes of racism or sexism in culture, you can find audist themes within deaf culture.

To promote a good non-discrimination system accessibility is important in every day’s life including work. The interview situation for example must be designed in such a way that a smooth communication between employer and applicant is guaranteed. An employer who has difficulty communicating with the applicant during the job interview will hardly want to hire him/her. As a deaf/hearing applicant, it must therefore be considered whether aids such as interpreters or an FM system can be organised.

In many countries, the enforcement of human rights is first of all a matter of introducing a constitutional guarantee of the right to redress in cases of violations of such rights. Such a guarantee has been provided on the constitutional level in many jurisdictions. To promote and be sure that EU countries respect the principle of accessibility, the European Commission promote the European accessibility act. The European accessibility act is a directive that aims to improve the functioning of the internal market for accessible products and services, by removing barriers created by divergent rules in Member States.

⁵<https://www.britannica.com/topic/audism>

3.4. True stories / success stories about deaf and labour market.

Many deaf and hard of hearing people have shared their personal stories while searching for a job: stories that moved from discrimination to success!

Many of them found a job in organizations dealing with deaf or well included in the deaf communities: the main reason is their personal wish to work there in an environment that recognize sign language and deaf identity.

The European Erasmus+ project “SignMediaEnterprise” (<https://signmediaenterprise.com/>) born with the idea of helping deaf entrepreneurs, freelancers and enterprising individuals from Austria, Italy and the UK to find tools, training and information on how to start, run and grow their own businesses. In particular this section of the website collects interviews to good cases of deaf workers: <https://signmediaenterprise.com/case-studies/>.

Another story of success is told in a magazine called “Edera” lead by a group of young people from Bologna (Italy): on number #41 (March 2021) and facebook page here <https://www.facebook.com/ederarivista/photos/a.662109223971502/1724169657765448/> , they dedicated the whole number to sign language and deaf people. The main story told is the life of Nicola Della Maggiora, a young Deaf actor and computer scientist from Toscana region that now works in Turin. He could turn his passions into his work, doing lot of experiences and have an independent life.

There are also deaf people that, tired of working with hearing people that didn’t want to include them, decided to start their own business: there the video in Italian Sign Language with the English subtitles, https://youtu.be/2xNXJ5A3f1s?list=PLz6zbh4jLMJi6YUwYqlOLEYPPe_G-NSCP.

Each deaf person has it’s own story that depends on a lot of elements: the education received, the family, the culture, the kind of deafness and the identity (how the lack of hearing is lived, as a disability or as a minoritarian culture...). Therefore, to talk about deafness is not so easy and each story has its own reasons to respect.

Chapter 4. How can you help Deaf people entering labor market

4.1. Deaf people's barriers in everyday life.

Career advancement is seen as something hard to achieve as a deaf employee.

A research carried out within a Erasmus + project "EMPLOYMENT FOR DEAF SIGNERS IN EUROPE", published in 2020, shows some of the causes of career advancement difficulties for young deaf people:

- the lack of self-esteem necessary to apply for a higher position [experience gap]
- the communication barriers that make it difficult to communicate with customers and colleagues [organizational culture gap].
- the costs for interpreter are not covered for further training (e.g., a second university degree such as a Master's degree). If a training takes several years then there are many more obstacles in having an interpreter in terms of costs and time

Also, the research presents a series of barriers identified by 3 national associations for the deaf, regarding the access to work labor for a deaf person:

- Communication (lack of accessibility for example in team meeting situations or informal social/coffee break discussions)
- Lack of knowledge regarding sign language (cultural shock in the work environment)
- Stereotypes/prejudices about deaf people
- Ignorance/inexperience about deaf culture and their needs
- Lack of common consensus about how to define reasonable accommodation
- Capacity of work for deaf individuals is limited (inequality of competition – little autonomy, low self-esteem)
- Lower level of basic education of the deaf
- Lack of professional skills of the deaf

When they want to find a job, deaf young people can face environmental and attitudinal barriers. They may end up building barriers in their careers. Career barriers are defined as "events or conditions, within people or in their environment, that hinder career progress" (Swanson and Woitke, 1997).

The construction of career barriers seems to be particularly relevant for people with hearing loss. The functional effects of hearing loss and negative attitudes of others have created career barriers for many deaf or hard of hearing people (Punch et al., 2004; Stika,

1997). Renee Punch, Peter A. Creed, Merv B. in the Hyde in *The Journal of Deaf Studies and Deaf Education*, presents some testimonies of some students in connection with possible situations at work.

One of the students, Chris, said: **"People think because I can hear a little bit I should be able to hear, like, everything they say, every word, but I might miss some and then they might not want to repeat it, you know."**

Another student, David, worried that, in the workplace, **"they probably wouldn't have any people around with the same situation as me ... they wouldn't be used to the idea of having to look at the face when they're telling me stuff"**.

Some of the students interviewed said that they had ruled out a career in which they had an interest because of their hearing loss. One student, Beth, had ruled out teaching as a career: **"because that would mean having to speak in front of the classroom and, you know, sometimes a kid will be standing in the back and saying something and I know that I might miss that. So it's kind of ... I thought that I couldn't be a teacher then."**

Matthew had a global sense of being limited by his hearing loss: **"I'm undecided because there's so many things that I can't really decide on because of my hearing difficulties, I might not be able to do the job, because I've got bad hearing so it sort of narrows down the choice of jobs."**

Allison also had difficulties with the staff in her work in a nursing home:

"They [other staff members] get a bit irritated when I don't hear them when they're talking to me, and I have to make them repeat the whole thing again, and so that's when they stop talking to me because they realize I'm hearing-impaired, and they, yeah, they get a bit irritated by me."

Several students had not investigated the possibility of successfully working in the occupations that interested them. They appeared to know little about the ways in which workplace accommodations can decrease hearing-related difficulties, and they had no examples of deaf or hard-of-hearing adults as career role models. Rather, they had given up their most-preferred options and restrained (Gottfredson, 1981) their choices, perhaps prematurely.

It seems that there is a greater concern of deaf young people towards possible situations they may face in which the people they encounter do not understand what hearing loss means. The study by Renee Punch and collaborators shows that a large number (68%) of respondents to a survey reported that they consider that "people who do not understand my hearing loss" are a potential barrier in achieving their educational or professional results. This barrier seemed higher than any other barrier identified, hearing related or not.

The study *Career Barriers Perceived by Hard-of-Hearing Adolescents: Implications for Practice From a Mixed-Methods Study* shows that there is a direct link between hearing barriers and career barriers. Students with a higher perception of hearing-related barriers also reported higher career barriers. On the other hand, students who reported higher levels of school achievement reported fewer career barriers. Students who are more academically capable tend to assess their ability more favorably, perceive a more optimistic

future, and are better informed about careers in general than students who less academically capable.

There are situations in which deaf young people do not expect to experience direct discrimination or hostile or negative attitudes at work. Most often they are protected in the home or school environment from such negative experiences, benefiting greatly from the support of parents or teachers. Ignorance of deaf young people about potential barriers, such as discrimination, could obstruct the development of strategies to help them cope and confront when they eventually face the unforeseen.

Several students expressed the belief that if they encountered discrimination, negative attitudes or reluctance regarding their needs in a job, they could simply leave and get another job. This belief reflects a lack of understanding of the labor market and the labor market for adults and demonstrates their need for support in finding solutions other than “just leaving”.

Given that misunderstandings more likely to occur in the workplace for people with hearing loss than for people with normal hearing, it is essential for young people with hearing impairments to develop skills, strategies and knowledge in the area of assertive communication, problem solving, and negotiation. This type of training could be incorporated into career education programs or individual career counseling for this population.

Savickas (1999) stated that the role repetition can provide students with training and solving problems that may arise in the workplace and suggested activities such as role-play and discussion of problem-based case studies conducted in a student center. Participants could be involved in skeletal experiences and role-plays, in which students would be able to experience successful outcomes, thus benefiting from personal performance achievements that can contribute to increased self-efficacy (Bandura, 1997).

Researchers and theoreticians support the idea that people can benefit from a realistic anticipation of the problems they may face. For example, in their decision-making theory, Janis and Mann (1977) suggested that providing people with realistic information about potential stresses and challenges in the workplace acts as an “emotional inoculation” (p. 155), which leads the employees to be more persistent and disillusioned when they later face difficulties.

Thus, hearing-impaired students would benefit from career counseling or educational interventions designed to address potential barriers. Counselors or teachers could help students identify potential career barriers, articulate their fears, and determine which barriers are more likely to be or become real. Of course, focusing on potential difficulties involves the risk of students being discouraged and should not occur without simultaneously increasing their believe in their ability to cope. Students’ self-efficacy must be enhanced by knowledge and training in strategies for overcoming future barriers. Interventions could include increasing students’ level of self-efficacy by discussing ways in which they have managed to overcome past barriers (Luzzo, 1996). Furthermore, counselors or educators could be a source of information for students on practical modalities to overcome barriers, such as by using appropriate support devices, or they could help students access this information themselves. Finding reliable information about the growing range of technical support devices available to people with hearing loss is often complicated and difficult, and students could benefit from training.

Although there may be genuine barriers to employment in some occupations for young people due to hearing limitations, it is preferable that any constituency or compromise of career aspirations be based on informed awareness of the specific requirements of job roles and the possibility of accommodation. It seems that hearing-impaired adolescents need such information and, indeed, encouragement to consider professional areas that they might otherwise rule out prematurely.

There are situations in which some deaf young people exclude potentially rewarding occupational opportunities based on poor expectations of results or self-efficacy beliefs. Brown and Lent (1996) highlighted a framework in which career counselors can work with clients to identify excluded occupational options, analyze perceptions about barriers, and change beliefs about self-efficacy. Emphasizing the importance of going beyond considering the possibilities generated by students' expressed or measured interests, these authors recommended that counselors also explore those occupations that appear to be of lesser interest to establish the young person's core beliefs.

4.2. Accessibility and Reasonable Accommodation.

Accessibility is one of the fundamental principles of the UN Convention on the rights of persons with disabilities.

“Accessibility” - According to the UN Convention means to “enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

- Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;
- Information, communications and other services, including electronic services and emergency services.” (Convention on the Rights of Persons with Disabilities (CRPD), Article 9 – Accessibility)

Accessibility is a notion commonly used in connection with people with disabilities or special needs, referring to their right to enjoy the same ability to access products and services that benefit all members of society.

Accessibility can be:

- direct - when the environment is adapted in such a way as to allow non-discriminatory access to all people;
- indirect - when the environment allows the use of special devices by people with impairments.

Reasonable Accommodation: an element of accessibility

To ensure equality before the law, employers must be aware that once accessibility or reasonable accommodation conditions are created, they will eliminate discrimination.

Reasonable accommodation is a mandatory legislative requirement. In the context of international and national law, reasonable accommodation is defined as necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Unlike general accessibility measures, which are usually aimed at ensuring the accessibility of a group of people (with physical, psychosocial, intellectual or sensory disabilities), reasonable accommodation is always an individual accommodation of the environment and procedures to the needs of a particular applicants.

In the context of the right to work, reasonable accommodation means any change or adjustment of a position, employment practice, working environment or the manner in which a position is exercised, which makes it possible to accept a qualified person with a disability to exercise the position, respectively on equal terms or equal opportunities with persons without disabilities.

For example, these may be the particular cases in which employers are required to take the necessary measures to enable a person with a disability to have access to, participate in or be promoted in the workplace, or to receive training, unless which such measures would involve a disproportionate effort on the part of the employer.

Thus, reasonable accommodation is required::

1. to ensure equal opportunities in the application process for an open position;
2. to allow an individual with a certain impairment to perform the essential functions of a job;
3. to allow an employee with a certain impairment to access all the benefits and guarantees on equal opportunity with other employees.

The most common types of reasonable accommodation are:

- modification of work schedules or supervision methods;
- granting breaks or granting leave;
- modification of the modality in which / or when the work obligations are fulfilled;
- elimination and / or replacement of a marginal liability provided in the job description;

- granting a ground floor office;
- providing assistive technologies and specially designed communication equipment or furniture;
- offering permission to be accompanied and assisted by a personal assistant in order to be able to perform their tasks at work, in case the accommodation cannot be provided by the current staff;
- elimination of architectural barriers, including reconfiguration of workspaces;
- accessible parking;
- providing materials in alternative formats (eg Braille, large print);
- transfer to another position.

In the absence of these measures to meet their needs, people with disabilities could be disadvantaged to such an extent that their chances of employment and subsequent tasks would be much lower.

People with disabilities have the right to be employed in an accessible environment.

One way to create an accessible work environment is by providing assistive technology and measures that are known as ‘reasonable accommodation’.

There have been previous studies on deaf people’s experience in the labor market in Germany (see e.g. GINKO, 2011-2013; EGSB, 2013-2016). The overall goal of the GINKO study was to examine deaf people’s knowledge on their rights regarding inclusion in the labor market and implementation of legislation. The results showed that implementation so far is limited. For example, only 10% of the participants use work assistance. Also, the data showed that deaf people have limited knowledge on the rights they are entitled to and the support available to them. 25% of the participants reported they do not know any of the relevant acts and regulations (such as SGB IX, BGG, AGG, Convention of Rights for People with Disabilities). In other words, many deaf people do not claim their rights because they do not know current legislation. Results also suggested that deaf people were more likely to make use of work assistance if they knew legislation and had received information through integration offices. Moreover, as the GINKO-project indicated, the most important source of information for deaf people were friends and family, revealing that sources of information available through the ‘Integrationsfachdienst’(Integration Special Service) need to be enhanced.

4.3. Stereotypes and misconceptions about deaf people.

A career counselor can provide appropriate and quality counseling services to deaf people if they ensure that he or she is “free” from prejudice. Therefore, we consider it useful to present the main stereotypes and misconceptions about deaf people.

1. All deaf people sign

The ability and desire to sign varies from individual to individual. It depends on whether the deaf individual was encouraged to sign or discouraged from signing in his/her formative years and whether they learned signing later in life. Deaf people have preferences for communication. Some communicate fluently in sign language, others use a combination of both spoken language and sign language, and some prefer to use speech only.

2. Hearing aids and cochlear implants make you hear normally

Some deaf and hard of hearing people can benefit from hearing aids and cochlear implants. However, it depends on the person and their specific type and degree of hearing loss. Furthermore, how well a person can hear with hearing aids and cochlear implants depends on the environment and residual hearing. Hearing aids and cochlear implants cannot and do not restore hearing or totally fix hearing loss.

3. The majority of deaf people cannot speak

Not all deaf people are the same. Some Deaf speak very well and clearly while others choose not to use their voice especially if their speech is unintelligible or they have a “Deaf Accent” or “Deafvoice”.

4. Deaf people cannot drive

Deaf people can drive. It has been proven that deaf or hard of hearing people are better drivers than hearing people and have fewer accidents. Deaf people are more visually aware of their surrounding while driving compared to hearing people. A hearing test is not a prerequisite to obtain a driver’s license. The flashing lights on ambulance and fire trucks are visible.

5. All deaf people can lipread

Some Deaf people are very skilled lip readers, but many are not. Only about 30% of spoken English is visible on the lips. This is because many speech sounds have identical mouth movements. For example ‘p’ and ‘b’ look exactly alike on the lips. Also, people with mustache or beards can be difficult to understand by lipreading.

6. If you shout, it helps a deaf person understand you better

Usually this is not the case as it distorts speech. It is better to speak naturally and at a comfortable pace. Not too fast and not too slow. Exaggerating mouth movements also makes it harder for a deaf person to understand what is being communicated.

7. Deaf people are not as intelligent as Hearing people

Deaf people are not dumb. They simply can't hear. Just like the ability to hear does not make you intelligent, Deaf people can do everything a hearing person can do, except hear.

8. All deaf people are completely and totally deaf

There are different degrees of hearing loss. Some people who are deaf prefer to be called Hard of Hearing. Some people prefer to be called Deaf. It depends on the individual's identity, the type of hearing loss and what he/she prefers to be called.

9. All deaf people understand and participate in Deaf Culture

Not all deaf people choose to participate in Deaf culture. Deaf culture requires a common language, shared values, beliefs, norms, behaviors, etc. Not all deaf people use sign language. Some deaf people prefer to assimilate into the hearing world as much as possible and not associate with other deaf individuals.

10. Deaf people read braille

This is a common misconception. Some blind people use braille. Deaf people have problems with their ears, not their eyes. There is no reason for a deaf person to read braille unless they were deaf-blind.

11. Deaf people cannot have children

Deaf people can have children as their bodies function normally. There is no reason why they would not be able to or why they would not be allowed to have children.

12. Deaf people only have “lowly” jobs

Some do, but some don't. It is also the same among hearing people where some have professional jobs while others have low end jobs. Not everyone is the same. Deaf people can work most jobs like hearing people do. There are many outstanding Deaf individuals with good jobs.

13. Sign Language is universal. People from overseas and people from America get together and can instantly understand each other.

No sign language is universal. Every country has its own native sign language. The sign languages of some countries have ASL, French sign Language (LSF) and British Sign Language (BSL) influence. When signers from various countries get together, they have an easier time understanding each other through the use of International Sign (IS), gestures and body language than hearing people who speak different languages.

14. Deaf people don't want to be deaf, they are hoping for some miracle cure that will make them hear

Some do and some don't. Many Deaf people who use sign language and are proud of their Deaf heritage do not wish to be hearing. The capital 'D' denotes those who identify with Deaf culture. They find pride in their Deaf identity and see themselves as a distinct cultural minority instead of a disability community.

15. Sign Language is bad for Deaf people because they will depend on it too much which will make them unable to communicate with hearing people.

Many research studies have shown that preventing deaf children from learning sign language causes language and cognitive delay because not all deaf children can access spoken language depending on the severity of their hearing loss. This can negatively impact their ability to learn. Furthermore, research has also shown that sign actually facilitates speech instead of hindering it. Some deaf people can communicate easily with hearing people through speech. However, those who were not able to acquire speech have found ways of communicating with hearing people and making themselves understood. Some examples include writing on a notepad, SMS, gesture, etc.

4.4. Ethical rules of interaction with Deaf People.

In addition to freeing prejudices, career counselors must learn a set of interaction rules based on the principle of respecting the cultural specificity of the Deaf Community.

- When the exchange of information is complex, such as during a job interview, the most effective way to communicate with a person with a hearing impairment is through a qualified sign language interpreter. For a simple interaction, writing the questions and answers on a piece of paper is usually enough.
- Follow the person's instructions to find out if they prefer sign language or writing. If you have difficulty understanding the speech of a person with a hearing impairment, let them know.
- When involving a sign language interpreter, look directly at the Deaf person and maintain eye contact to be polite. Talk directly to the person ("What do you want?") rather than the interpreter ("Ask her what she wants").

- People with hearing impairments need to be included in the decision-making process for the issues that affect them, do not decide for them.
- Before talking to someone who is deaf or hard of hearing, make sure you get their attention. Depending on the situation, you can extend your arm and raise your hand, touch it on the shoulder, or turn on / off the light.
- Rephrase, instead of repeating, sentences that the person does not understand. When you speak, face the person. A quiet, well-lit room is the most conducive to efficient communication. If you turn your back on the light source, such as a window, the glare can cover your face and make it difficult to communicate with hearing impaired person.
- Speak clearly. Most people with hearing impairments rely on following the movement of people's lips as they speak to help them understand. Avoid chewing gum, do not smoke or cover your mouth with your hand while talking.
- You do not need to shout at a person who is deaf or hard of hearing. If the person uses a hearing aid, it will be adjusted to normal voice levels.

4.5. “Tricks” for the Deaf to participate at Job Interviews.

When it comes to counseling, the deaf person expects to receive guidance but also advice / techniques / “tricks” to overcome the barriers presented at the beginning of this chapter and to have the best possible integration on the labor market.

Here are some suggestions:

- Help the deaf person to present their own person in positive terms even when it refers to the peculiarity of being deaf (e.g. being deaf helps me to be much more focused on my own task and much harder to distract).
- Help the deaf person to re-frame (e.g., instead of saying I don't understand because he speaks fast, he might think / communicate: “I understand well when the person speaks to me clearly and rarely, opening his mouth correctly and sitting in front of me so that I can read from my lips “;” Sometimes it is more advantageous to communicate in writing because it helps you not to forget, when you have a lot to do, you can recite the message and it is more certain that you do not forget or misunderstand “).
- If he feels comfortable talking about it, he can explain how, as a person with hearing loss, he has encountered challenges over time that have helped him develop skills such as the ability to solve problematic situations.
- The loss related to hearing loss should be accompanied by specifying the level of communication in the spoken language. Example: I am a deaf person but I can com-

municate very well. I use a hearing aid that helps me communicate more easily. I can communicate with anyone because I read lips very well to understand what I am being told. I am a better communicator due to hearing loss which taught me to always maintain eye contact with the interlocutor and to pay attention to body language.

- When called for an interview, in many situations this means that the person is qualified for that position. Remind the person that during the interview it is a great opportunity to convince the employer that he can integrate in the company / institution that he can work in a team, that he is a pleasant person.
- Give him some useful tips for the interview:
 - ✓ To be well informed about the company where he is hired,
 - ✓ To wear simple but quality clothes that represent him,
 - ✓ To arrive at the interview 10-15 minutes earlier,
 - ✓ To have ready answers to some standard questions (strengths, weaknesses...),
 - ✓ To have prepared a presentation about his own person, to sit in front of the person he is talking to so that he can see his face, his mouth, so that he can read more easily from his lips.
 - ✓ To be prepared to talk about performance in previous jobs
 - ✓ It would be good if they had documents to present: positive past control reports, letters of recommendation, certificates of competency, performance reports, certificates of graduation of educational programs, examples of successful projects, letters from file, positive evidence from work, etc., in order to present his skills.
- Advise a deaf person appearing at the interview not to avoid answering questions about their ability to communicate for fear of giving wrong answers. Can prepare simple, short and clear lines, such as:
 - ✓ He can say that he is a better communicator due to hearing loss which taught him to always keep eye contact with the interlocutor and to pay attention to body language.
 - ✓ If asked how he speaks on the phone, he can answer that you are not talking on the phone but through messages and the messages make conversations simple and clear for everyone.
 - ✓ He/she can offer various solutions to the employer depending on the specifics of the job. If his work should take place in an open office space and the employer is concerned that the deaf person may have problems due to the surrounding noise, suggest that he or she might say that noise can be a problem

for anyone at work, but they have learned to cope with such situations and that he/she can turn to the person who addresses her to read lips.

- Instead of saying that he can read lips but that it is quite difficult he can say that the act of communication involves at least two people and that he can read lips if the pronunciation is made clear, rare face to face and while maintaining eye contact. Thus, when they do not understand something, others will know that it is their fault too because they have not communicated attentive enough.
- If the deaf needs a sign language interpreter, he should be looking for one to be compatible with, to understand him easily.
- When talking about weaknesses, recommend the deaf person to be honest, to present the weaknesses as challenges that do not affect his ability to work effectively. Yes, like any other person, they can have weaknesses and challenges that they have to face in life. But we must not forget that the employer is looking to work with successful people. The purpose of the employee is to make him respect and consider him an attractive potential employee who will contribute to the financial growth of the company. As a result, the employee may present any weakness as an area that is being developed and that will not affect in any way his performance at work.
- Advise the deaf person to focus on what she can do for the company, not on what the company could offer her.
- Advise the deaf person never to speak badly of former employers, teachers or authorities in discussions with a possible employer. Even if he has been wronged by them, no one wants to hear bad things about someone. His personality is also assessed in these interviews, and a mischievous person is not wanted in any work environment. If he is clearly asked why he left his last job, he can simply say that his contract has ended there.
- It can be useful to prepare a good ending. This includes the possibility to have some questions for the employer: How will his work be evaluated? How can he best contribute to the good work in the department he belongs to? What is the basic policy of the company?
- Presents to the deaf person the scenario in which it is possible that, if he is employed, the other colleagues will not be tolerant / indulgent and will feel that he is excluded from the group. Reinsure him that the solution to this situation is communication. At the same time he could provide some information about deafness to his new colleagues so that others have a chance to better understand a deaf person.

Summary

This guide is structured in four chapters:

Chapter 1. Meet deaf people and their culture.

Chapter 2. Communication with Deaf people.

Chapter 3. Deaf young people and the labor market – real situation.

Chapter 4. How can you help Deaf people entering labor market?

The first chapter presents general information about hearing loss and possible causes of deafness, as well as the impact of hearing loss on professional development. There are also brief details about the deaf community and deaf culture.

In the second chapter are presented the particularities of communication with deaf people and are mentioned some suggestions for labor counselors related to aspects about communication with deaf people.

The real situation of young deaf people in the labor market is presented in the third chapter and provides information about the inclusion of young deaf people in the labor market, about facing discrimination during the job search process and presents some true stories about deaf people and the labor market.

The last chapter presents some information about barriers related to professional development, as a reality encountered by many deaf people and combats some existing prejudices in society about deaf people.

The guide has been designed and structured in such a way as to provide an overview of any vocational counselor who comes into contact with a deaf person for the first time so that they can have specific information about the particularities and needs of these people and can provide support. This guide would like to show to career advisors that fruitful work with Deaf young people is possible (even if counselor do not know sign language), but should be different that with hearing young people (not necessarily harder). And at the same time this work can be satisfying and give impressive results – if only it is done taking into account the specificity of young Deaf people and respecting their needs.

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