

Development of teaching materials for vocational education of deaf people in the **HORECA** sector



A manual for employers in the **HORECA** sector



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employers in the
HORECA sector**

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*„Although she cannot hear or see,
she cannot walk or run like you,
but somehow she is similar to you
she also gets hungry or afraid
and like you, has a dream, wants to
laugh, moreover in a disabled
person's eye, everybody is the
same, people like me and you.*

/ELTE university, wall newspaper/

1 DEMOGRAPHIC DATA

1.1 PROLOGUE



This manual is a guide dedicated for those honorable employers who show appreciation towards disabled people as well as their problems and would like to employ hearing impaired people but are not aware of their specific issues, problems and the methods that can facilitate communicating with them.

In this guide you will not only find information regarding deafness and hearing loss but also ideas and useful tips that can improve accessibility of workplaces and help to find solutions for effective communication.

Usually the hearing impaired person's abilities are judged on their grammatical proficiency and communication skills. This leads to underestimating their IQ and their attitude toward work. What is not seen is the fact that only some of the communication skills are impaired.

Many people are also not aware that deaf children learn to speak artificially. As they do not hear their own voices, there is no feedback and self-control and that is why their articulation is different from people that are able to hear properly. Although a deaf person can speak poorly, it does not necessarily mean they are intellectually impaired.

A FEW EXAMPLES BELOW EXPLAIN THE ISSUE IN DEPTH:

Quotation from a book "The Feel of Silence" written by Bonnie Poitras Trucker who is an American deaf law professor. "What is my voice like? Is it pleasant or unpleasant? Is it high or low? Does it sound like I am happy or sad? Or maybe furious? People tell me that when I am furious or excited, my voice become sharp. What does sharp voice actually mean? [...How can I avoid my voice becoming unpleasant?] You, my dear, you have other advantages, as well. As you can hear your voice, you can change it if you want to hide your emotions. My voice reflects my emotions, whether I want to or not. At times for example they ask me: Why does she speak to me in such a voice? I have betrayed myself, again. My voice is not me. My voice is an abstraction without body, independent from me. Please don't judge me on the ground of my voice. My voice is directed by such kind of powers which I cannot reign and from which I cannot escape from. They accompany me every way."

After being assigned to her family, a speech therapist worked with Bonnie for years until she became an adult.

There is a case of a Hungarian deaf boy who used to attend a translation course but did not have any support in the form of speech therapy. According to his teacher, his articulation was so bad that it was not possible to understand his questions during the first class. After asking the teacher to repeat his question three times, he eventually asked where the teacher would sit or stand, so that he could have sit opposite and read her lips.

Later on it turned out that his knowledge of English language is outstanding, but he had been too shy to speak – he used to only read and write. He also avoided speaking in Hungarian because he was aware of the fact that he spoke very poorly. His articulation was the reason his job seeking was unsuccessful which sometimes discouraged him from continuing.

Currently, if a need arises, he translates from English to Hungarian for students as a self-employed person. In a short time his co-workers got used to his speech and the teacher turned to face him during his performance. At the end of the course they could talk to each other quite well.

The fact that a deaf person tackles a lot of challenges each day remains overlooked for an average person and clearly provides some food for thought.

The number of hearing impaired people is not negligible. According to statistical data 10 to 13% of worldwide population have some degree of hearing loss. There are 278 million moderately hearing impaired people and 70 million deaf people around the world. Because of the noise pollution of our age, this rate is constantly growing.

In Hungary, according to a census carried out in 2001, the entire population of hearing impaired people embraces 71,585 members. 12% of them are deaf and 88% are having problems hearing properly.

In Poland, according to census took in 2004, the entire population of hearing impaired people estimates at 850,000 members (out of general population of 38,000,000) (sources: <http://stat.gov.pl/obszary-tematyczne/zdrowie/zdrowie/stan-zdrowia-ludnosci-polski-w-przekroju-terytorialnym-w-2004-r,5,1.html>, downloaded: 20.09.2017)

In Greece, according to Hellenic/Greek Deaf Association factsheet from April 20170, the estimated number of deaf people is 12,000, out of a general population of 11m (sources: <http://libguides.gallaudet.edu/content.php?pid=119476&sid=1061103>, downloaded: 20.09.2017)

In Europe, it has become more and more common to think of hearing impairment not only in terms of health condition or a personal trait. It has also become viewed in the context of social environment. As a result, it is a collective responsibility of society to make necessary adaptations in the work environment, so that hearing impaired people can join the world of work as well. That also applies to professional education – work training will be more effective if it happens in the person's mother tongue.

Respectively, if deaf people (knowing sign-language) can study in sign-language, it is more likely they will get a chance to grow professionally.

Experiences confirm that the HORECA sector is one of the sectors where deaf people are able to receive special education and work (e.g. in Greece and Poland they can be professional bosses in gastronomy).

The Erasmus project is a joint project of 3 partner countries (Poland, Greece and Hungary). This manual guide is about the development of vocational training in the HORECA sector. The courses and sign-language dictionary will be made in written, sign-language and video form. The vocational training could help deaf students interested in the sector to learn a particular profession. It will also be useful for employers, because it clarifies the nature of the performed tasks. The trainers are also invited to use this manual guide to illustrate their courses.

Depending on the country, there are many different solutions offered to deaf people in the world of work.

Judging on international experiences, the job seeking of deaf people cannot be successful without support.

Finding a job is not enough – it is also important to keep cooperating with employers. A short-term aid is not enough. What is necessary is a regular and continuous support.

In several countries – Germany, Austrian and Switzerland – the jobseekers collaborate with specialized job assistants, with a financial support of a rehabilitation fund. After submitting a proper motion, the financial aspects of cooperation are managed by the integrations office.

Ideally, all deaf people should have an opportunity to stay in touch with a job assistant, who would not only communicate with them and coach them, but would also be available in the case of unforeseen problems occurring. This service would be very beneficial for employers as well, because they will not be left on their own during critical situations. The point of this kind of service is that individuals' enquiries and needs should match what their workplaces can offer.

There are two different models considering job seeking. In the first model a job seeker asks another person to help them find a convenient job, also to support their integration. A variation of this model is when a job assistant looks for a job on behalf of the deaf person and recommends their services to potential employers. In the other model, it is the employer who receives the support and manages all the necessary affairs in cooperation with an integrations office. The model can be profitable when there are a lot of hearing impaired people at the given company.



2 CONCEPT OF DEAFNESS



2.1 THE CONCEPT OF DEAFNESS

It is very difficult to determine the concept of deafness – there are several different cultural, medical, educational, pathological and other factors, which often differ from one another. These aspects can be easily misunderstood by laity.

Let's see the most important assumptions at the heart of the concept:

The essence of the pathological /medical point of view is that deafness means lack of hearing, which is a chronic state, a deficit.

The objective of doctors is to cure any disorder and tackle any deficit that might occur. Modern technology gives this opportunity by offering cochlear implants (CI). The development of hearing should begin as soon as possible, i.e. the moment it comes to our attention that a child is deaf or hearing impaired. The most favourable situation is when a child gets a hearing aid and starts rehabilitation of hearing and speech before they reaching the age of 6 months. Otherwise the brain “teaches” itself to depend merely on visual information. If the disease is found at early age the hearing impairment may not be affecting their speech at all. That is because they can gain access to the kingdom of voices and therefore live a way of life that is

similar to the hearing people's.

Around the age of 6, the children's ability to develop speech starts to decrease. It has been proven that in most cases the hearing injured people are not able to develop speech in their adulthood.

The essence of the pedagogical point of view:

The main task of deaf educators is to educate deaf children. Whenever possible, they use the same principles in education as they do with hearing children. The aim is to teach the deaf children speak, read and write as accurately as possible.

It is easier to learn how to speak with a CI, because children are able to hear different voices and sounds. Deaf children without a hearing aid have to face more difficulties as they cannot hear their own pronunciation. Their self-control is missing in speech control, reading, correct usage of language and even in writing.

The essence of the cultural / anthropological point of view:

This interpretation does not define deafness as a lack of hearing, nor stress the need to overcome the deficit but sees deafness as an existing, given status. This is a state of being – they do not have the five senses only four, and they still have to try and live their life to the fullest.

This point of view holds that every individual possesses unique abilities and skills (that have to be discovered) and puts emphasis on developing these.

This approach proposes to see deaf people not as some disabled community which desperately needs help from others but as a community with its own culture and language. It resembles a minority: having unique cultural, political and demographic characteristics.

Every deaf person has to have a right to choose which means of communication they want to use. The ability to make this decision is very important for each deaf person, but to have an opportunity to make a real decision, there have to be some alternatives.

A deaf person who has not developed audible speech at a young age and can only communicate through sign language cannot make a decision, because there are no alternatives to choose from.

2.2 *WHO IS HEARING IMPAIRED? WHO IS DEAF?*



Hearing loss is an umbrella term that includes every level of hearing impairment – from deaf to lightly hearing injured people. There are many differences between hearing loss and deafness.

Hearing impaired people are able to hear some and their hearing can be improved by hearing aids. The hearing of deaf people cannot be developed by medical appliances, they live in silence. The literature puts the threshold of hearing to 90 dB. Deaf educators say it is between 90-110 dB, because by using some of the medical aids hearing impaired people are still able to hear, at least a little bit. It has been proved that it helps a lot in lip-reading.

Hearing loss can be either hereditary or acquired.

In case of losing one's hearing after their birth, it is also important whether it happened before or after learning their mother tongue (pre and post lingual deafness).

2.3 *DEAF COMMUNITY AND CULTURE*



The formation of the deaf community dates back to 18th century – a period marking the institutionalized education for deaf people (before that time the hearing impaired were segregated). Numerous organizations, institutions and clubs gave them opportunities to meet each other and form a community.

The deaf community is very heterogeneous. The members differ in terms of the level and degree of hearing loss, from deaf to nearly fully hearing people. It also includes the deaf person's relatives and supporters. The members are all connected by their culture and by the fact that they use the same language. They define themselves as a cultural and linguistic minority. Sign language serves as their mother tongue, while their national language is treated as a foreign one. They feel alienated in their own country – their thinking, behavior and habits are different from hearing people.

Moreover, they are different from those deaf people who chose (or whose parents chose) the language and culture of the hearing society and did not learn to sign.

Questions for further discussion:

What shall parents do when their baby is born deaf?

Should they ask for a cochlear implant surgery?

Should they teach the sign language to the little child or should they try to teach the spoken language without a CI?



SIGNMARK

– A DEAF RAPPER WHO IS VERY POPULAR AMONG YOUNG PEOPLE

– in one of his songs gives a piece of advice that deaf people should not undergo such operation, because they will get a limited experience of hearing. They should rather use their own language – the sign language.

„Either you are able to hear or you are deaf, but don't be afraid to show others you are proud of who you are. If you are different, don't run away, be positive and believe in yourself”.

With his music he wants to build a bridge between deaf and hearing people and bring them together. The hearing people get a chance to stand in deaf people's shoes via his music and to discover that the deaf have a very rich community, culture and that the joy of music is also available to them.

His songs are bilingual: he is signing and singing simultaneously.

The case of the Finnish student who had an operation in her childhood:

She speaks both the Finnish spoken and sign-language.

"I say I am deaf, but I am able to communicate with hearing people with my CI. I cannot hear anything without my CI, even if somebody is shouting into a megaphone.

A deaf friend of mine said: I am deaf, but I can hear.

This sentence also describes me, although it is not so simple to determine my identity.

I am hearing among the deaf people, but I am deaf among the hearing community."

Bonnie Poitras Tucker, Writer and lawyer:

There were no operations available at the time she was young.

"I talk about deafness in a point of view of a totally deaf woman, whose hearing aids are not useful at all, and who has lived her whole life amongst hearing people in a hearing society. I would like the people to see me as a person who is by the way deaf, and not as a deaf person. But of course I would like to get empathy towards my deafness. Referring to the movement in the 90s, called „deafness is wonderful!"

She adds:

"I am seen as a betrayal of this large family, because I seek help to get through my deafness. Somebody who is not able to hear misses a sense. That is all. This lack – as much as possible – has to be eliminated. Deafness isn't wonderful and nothing can change this fact. This doesn't mean I am anti sign-language. I haven't studied it for a very practical reason: I do not know anyone who uses it, so I would probably not use it at all. I have lived amongst hearing people all my life, and they don't know sign- language."

When choosing a means of communication, i.e. whether use the spoken or sign language, a few factors can be taken into consideration:

- the moment the hearing loss occurred;
- audiological supply, hearing and speech development;
- any other accumulating problems;

- wearing hearing aids;
- continuing studies in integrated or segregated school / institution;
- hearing or hearing impaired family background;
- self-definition.

In the European countries, the oral educational method has been used for years, so there are just a few deaf people who have not finished at least elementary school. This means that the majority of deaf people is able to read, speak and write on a basic level.

We are able to speak and we are trying to adapt to the hearing society, but because of this we live in two different worlds, we have two different sides.

/Iván Vasák/

A brand new direction has evolved within the deaf community: bilingualism. Its representatives suggest that a deaf person's mother tongue is a sign language even if their parents are hearing people. They believe that the family environment should communicate only with signs from an early age.

Classes at school should be taught in two languages. Speech is regarded as a second, foreign language.

Gallaudet University in the US is the acropolis of the deaf culture. The living space of deaf people is really extended at this institution. They get an opportunity to prove that deafness does not necessarily mean a mental disability.

EVERY COURSE IS HELD IN SPOKEN ENGLISH AND AMERICAN SIGN LANGUAGE.



Gallaudet University is the only university in the world, where every program and service have been organized with regard to the needs of deaf students.

According to the ars poetica of this institution, their aim is to sustain the tradition of science and research activities that are preparing the graduates to succeed professionally in a competitive, high-tech and quickly changing world.

Gallaudet University wishes to develop deaf people's intellectual, social, lingual and economic potential both on a local and international level. Keeping the history of the deaf community in mind, it is empowering deaf people by showing that a sign language is a powerful ability that can also contribute to cultural diversity and creativity.

A tailored curriculum, which includes critical thinking training prepares the deaf students to fulfil the future roles of researchers, experts, administrators, educators or teachers. As a result they will approach their tasks critically, taking the circumstances (social, political) into account and will be able to perform tenaciously, until necessary changes are made.

At the faculty of Hearing, Speech and Linguistic Sciences students are taught biological, social and cultural perspectives on deafness. The training covers the preparation in fields like statistics, researching methods, as well as pedagogical subjects that will allow them to carry out researching tasks at universities and researching institutions in future.

The university offers 31 Bachelor and 27 Master courses for deaf people, e.g. in the field of public administration or international development, and PhD in the field of linguistic and clinical psychology.

The students are very proud to promote their interests and abilities by attending the university.

Source:

<http://newsletters.usembassy.hu/Publications/Gallaudet.pdf> (date of use: 17.09.2017)

2.4 ON SIGN LANGUAGE



In the hearing society the lack of knowledge and awareness of sign language is very common – a lot of hearing people are afraid from both the signs and its users. As a result the language is seen as 'the pointing of the stupid'.

According to a linguistic study, sign language is like any other language, because it meets all the criteria to make it one.

Sign language is just as valuable as any other spoken language in the world. Sign languages– contrary to many popular beliefs – have their own grammar that has been created in a natural way, just like any other spoken language. The language does not spread through acoustic channel but via visual signs.

Many people think that sign language users from around the world understand each other, because the language is universal. That is not true – there are several different sign languages, some of which partially overlap, and others that are entirely different. There are foreign words in sign languages, too. A user can spell any word of spoken language using sign language.

On the other side, there can be signs devoted to an expression that is independent from spoken language. This language is less complicated for deaf people and needs less concentration than spoken language. It also provides a communicational method that is more simple to learn.





3 COMMUNICATION METHODS AND TECHNIQUES



Hearing injured people communicate in different ways, depending on several factors. Such factors can be: the age at which deafness has begun, the type of deafness, linguistic skills, the degree of hearing (if there is any left), lip-reading skills, speech ability, personality, family background, the level of education, IQ and personal preferences.

Some deaf people use speech only, others use just the sign language or some kind of combination of sign language, finger spelling, writing, body language, posture and mimicry.

There are many ways one can communicate with a deaf person. The key is to know which techniques are the best for that particular individual. It is not the way of how the information is shared that is important but the fact that it happened.

At first, the employers and colleagues have to learn: there is no deaf person who is able to use every communicational method. Also, there is no one particular method of communication which is suitable for everyone, not even sign language.

You can ask the deaf person about the preferred communicational method.

This question is very welcome by deaf people.

Sometimes trying too hard to help a hearing impaired or deaf person only makes the situation worse and more awkward. Here are some communicational methods that can be used:

ORAL COMMUNICATION

Lip-reading is the main method to understand speech. This is accompanied by what is left of one's hearing (depending on the level of deafness) and visual metacommunication, like mimicry or gestures.

Lip-reading is observing and understanding the optical pictures created by lip movements, and understanding speech in the meantime. The speech IQ of an individual can also help filling out gaps in the understanding process. Most of the sounds have a characteristic, unique look. These signs can be recognized by frequent observing and practicing.

Lip-reading can only occur when two people are face to face to one another. Other pre-conditions are: enough light, the mouth of the speaker is not covered by a moustache, the speech is not varied by a foreign accent or a speech disorder (these would not match the movements of the lips, which have been learned by the lip-reader). If the speaker is always mumbling under their nose or moving out of sight constantly, communication will not be effective.

It is estimated that only one third of the sounds can be easily recognized through lip-reading.

While reading lips, the 'B', 'P', and 'M' letters look alike, so the words 'pat', 'bat' and 'mat' cannot be separated from one another. Only context will define the right one. There are more consonants that are invisible or alike but if deaf people know what the topic is, they are able to combine the "parts" very well and understand most of the speech.

COMMUNICATION BY FINGERSPELLING (DACTYLOGRAPHY)

The dactyl alphabet is an international fingerspelling ABC. The handshapes resemble letters and each letter has a different handshape.

EVERY NATION CREATES ITS OWN LANGUAGE AND VOCABULARY, THEREFORE THEIR OWN LETTERS.

By using fingerspelling we can spell any word that has been misunderstood. It is not suggested to use it alone, because it slows down the rhythm and increases the time of the speech. This method perfectly supports the communication of sign language users and lip-readers. It can be regarded as a bridge between the two languages. If the speaker is speaking and the deaf person is not able to understand some words, the speaker can spell the given words with fingerspelling. It is very useful e.g. to spell names of people, during introduction which helps to avoid misunderstanding. Fingerspelling can be learned within one hour. It can be useful, interesting and entertaining.

3.1 COMMUNICATION BY SIGNED OR SIMPLIFIED LANGUAGE



Sign language builds up its own vocabulary but follows the rules of a spoken language. This language also uses articles, prefixes, affixes and is accompanied by constant articulation (without voices). Spoken language can actually be translated word by word.

The grammar of a simple (sign) language follows the grammar of spoken language and articulation has a very important role, but in this case articles and affixes are not used.

The concept came up in the USA at the turn of 1960s and 1970s and it spread all around Europe in the following years. This form of communication uses two completely different languages at the same time – they differ much more than any other two spoken languages, both in vocabulary and in grammar. It is very difficult to speak and sign simultaneously. This is why the method is not so popular.

Hungarian Sign Language is a foreign visual language with its own grammar, vocabulary and rules which are different from the spoken Hungarian language. The issue concerns other sign languages as well.

Because of these distinctions, it is a very hard task to translate from sign language to spoken language even for a sign interpreter. They can translate spoken language to sign language with more accuracy. (See more about sign language at “The culture of deaf people” paragraph.)

MANUAL SYSTEMS OF COMMUNICATION

Manual systems of communication can be very colorful. These systems assist lip-reading but cannot be used on its own, e.g. cued speech. Cued speech has been developed in the 1970s in the US. It does not assign manual signs to each sound but to a determined group of sounds. The aim of this type of speech is to support the speaker or listener in a situation when they ought to choose from letters that are alike.

WRITTEN COMMUNICATION – (making notes, writing an e-mail, functions of smartphones that read texts out loud etc.).

In case of deaf people, writing is the safest and most accurate method of communication. It is very rare that somebody has not finished elementary school, so every deaf person should be able to write and read to some extent.

WAY OF TRANSLATIONS

sign language translation

The translator signs what speaker says. There are different variations – from sign translating to word by word translation. The translator adjusts sign language to the personal abilities of a deaf person. According to sign translators, most deaf people require the translated message to be in simplified language.

ORAL TRANSLATION

Translator articulates the text without sound, accompanying it with natural facial expressions and gestures.

WRITTEN TRANSLATION – WRITING SUBTITLES IN REAL TIME (LIVE).

It is conducted with a typewriter supplied with a special keyboard. The translation in form of a simplified speech is displayed on a monitor.

TRANSLATION TO VOICE

A translator says or articulates what deaf people sign. It can be called reverse interpreting.

TACTILE TRANSLATION

It is a method of an 'on-hand translation' for blind-deaf people. Translator writes the information on hands of a blind-deaf person in Braille.

3.2 LEVELS OF LANGUAGE COMPETENCE:



- Deaf people using lip-reading and spoken language but not using sign language.
 - Understandable speech with a few exceptions.
- Bilinguals: using both spoken and signed language.
 - Most of the time their speech is understandable.
- Deaf people using sign language and speaking out loud with difficulty.
 - In these cases lip-reading does not work at all. The number of people in this group cannot be estimated, but presumably there are only a few people like this, because oral educational methods have been used in many schools for many decades and there are just a few people who have not finished elementary school.
- Deaf people wearing a CI who can also speak.
 - You can communicate with them just like with hearing people.
 - They are also able to use a phone.
- Deaf people who have lost their hearing in adulthood, thus have experience about hearing and speak very well.
 - They do not know sign language.
 - They are learning to read lips.
- There are some deaf people using neither spoken nor sign language.
 - They communicate with gestures and their own signs.
 - The population of this group is small, they are mostly elderly people.

3.3 TIPS AND RECOMMENDATIONS ABOUT COMMUNICATION



9 THINGS YOU CAN USE TO IMPROVE COMMUNICATION WITH A DEAF PERSON:

- Before you speak attract the attention to yourself.
- Keep eye contact.
- Do not speak loud.
- Do not turn away during the conversation.

- Take out cigarette or chewing gum from your mouth before speaking.
- If you have a mustache, make sure it doesn't cover your mouth.
- Use simple words and avoid sudden exchange of topic.
- Introduce the topic with some keywords at the beginning of the conversation.

A deaf person is always combining the methods, searching for and evaluating opportunities. In the course of a simple chat their brain is constantly trying to solve a puzzle. A deaf person may be very clever, but their brain needs a little more time and this is why they are often considered to be mentally disabled. If a certain word has not been understood by a deaf person for the second time, it is unlikely they would understand even after repeating it twenty times. Some words have a very good reading image, e.g. try to find something like 'butterfly'.

One can also put the unfamiliar word into a simple sentence or describe it with some simple words. The number of opportunities of combinations will be increased by these methods.

AVOID SUDDEN TOPIC CHANGE! – let the disabled person know if a new topic has started (preferably with a keyword), e.g. “this is something else now, we are talking about the weather” etc.

Be patient and understanding when a deaf person is no longer able to listen to the conversation, because lip-reading requires much concentration and getting tired after some time is completely natural.

Many deaf people choose the easier communicational methods – they use signs, because it is not that tiring.

If a deaf person (a teenager or an adult) makes a decision to live their life in the deaf society, it is necessary to accept and respect this decision.

Everybody has a right to define their own life.

How can we communicate with deaf people that use signs but can not read lips and their speech is not understandable at all?

The aim is to get the deaf person accepted at the workplace by the employer and the colleagues as well, so that they can feel good about themselves and feel that they are a part of something bigger.

The most important thing to have is mutual understanding.

A communication bridge is a symbol that means direct communication between the hearing and hearing impaired without using the help of a translator. It does not mean that an employer has to attend a course and learn signs, sign language and the different grammatical rules. If somebody has some empathy for others, that can be more than enough. Unrealistic expectations do not build bridges, only walls.

It is a fact that there is a deaf identity – language, culture, minorities etc. Another fact is that an average deaf person thinks the same way as an average hearing person does.

A male Hungarian worker living in Austria is not always thinking about his Hungarian identity, Austrian employers let him make ends meet, find a workplace. At the same time he is trying to learn a foreign language, because with poor knowledge of language there is no chance to get on in the long term. On the other hand, when he meets with his Hungarian friends he has no troubles speaking to them, they talk freely and comfortably.

The majority of deaf people is able to think logically. They are able to adapt as well if they intend to. The deaf do not dislike spoken language even if they only know sign language. According to sign language translators, more and more deaf people require simplified sign language and not the “real” sign language.

It is realistic for hearing impaired people to expect others to use spoken language. Nevertheless, hearing people learning some of the basic elements of sign language will contribute to building this symbolic bridge.

For example:

- Do not laugh at deaf people if something has been misunderstood or their speech seems very strange.
- Hearing people can learn what sounds are interpreted by deaf people with difficulty and they can improve two-way communication day by day.
- It is easy to get used to this 'strange' speech. (The hearing impaired cannot hear their own voice that is why they are not able to make corrections automatically.)
- Give an opportunity to the deaf employees to prove themselves!
- Please, do not judge their intelligence by their communicational skills.
- Deaf people have more abilities than one would think if they get the appropriate help they need.
- Do not hesitate to make notes in a few simple sentences, describing the next tasks.
- The job description is given in written form to all hearing colleagues anyway, so it does not require further explanation.

- Make colorful cards describing tasks!
- Collect the words and tasks that are used most frequently, these can be handed over by an employer/supervisor to employees.
- The commands can be written in simple short sentences on colorful cards.
- Each task can have a different color.
- Cards with graphics and pictures apply as well.

Depending on their mental skills, employees will know what the following task is after being shown the cards a few times.

It is basically the same as the former cards but instead of writing tasks there are signs and/or pictures. For example, a cook's assistant can be given a card that shows a picture showing how cut an onion, another can depict how to carve or dice a carrot etc.

One can also learn fingerspelling. It is not only useful but entertaining as well. It can be learned within one hour. It can be used while having dirty hands or when it is not worth the effort to look for a pencil and note down one or two words. One can learn some signs from the vocabulary of the given profession. This Erasmus project is a useful tool for everyone. The training materials include the sign language dictionary that embraces the vocabulary of ten professions in the form of written, sign and spoken language. For vocational trainings, two aids were prepared - visual courses accompanied with written and sign language, as well as subtitled videos about work processes.

These materials can be very useful for teachers, employers, colleagues and deaf students.

- **It is easy to learn some important signs from this dictionary.**

One can learn about technological appliances that make a deaf person's life easier like the vibration and optical signs on smartphones – technology is developing constantly. With this invention, communication would become much easier for hearing injured people. The said text appears on the screen of a smartphone in writing and stress is marked with different colors. This way deaf people can follow conversations and are able to make some comments about the topic as well.

- **It is not true that deaf people are not able to cook, bake and clean because of their disability.**

With these videos, supported by sign-language, they can get the list of tasks, and if somebody shows what they should do in practice, they are also able to work.

- **Keep in mind, that it is not deaf people's fault that they have a given disability.**

Although the life is a trial even for hearing people in this complicated world, it is much harder for the hearing impaired.

Hearing impaired people also need to find a job to be able to have control over their own lives, growing self-valuation and self-esteem, but it is way more difficult for them, than to the hearing.

*** You can find further information about injuries in the appendix.



4 FROM DEAF PERSON TO HUMAN - REHABILITATION, PREPARATION FOR EMPLOYMENT



4.1 WHAT IS COMPLEX REHABILITATION?

This kind of rehabilitation involves health, social, educational, vocational and mental hygiene components that are planned, aligned and tailored to build to active participation and cooperation between individuals.

The communication of the hearing impaired is distorted. So the most important thing is to develop communicational skills with every available method. After this part comes the vocational training or re-training. Communicational skills combined with proper training are the essential parts of job preparation.

4.2 DEVELOPMENT OF COMMUNICATIONAL SKILLS IN PRACTICE



The development of communicational skills through the example of Rendsburg, Germany. Every deaf adult can spend 4 weeks in Rendsburg over the course of two years. 90% of training expense is paid by a provider. The courses are organized in different groups, depending on individual needs and statuses. There are separate sensory trainings held for the group of relatives and colleagues.

GOALS OF REHABILITATION: EXTENSION OF THE COMPREHENSIVE SKILLS OF DEAF PARTICIPANTS

To achieve this, it is important to: give the participants access to study written and spoken language and to develop the knowledge of their native language. Therefore, every course is held both in spoken and signed language. Thus the deaf have a chance to recognize the expressions and mechanisms of spoken language by observing their surroundings; to understand spoken language and use it as a source of information; to accept their identity; to become more self-confident; to actively shape real-life situations; to become aware of the rights they have.

For the active deaf people, these things can be preconditions for job seeking, professional improvement, integration, professional and rehabilitation arrangements.

4.3 TRAINING, DEVELOPMENT



Over the past decades, there have been many changes in the concept of vocational training. We could see the growth of so-called competency-based education. The concept of „qualification“ has been replaced with the idea of „competence“ which means an ability to act freely. (On this basis, we can speak about the development of competences instead of vocational training).

The pedagogical models have also changed. We diverted from a model where teacher was the main actor to where students play the leading part. It is necessary to find those models which on one hand are corresponding to the needs of companies and on the other hand fulfil individual development needs through workplace-oriented learning methods.

The profile of learning at work (internal training) features:

Place – the place of work and the place of learning are the same.

Time – learning process usually occurs during breaks from work.

Content – the contents of a training meets the requirements of a given work.

Organization – individualized learning.

Traditional methods are widely used during the initial vocational training, especially at small and medium companies. It is important to separate theoretical and practical education.

During the exercise a student works together with a professional who is regarded as a role model. The professional instructs the students as well as demonstrates several practical skills. The students observe the sequence of tasks so they can repeat it as perfectly as possible.

This method suits hearing people, but if trainees are deaf, then they are able to comprehend the labor processes only visually without understanding the explanations. When an expert turns away during the training it is impossible to read their lips.

Based on national and international experiences it has been stated that a traditional training without the help of another person will not be successful, especially the practical part. Every country has its own name to describe this role: mediator, mentor, animator, job assistant, peer helper etc. (For the sake of simplicity the term „mediator“ will be used in the future.)

The „on the job“ training brought more benefits to deaf people.

It is reasonable to use these tools if: the task in question is especially important, classroom education is impossible, a training includes one trainer and one trainee, the group is small, it would be expensive to take the participants out of workplace, there are technical or legal limitations or it is impossible to halt work. It is important that a mediator is personally introduced to participants.

It is very common for most manufacture workers to become very good “on the job” trainers, especially if their communication skills are good.

There have been some shifts in the ways training at work is carried out. For example, the training materials can be delivered in the form of CD-ROMs and other state-of-the-art IT tools.

CBT – Computer Based Training and WBT – Web Based Training:

- The features of CBT and WBT are educational methods that give the individual opportunity to be more autonomous during the learning process
- The training is structured by a pedagogical method
- Today's CBT is a tool used to give opportunity to study anywhere
- Internet connection is not required, only a computer is needed

WBT gives the students a chance to do different exercises, where they can self-evaluate their own progress in the learning process or get further suggestions as for what steps should be taken next. Furthermore, a coach competent in the field of technology can solve emerging problems and use WBT as a platform to encourage participants to share their experiences with each other. During on-line seminars, the students have the possibility to evaluate the training material (e.g. a training module) and give marks to help improve it.

The educational package includes: a manual guide with information dedicated to employers. The brochures introducing the HORECA sector give students insight into the "secrets" of different professions and are designed to help them with their career choices.

The materials are delivered in simple language and include professional sign language as well as a spoken language dictionary. The materials facilitate both an independent and planned learning process of deaf students. There are different forms to choose from – descriptions of task, Power Point presentations, videos with subtitles or videos accompanied by explanations in sign language.

MOST OF THE DEAF YOUTH DOES NOT HAVE ANY PROBLEMS USING PC OR IT

- Advantages of training and development taking place at work: an opportunity to match requirements with circumstances; saving time and resources.
- The trainer can observe individual skills and abilities and recognize the potentials of a trainee
- Training can be adjusted by the actual needs and ambitions of the participant

- The information is organized and easier to adapt
- Training can be matched to the sequence of tasks
- It is a growing responsibility of employees to understand the aim of trainings.
- Depending on circumstances, the form of the training may be modified.
- It can help to improve a company image and attract new employees.
- The results of a training can be used in other areas and situations (presentation skills, problem solving skills etc.)

THE SHAPE OF THE DEVELOPMENT PROCESS CAN BE ADJUSTED TO INDIVIDUAL LEARNING SKILLS

If these conditions are met, then the training will be in harmony with the goals of the firm and the plans that have been accepted by the involved parties.

To train means to constantly engage others in innovative activities that can be divided into steps and modules.

Surveys: they are necessary to find out about a company's expectations and requirements.

Questions:

- What are the areas of the organization and which require improvements?
- What kind of knowledge and skills should be developed?
- Which employees are in the need of development?

A training plan should be based on the responses to following questions:

- What is the goal of the training?
- What type of knowledge and skills are involved in a particular area?
- What is the most suitable training method?
- What are the necessary sources to carry out the training?
- How can we evaluate the training?
- How do we choose trainees? Who will be a trainer?
- When can a mediator appear?
- What kind of training materials can be chosen from the Erasmus educational package?
- What kind of new training materials should be developed?

Others remarks:

A tailored individual vocational training plan can be a complete outline of the cooperation of student, mediator and a skilled work trainer. In case of small groups, group members are taken into account as well. It is important to remember that learning abilities are not the same for everyone.

A SIGN LANGUAGE TRANSLATOR CAN BE USED

Here is an example of making an individual training plan: name, type of participants, goal, duration, timetable, number of participants, responsibilities of participants, expenses, division of an educational training.

ORGANISATIONAL AND INDIVIDUAL EXPECTATIONS: UTILIZATION OF LEARNED SKILLS

The agenda of a training and criteria for effective learning – in the beginning of every program the participants are informed about its goals and the criteria of the evaluation.

THE TRAINING MATERIAL SHOULD BE EASY TO APPLY BY PARTICIPANTS AT THEIR WORKPLACES.

A trainer should be prepared in terms of knowledge but also in terms of interpersonal skills. Experiences show that the best trainers are those workers who are well-educated and have great communicational skills. A trainer should be empathic towards the trainees. It is necessary to pay attention to them individually, because there are not only differences in how deaf people behave but also how companies operate. Small and medium industrial companies are distinct from small and medium service providers.

Another concern is the kind of management style a company has: some entrepreneurs are family business, others are not. There are companies with a good organizational structure, but there are others with a poor hierarchy. All this means that there is no one, universal good solution. There is no recipe that will tell you how all the possible problems should be addressed.

Follow-up – survey of efficiency of training.

Methods of evaluation: reactions of participants in training, their opinions on the training material and on the coach. Using a questionnaire to measure the participants' satisfaction. This can be additionally combined with a discussion.

The level of acquired knowledge and abilities: This can take a form of a written or oral exam, a demonstration or a practical task to perform.

Another indicator to measure the success of a training is to check how it helped a trainees to get permanent employment.

To evaluate a behavioral change, information can be collected from leaders, trainees or other employees. Performance levels are measured, because that is the most important information for leaders, as the increase in performance can compensate for the costs of a given training.

*THE RESULTS ARE: MORE ACCEPTED
EMPLOYEES, LOWER COSTS AND FEWER
COMPLAINTS.*



5 SUGGESTED AND NOT SUGGESTED PROFESSIONS FOR DEAF PEOPLE



Because this target group is very sensitive, it is not easy to suggest any professions for hearing injured people. We have to be careful, we need to pay attention to several points.

RIGHTS AND OPPORTUNITIES:

Every person has a right to work, to have suitable work environment, to have the ability to make free career choices and to have a protection against unemployment.

But is there really a free choice? Looking at past experiences „a free choice" does not exist at all. And if it does it is strictly limited.

We have to face the fact that not every profession can be suitable and/or possible for everyone. Usually social inequalities influence our choice heavily, even in the case of a hearing person. The career and educational choices of young deaf people are greatly affected by their different lifestyle: due to their disability they have less opportunities, because hearing is one of the basic skills in certain professions.

The fact of being deaf and being a risk factor at a workplace is conclusive during medical examination – a general practitioner does not observe particular abilities or skills.

Meaning that the list of suggested professions is fairly short and involves very old-fashioned jobs that are not worth learning anymore. They are not good enough in our times. The list includes professions where deaf people do not need to communicate with anyone, they are out of sight, as if they do not exist at all. This list can give young deaf people an inferiority complex.

In case of deaf parents' deaf children, the parents could have often been "forced" to choose their professions because of their disabilities, because they needed work for money. Their children usually follow these informal patterns of behavior.

As a result of the deficit theory, the abilities and IQ of deaf people are assessed much lower, than they really are, which undermines self-confidence and self-esteem. In Germany for example, where rehabilitation of deaf people is well-managed (e.g. developing communication skills with the aid of professionals), it is possible to engage deaf people in the vocational trainings for a third of all the officially accepted professions. Nevertheless, not every deaf person wants to grasp this opportunity or want to take an active part in shaping their own careers. There are many deaf people accepting the suggestions of their parents or teachers, meaning that there are several issues in the flow of information that still have to be further developed, even in Germany.

In Hungary, there are even more issues to deal with.

Mrs. Virágh's thoughts are very true at the moment: careers of deaf people are determined by their hearing loss but in learned scope activities their intensity of work and abilities are equivalent to hearing people.

Hearing impaired people are more eager to work at those workplaces which have been employing hearing injured people more willingly and for a longer period of time.

Disabled people are often having the need to integrate at a new workplace which is a source of many problems. /MRS Virágh 1985 /

It should be normal that workers with reduced abilities are judged on different standards than regular workers. They should also receive individual attention at their workplace.

**DEAF PEOPLE ARE THE MOST
IMPORTANT, NOT THEIR DEAFNESS!**

The principle is that planning a career is never easy – there is no one good way and the particular career path is just as influenced by luck as by planning. What also plays an important role are beliefs about having abilities to manage tasks, if there is an opportunity to do so.

The fact is that due to the lack of communication skills, deaf people cannot “reach the top”, but they do still have other traits that can make them suitable for work.

This educational package helps deaf students to gain more theoretical knowledge in their mother tongue, so that necessary professional skills can be learned. The skills could settle into routines backed by a personal experience. Particular abilities can also be developed, just like in the case of hearing people.

It is important for the student to be and to stay motivated. Building on their self- interest and their strength they will rather choose a profession where communication is not a significant part.



5.1 THE CHARACTERISTIC COMPETENCES, ABILITIES AND SKILLS RELATED TO **HORECA** PROFESSIONS



5.1.1 WEAKNESSES AND STRENGTHS COULD OCCUR BECAUSE OF THE HEARING IMPAIRMENT

PERSONAL COMPETENCES

- responsibility
- accuracy, diligence
- allotment
- helpfulness, flexibility
- trustworthiness, creativity
- confidence, enthusiasm
- **loyalty, accuracy**
- **chic, the ability to observe and imitate movements**
- **spontaneous attention: a visual and acoustic perception**
- **directed attention: a visual, acoustic, tactile, kinesthetic and spatial perception and sense of time**
- physical strength, agility
- decision-making skills

SOCIAL COMPETENCES

- helpfulness
- interpersonal skills
- respect for authority, ability to compromise, reliability

METHOD COMPETENCES

- Hygienic view
- Clean environment
- Situation awareness
- Systematic work
- Troubleshooting
- Problem solving
- Perception
- Organizational skills
- **professional competences**
- Handling the source of information
- Common language: speaking, understanding spoken words (even professional vocabulary), understanding a task by reading its description
- Elementary mathematics and an ability to use a calculator
- Ability to use lab-tech tools
- Ability to use complex tools
- Wrapping
- Volume detection
- Using hand tools (e.g. cutters)
- Knowing how machines work
- Being familiar with work instructions and understanding them

5.1.2 HORECA PROFESSIONS PREFERRED FOR DEAF PEOPLE

5.1.2.1 WAITER'S ASSISTANT

RESPONSIBILITIES:

- preparing place for guests;
- setting the table;
- maintaining cleanness of tableware and cutlery;
- providing high quality of service;
- choosing and recommending a table;
- presenting menu;
- advising clients on choosing a dish from the menu;
- taking orders;
- caring about guests;
- billing clients.

CONTACT WITH CLIENTS: YES	
<i>a candidate for a waiter's assistant should be characterized by the following traits:</i>	<i>The traits of people with hearing loss:</i>
<ul style="list-style-type: none"> – knowing a menu and a wine card by heart; – good memory; – good manners; – candor; – divided attention; – good personal hygiene. 	<ul style="list-style-type: none"> – memorization skills; – candor; – diligence; – high motivation, – perfect observational skills; – ability to focus on one task; – shrewdness; – ability to work without supervision; – with „eyes in the back of one's head“; – adopting responsible attitude toward each task; – thoroughness; – conscientiousness; – good sight and kinetic memory; – discretion (guests can be certain that their conversations will not be overheard by a waiter's assistant).

5.1.2.2 BARTENDER

RESPONSIBILITIES:

- preparing different drinks and serving them;
- preparing different drinks according to a waiter's instructions;
- caring about food and drinks;
- storing products in suitable conditions;
- keeping workstation tidy;
- using good proportions while preparing alcohol and non-alcohol beverages;
- preparing drinks according to clients' wishes.

CONTACT WITH GUESTS: YES	
<i>A candidate for a bartender should be characterized by the following traits:</i>	<i>The traits of people with hearing loss:</i>
<ul style="list-style-type: none"> – knowledge of different types of alcohol; – good memory; – good manners; – candor; – helping with choosing drinks; – creativity in preparing original drinks; – divided attention; – good personal hygiene. 	<ul style="list-style-type: none"> – memorization skills; – candor; – diligence; – excellent observation skills; – ability to anticipate a supervisor's orders; – adopting responsible attitude toward each task; – thoroughness; – conscientiousness; – perfect sight and kinetic memory; – ability to work without supervision; – ability to focus on a task; – with „eyes in the back of one's head"; – discretion (guests can be certain that their conversations will not be overheard by a bartender).

5.1.2.3 BARTENDER'S ASSISTANT

RESPONSIBILITIES:

- preparing the bar before opening;
- preparing and polishing glass;
- cleaning the bar and the bar stools;
- assisting in preparing drinks (squeezing juice, preparing decorations).

CONTACT WITH GUESTS: YES	
<i>a candidate for a bartender's assistant should be characterized by the following traits:</i>	<i>The traits of people with hearing loss:</i>
<ul style="list-style-type: none"> – divided attention; – good personal hygiene; – good memory; – candor. 	<ul style="list-style-type: none"> – memorization skills; – candor; – diligence; – manual skills; – ability to focus on one task; – precision; – excellent observational skills; – ability to anticipate a supervisor's orders; – ability to work without supervision; – with „eyes in the back of one's head"; – ability to anticipate a supervisor's orders; – high motivation; – adopting responsible attitude toward each task; – thoroughness; – conscientiousness; – discretion (guests can be certain that their conversations will not be overheard by a bartender's assistant).

5.1.2.4 BARISTA

RESPONSIBILITIES:

- serving coffee;
- maintaining (i.e. cleaning and looking after) the coffee brewing set (the coffee maker, the coffee grinder);
- selecting the best products and storing them in proper conditions.

CONTACT WITH CLIENTS: YES	
<i>a candidate for a barista should be characterized by the following traits:</i>	<i>The traits of people with hearing loss:</i>
<ul style="list-style-type: none"> – a vast knowledge of different types of coffee and their quality; – a vast knowledge of preparing, decorating, and serving coffee; – divided attention; – good personal hygiene; – good memory; – candor; – helpfulness. 	<ul style="list-style-type: none"> – memorization skills; – candor; – diligence; – manual skills; – attention to detail; – ability to focus on one task; – excellent observation skills; – ability to anticipate a supervisor's orders; – perfect sight and kinesthetic memory; – ability to work without supervision; – adopting responsibility toward each task; – thoroughness; – conscientiousness; – high motivation; – discretion (guests can be certain that their conversations will not be overheard by a barista).

5.1.2.5 COOK'S ASSISTANT

RESPONSIBILITIES:

- preparing workstation before starting cooking and serving dishes;
- peeling, cutting, crumbling and shredding vegetables and fruits;
- monitoring the stock of cleaning agents in the kitchen and in the backroom;
- giving support in case of emergency in the kitchen;
- different maintenance tasks that are necessary to keep the kitchen tidy;
- helping co-workers in their tasks.

CONTACT WITH CLIENTS: NO	
<i>a candidate for a cook's assistant should be characterized by the following traits:</i>	<i>The traits of people with hearing loss:</i>
<ul style="list-style-type: none"> – precision; – adaptability to changing environment; – candor; – helpfulness; – ability to clean up quickly and effectively. 	<ul style="list-style-type: none"> – memorization skills; – candor; – diligence; – manual skills; – adopting responsible attitude toward each task; – thoroughness; – conscientiousness; – attention to detail; – excellent observation skills; – able to focus on one task; – ability to anticipate a supervisor's orders; – ability to work without supervision; – with „eyes in the back of one's head“; – high motivation.

5.1.2.6 CONFECTIONER

RESPONSIBILITIES

- preparing different types of cakes, cookies, desserts, pralines, ice cream etc.;
- storing ingredients in suitable conditions;
- caring about the quality of ingredients;
- caring about the utensils;
- knowledge of proportions necessary to prepare confectionery;
- knowledge of recipes;
- ability to remain flexible while preparing products suited for clients' needs.

CONTACT WITH CLIENTS: NO	
<i>a candidate for a confectioner should be characterized by the following traits:</i>	<i>The traits of people with hearing disabilities:</i>
<ul style="list-style-type: none"> – adaptability to fast changing environment; – attention to detail; – manual skills; – ability to modify recipes; – open to novelty. 	<ul style="list-style-type: none"> – good memorization skills; – candor; – diligence; – adopting responsible attitude towards tasks; – thoroughness; – conscientiousness; – manual skills; – attention to detail; – excellent observation skills; – perfect sight and kinesthetic memory; – ability to focus on one task; – ability to work without supervision; – high motivation.

5.1.2.7 CONFECTIONER'S ASSISTANT

RESPONSIBILITIES:

- preparing workstation before starting the production of confectionery products;
- keeping the workstation tidy (tables, floor, dishes);
- maintaining cleanliness of the utensils and the machines;
- helping a confectioner with their tasks.

CONTACT WITH CLIENTS: NO	
<i>a candidate for a confectioner's assistant should be characterized by the following traits:</i>	<i>The traits of people with hearing loss:</i>
<ul style="list-style-type: none"> – attention to detail; – ability to quickly adapt to changing conditions; – candor; – helpfulness; – ability to clean up quickly and effectively. 	<ul style="list-style-type: none"> – memorization skills; – candor; – diligence; – manual skills; – attention to detail; – ability to focus on one task; – excellent observation skills; – ability to anticipate a supervisor's orders; – ability to work without supervision; – with „eyes in the back of one's head"; – high motivation; – adopting responsible attitude toward each task; – thoroughness; – conscientiousness.

5.1.2.8 DOORMAN

RESPONSIBILITIES:

- caring about guests' luggage;
- parking cars;
- opening doors;
- helping maids with tasks that require physical strength (e.g. the transportation of laundry trolleys);
- helping in keeping the hall tidy.

CONTACT WITH GUESTS: YES	
<i>a candidate for a doorman should be characterized by the following traits:</i>	<i>The traits of people with hearing loss:</i>
<ul style="list-style-type: none"> – precision; – ability to quickly adapt to changing conditions; – candor; – helpfulness; – good manners; – self-organized; – team player. 	<ul style="list-style-type: none"> – memorization skills; – candor; – diligence; – manual skills; – attention to detail; – excellent observation skills; – adopting responsible attitude toward each task; – thoroughness; – conscientiousness; – ability to focus on one task; – ability to anticipate a supervisor's orders; – ability to work without supervision; – with „eyes in the back of one's head“; – high motivation; – team player; – discretion (guests can be certain that their conversations will not be overheard by a doorman).

5.1.2.9 MAID

RESPONSIBILITIES:

- preparing laundry trolleys;
- making beds;
- taking care of the quality of air in hotel rooms;
- preparing rooms for new guests;
- supplying minibars and fridges with products;
- being in charge of tidiness and cleanness in guest rooms, corridors, bathrooms, lobby and conference rooms.

CONTACT WITH GUESTS: YES	
<i>a candidate for a maid should be characterized by the following traits:</i>	<i>The traits of people with hearing disabilities:</i>
<ul style="list-style-type: none"> – precision; – ability to quickly adapt to changing conditions; – candor; – helpfulness; – good manners; – integrity; – self-organized; – team player; – a good place of work. 	<ul style="list-style-type: none"> – memorization skills; – candor; – diligence; – manual skills; – attention to detail; – ability to focus on one task; – excellent observation skills; – adopting responsible attitude toward each task; – thoroughness; – conscientiousness; – ability to anticipate a supervisor's orders; – ability to work without supervision; – with „eyes in the back of one's head“; – high motivation; – morality (good sense of right and wrong); – discretion (guests can be certain that their conversations will not be overheard by a maid).

5.1.2.10 MAINTENANCE TECHNICIAN

RESPONSIBILITIES:

- ensuring a safe and secure living environment for residents and employees;
- following company policies and procedures, state and federal laws regarding the maintenance of hotel's premises and maintaining the appropriate documents;
- repairing possible damages in plumbing, air condition and heating system, elevators, electrical appliances, water irrigation systems etc.;
- providing basic information regarding the hotel infrastructure and the places/ appliances/ equipment that require maintenance;
- performing inspections, determining functional systems and detecting malfunctions;
- storing hazardous material;
- using working tools in order to repair/ maintain appliances and/or equipment.

CONTACT WITH GUESTS: NO	
<i>a candidate for a maintenance technician should be characterized by the following traits:</i>	<i>The traits of people with hearing disabilities:</i>
<ul style="list-style-type: none"> – good physical condition – technical capacity – manual dexterity – ethical conduct – interpersonal skills – results driven – taking initiatives – problem – solving ability – flexibility – working under pressure – systematic work – excellent observation skills 	<ul style="list-style-type: none"> – memorization skills; – candor; – diligence; – manual skills; – attention to detail; – ability to focus on one task; – excellent observation skills; – adopting responsible attitude toward each task; – thoroughness; – conscientiousness; – ability to anticipate a supervisor's orders; – ability to work without supervision, – high motivation; – morality (good sense of right and wrong).

5.1.2.11 BAKER

RESPONSIBILITIES:

- receiving, storing and preparing raw ingredients;
- mixing the prepared raw ingredients and kneading it by hand or with a machine into a dough;
- dividing the mature dough into pieces and giving the pieces a shape according to the type of the pastry;
- placing the shaped dough pieces into the appropriate equipment (like: raising basket, raising plate, oven for raising etc.);
- paying attention to the process of raising, wetting the dough if necessary;
- baking the raw dough in different types of ovens;
- preparing the products of cooling, packing and storing or for transportation.

CONTACT WITH THE CUSTOMER: NOT NEEDED	
<i>a candidate for a baker should be characterized by the following traits:</i>	<i>The traits of people with hearing disabilities:</i>
<p>MANUAL SKILLS</p> <ul style="list-style-type: none"> – counting skills: basic; – orientation in space; – attention, concentration; – problem solving attitude; – creativity; – stress-tolerance; – ability to adopt; – accuracy, attention to detail; – organization skills; – self-dependence; – cooperativeness; – empathy; – liability; – communication skills. 	<ul style="list-style-type: none"> – attention to detail; – ability to focus on duty; – work independently; – responsibility; – able to take orders from the shift leader; – ability to multitask, divided attention; <p>– additional competencies;</p> <ul style="list-style-type: none"> – diligence; – manual skills; – through work; – attentive; – motivated; – moral (good sense of what of what is right and what is not); – good visual memory; – ability to observe.

5.1.2.12 GARDENER/PERSON WHO TAKE CARE OF POOLS

RESPONSIBILITIES:

- selecting, preparing the tools, machines and the materials for work;
- doing groundwork, weed-control, soil protection work, soil supplementation with nutrients;
- watering the plants;
- planting protective work;
- operating necessary tools, equipment, to execute job;
- building maintenance, maintenance of machines, equipment, art crafts, indoor equipment;
- cleaning and maintaining the pools.

CONTACT WITH GUESTS: NO	
<i>A candidate for a gardener should be characterized by the following traits:</i>	<i>The traits of people with hearing disabilities:</i>
<ul style="list-style-type: none"> – stamina; – movement coordination (physical ability); – physical force; – determination; – ability to receive instructions; – liability; – precise work, manual skills; – diligence; – utilization of knowledge; – cautious and careful; – practical understanding of tasks; – understanding of the read vocational texts; – understanding of the heard vocational texts; – vocational communication; – basic counting skills. 	<ul style="list-style-type: none"> – liability for the task; – attention to detail; – ability to concentrate on the given task; – ability to receive orders from the leader; – ability to work without supervision; – ability to multitask; – motivated; – additional competencies: – good memory; – sincerity; – diligence; – manual skills; – thoroughness; – alertness, awareness; – good attention to detail.



6 THE POSSIBLE PROBLEMS AND SOLUTIONS

A regular problem regarding the employment of hearing impaired people is the stereotypes about them. Usually employers are afraid of communicational obstacles and accidents at the workplace.

Deaf people suffer from communicational problems in the world of hearing people, but they can communicate with each other very well in their mother tongue, i.e. sign language. It should not be surprising that they feel bad – most of them do not know what hearing feels like and they differ from hearing people not only in terms of their disability but also in their personality. A disability may not matter for them, but hearing people should treat them just like everyone else with their behavior, habits and manners.

TRY TO UNDERSTAND THEM!

THERE ARE 5 TYPICAL PROBLEMS ACCORDING TO THOMAS WORSECK:

- Communicational problems
- Information asymmetry
- Failures and difficulties in vocational training
- Breach of duty
- Psychosocial problems

Two problems cannot be separated from each other, because one ensues the other. Of course, in the case of hearing impaired people the central problem is the disrupted communication, hearing and speech.

A German hearing impaired social worker, Jochen Müller, identifies the problem as a deep gap between the hearing and the hearing impaired and suggests building a communicational bridge.



To build the bridge, active cooperation is needed on both sides. The goal is a life-long development of communicational skills and building up the understanding of speech, which has strategic importance for the deaf people. If a deaf person's mother tongue is sign language, it is necessary to learn a given spoken language as a second language. The basic condition of lip-reading is rich vocabulary.

The vocabulary of the sign and the spoken language is very different and also have different linguistic structures.

„It is impossible to think in Indo-Germanic language and to speak Hungarian, the Hungarian language's geometry is different from other languages, as Bolyai's language differs from Euclid's" – writes Sandor Lenard, a polymath.

A part of complex rehabilitation is to teach a spoken language to a deaf person as a second language. The communicational tactics and behavior training are also included.

- Not every deaf person uses lip-reading.
- Every deaf person is different. Deaf people take part in integrated education and use lip-reading well, but a deaf person who only finished special elementary school will have poor vocabulary which limits possible combinations.
- Speak in a „simple language“!
- Sometimes deaf people can pretend that they have understood the conversation by nodding her head. The reason for nodding can be different – they may have felt it was unpleasant to ask the speaker to repeat what they said again. They feel giving up is easier.
- It is easier to understand speech when a speaker uses keywords related to the topic.
- It is difficult to read the lips of a person who is always moving. Keep standing and preferably talk face to face to the deaf person.
- Hearing people are hearing sideways. Ask the deaf person to sit or stand at the most strategic place.
- Use visual aids, if possible!
- Sight is the primary channel of communication for a deaf person. Visualization is also good for hearing people.
- Pay attention to the lighting in the room – the speaker is most visible in strong light.
- If you use foreign words and/or expressions, note them down and hand it over to the participants. Give them time to read before continuing to speak again!
- When referring to manual guides or texts, provide some extra time as deaf people firstly have to pay attention to written information before they can pay their attention to speaker again. (Hearing people can process hearing the information while reading, but a deaf person loses the information if they don't see you speaking.)
- Slow down the pace of communication to help the audience understand. Most people speak too fast.
- Take time to see if the deaf person has a question.
- Give a deaf person some time to phrase a question and give an answer.
- Repeat those questions or quips which have been asked from the end of room and point to the speaker.
- Remember that a deaf person is excluded from everything that occurs outside their view.
- In the course of the training situation exercises, should be adapted.
- Like every other person, deaf people learn quicker in practice.

CHATTING WITH COLLEAGUES:

- Don't stare, don't laugh – this leads to misunderstandings.
- Use your body posture and illustrate your explanations with graphics.
- Lip readers are frustrated by too many gestures but it helps the sign language users.
- Moreover, they are glad to see them because they 'listen' to not only the face and lips but the tune of the speaker's body language.
- If somebody is telling a joke, it is not certain that the deaf participants will understand it.
- Do not be surprised if deaf people don't want to speak.
- A deaf person is conscious of their uncomprehensive speech.
- Phrase question in a way that will be easy for a deaf colleague to answer in a few words.

DIFFICULTIES IN VOCATIONAL TRAINING AND ITS DRAWBACKS

There are many different forms of education deaf people can use – specialized schools and institutions, integrated high schools or universities.

In many cases the special needs and visual requirements of hearing impaired students aren't considered in a usual curriculum. There are just a handful of teachers with the knowledge of the sign language. Individual points of view are not taken into consideration very often and the students are not interested in their work. One survey has shown that 70% of 25 or under, receive training only in occupations which are not attractive to them and they are not eager to work in certain professions for money only.

These results seem to be alarming. If several people have a job they are not interested in, they not only negatively influence their environment, but their performance becomes worse and worse.

This survey's participants were hearing people.

Short-time work experiences and the "learning by doing" approach shape important parts of this issue.

Experience at a workplace, like job-shadowing followed by practical activities, is very important. Job-shadowing gives a deaf student an opportunity to make a decision: whether or not they are interested in the given occupation (like baker, gardener, etc.) before attending and completing a whole vocational training program.

These following methods are adapted in schools in the field of educational programs. The previously mentioned integrated individual vocational trainings at a workplace use these new methods based on high technology in adult education with much success.

- a) CBT – Computer Based Training
- b) WBT – Web Based Training

Training time is decreased, while having a growing usefulness of the qualification. These programs can be implemented together, supplemented with the aid of a helper.

Breach of duty – This problem can occur at bigger companies where the tasks and commands are aired through loudspeakers. The message does not reach a hearing impaired person and that is why they cannot learn their mistakes and lessons. A deaf person can misunderstand very important things.

Solution: it is necessary to give a deaf colleague tasks that are written down, preferably in a simple language.

Breach of duty is valid if the information reached the deaf person, but they still did not perform the task.

PSYCHOSOCIAL PROBLEMS AT THE WORKPLACE

These problems can come up during stressful situations in the work environment.

According to national and international research, an employee can get psychosomatic sickness because of stress. The most important means of prevention is illustrating psychosocial risks.

What does psychosocial risk mean?

According to law, psychosocial risk embraces those stress factors that can occur at the workplace (conflicts, work organization, schedule or insecurity of employment) and which ultimately can result in work accidents, physical and mental sickness.

According to national and international studies, work-related pressure is regarded a risk factor: an employee can become a victim of psychosomatic sickness because of considerable stress. Studies show that health problems are connected to incapability of work which can lead to poorer performance or no performance at all.

(Source: European network for Workplace Health promoting – A Work. In tune with life, further information: <http://www.enwhp.org>)





7 PREPARATION OF THE TEAM TO ACCEPT A DEAF PERSON



The social integration of deaf employees at the workplace is unimaginable without the cooperation of specialized experts, professionals, helpers, mediators, job assistants or auditors, whose efforts give them possibility to acquire competences that help them get back into the job market. The needs of deaf students /employees may vary, depending on the degree of their hearing loss and their personal history.

7.1 ROLE OF A SUPPORTING PERSON



A supporting person treats the deaf student /employee as a client and gives widespread, personalized, regular and long-term support. The role also consists in: collecting questions of deaf clients; carrying out interviews with clients; organizing individual and group trainings. It also includes informing clients about educational materials on professions in the HORECA sector. Clients can get to know job descriptions and they can make their own decision about which professional field they would like to develop – either by learning a given occupation or applying for a particular job.

Other tasks of a helper are: researching job postings; creating job profiles; collecting the suggestions of tutors; matching the interests of potential employers and clients; negotiating trial periods at work so that the client can choose their partner; preparing clients for job interviews; accompanying and introducing the client to tutors (trainers) and to colleagues.

A supporting person is also preparing summaries and individual employment plans for each client; dealing with the issue of integration, practicing and coaching during the work processes; drafting individual and group follow-ups; getting in touch with employers and giving them advice.

7.2 INTRODUCTION OF A DEAF STUDENT-EMPLOYEE TO COLLEAGUES AND A TRAINER



If a receiving workplace employs more deaf students/employees, then we talk about introducing a person to a group, stressing the fact that the preferences and needs of its members are different. There are no two similar deaf people. Introduction should occur one by one.

The introduction can be supplemented with a Power Point presentation and should take place in a welcoming environment (coffee, soft drinks, cookies, etc.).

The introduction also contains tips and recommendations related to communicational methods, explaining how we can communicate with deaf people. The guidelines give instructions about when and how can we introduce ourselves to a speaking, signing or lip-reading deaf person.

If the group is heterogeneous, it is necessary to prepare the colleagues that deaf people do not always communicate easily with one another and that they do not always make friendship with each other. If everyone uses sign language, they will understand each other well.

There are also differences amongst them resulting from the fact that some of them may have received education at an integrated school, while others could have attended a specialized primary school.

A hearing person has a better understanding of speech characteristics than a hearing impaired person, because it is easy to get used to, usually only taking 2-3 days. Because of articulation problems, it is very difficult for a deaf person to read another deaf person's lips. Not only is the sound different but also the movements of the lips. The communicational gap between two deaf people can be deeper than the gap between the hearing and the deaf. These situations should be treated with understanding.

7.3 INTRODUCTION OF THE ERASMUS PROGRAMME PACKAGE FOR THE COLLEAGUES AND THE TRAINER



Within the Erasmus program an educational package will be prepared. It will offer various possibilities that the users can adapt to local circumstances and different preferences of different students.

The main feature of the package are modules. The modules consist of different parts and these are separate educational courses. The modules contain documents and videos, which could be adapted in different arrangements, according to the requirements of employers.

The educational bundle can be adapted for learning groups or individuals, without any influence on the main goals of each module. It is also possible to constantly improve the contents of the package, combining the elements of different modules. The set provides a possibility for a tutor/trainer to choose exact solutions in the course, depending on the actual case. It also explains all the necessary steps and offers useful visual aids (videos with sign language explanation and a dictionary with appropriate terms).

It is also possible to a hearing colleague to study signs from the dictionary and help the deaf student/employee in the process of workplace integration.

7.4 INTRODUCING A WORKPLACE TO A DEAF EMPLOYEE / STUDENT



Comment: If a supporting person does not use sign language, the presence of a sign translator is needed.

INFORMATION

- What does the employer expect?
- What will be the scope of activities?
- How should the employee behave in the work environment?
- Who will be the direct trainer /coach?
- What kind of methods will be used?
- Will the trainee have an opportunity to observe all of the key activities?
- Do not forget that a deaf employee is afraid of communicational problems more than their colleagues and employer.

A deaf employee is aware of themselves speaking imperfectly, having poor vocabulary, misunderstanding the tasks and that is the reason why they can get frustrated. The deaf are also worried about the articulation of the tutor; whether they have a moustache or turn away when speaking; if lip-reading is possible or not; whether they will understand what the tutors say.

For all deaf people a three-day transitional period in a peaceful environment is worth gold, because it enables them to get to know visually how to do the tasks. This is also the aim of the story below – it is worth reading because it brings up the „job shadowing” method and makes it easier to understand.

The hero of this story is a little blunderer baker assistant, who messes everything up. He spills the flour, puts too much salt into the bread dough, drops the shovel, so they decide to fire him. He gets a little loaf of bread for his journey from the baker master, so that he would not starve. He shares the loaf with a little mouse. The little mouse in exchange sends the baker assistant to study the profession at a bakery of an old, grumpy baker master.

„All right, I will hire you and teach you the profession.” – said the old baker.

The little baker would have liked to jump to work but the baker master said:

„Be careful! You don't know what I would like to get in return. Listen to me very

carefully! I will only tell you once. For me, one year lasts only for three days. You have to remember everything I tell you and you have to be able to do everything. Do you understand?"

The little baker was not allowed to help the baker for three days, instead had other tasks to do. But as in Cinderella's story, his animal friends helped him in these tasks so the little baker could sneak up to the attic to watch what the baker master does. On the fourth day the baker master disappeared and the habitants of the village got very hungry. They knocked on the baker's house's door and asked the baker assistant to make bread for them. He was able to bake very good bread for them. The End.

Job shadowing is a method that has been already used in schools. Many people are not aware of the visual concentration abilities of the deaf. Experience proves that deaf people's perception is more advanced than hearing people. It takes only a small movement of hand in sign language to distinct one meaning from another, to get different interpretations.

For example: the signs for purple and grey color seem very alike in the Hungarian sign language. But the sign language users see the difference.

The strengths of the hearing impaired should be taken into account during the vocational trainings. Moreover, if deaf students are able to calmly work for three days at a workplace without being interrupted, these days will be equivalent to the theoretical part of the training. If a deaf person knows there are no expectations about their performance for three days (e.g. nobody asks them to speak), they can focus entirely on the process of work.

If a deaf person stands in somebody's way, you can touch them and move them aside.

Touching does not equal stepping over personal boundaries in deaf culture. It is necessary to touch the deaf if we want to get their attention.

7.5 ORGANIZATION OF THE PROCESS OF TEACHING / STUDYING AT THE WORKPLACE



There are three basic teaching situations: competitive, individualized and cooperative forms. The competitive form is used in education. The individualized form is related to pedagogy. The cooperative form tries to make the most of inherent abilities of fellow students and the group work, which brings many advantages.

The ideal group consists of four members, but in the beginning it is recommended to gather just one pair of students, so they can learn the elements of cooperation. Group work creates an atmosphere similar to the one in team sports – supporting each other and listening to each other. The members of a group have a sense of a common goal, everybody should perform optimally.

How can it be approached?

In the course of teaching, students can receive different tasks to perform, either individually or in pairs. After finishing a task that has been assigned, they mutually control the results and if the solution is not good enough they have to explain it to each other. The idea of group work is to combine a common goal with responsibility. The success of courses dedicated to improvement of deaf students' competences rely on the variety of methods used by a tutor and the right balance between the forms.

What kind of advantages could the hearing injured students / employees gain from the courses based on cooperative educational method?

Active cooperation of students is the most needed component during work process, while the help of a coach should be limited to natural speech situations. It is recommended to encourage students to talk to one another during group work – they can learn from each other, better students can help the others. Another useful strategy is to give information about the time necessary to complete a given task, so that the students know whether it takes 2 or 10 minutes. Active cooperation means learning from each other, sense of common responsibility and teaching one another.

The tutor should pay attention to everyone but especially to those students who may need help. Also, tests diagnosing the level of hearing can be carried out among students.

The didactic influence should be based on a proper organization of the learning process that is taking place at a workplace. That also includes introducing a trainee to all the aspects of their new work environment.

Meaning that:

- The task should be demonstrated to the employee slowly which gives an opportunity to them to understand it better.
- Employers should prepare the work environment and tasks in a didactic way.

These include: selecting adequate media, methods, means of communication and tools.

- The chosen tools should be able to promote the compatibility between the work and learning process at the workplace.
- The aim of decreasing the speed of automatic processes helps to observe and monitor all the parts of a task.
- Teaching with the use of didactic methods at workplace.

An integrated individual vocational training at the workplace means getting to know the tasks by the means of self-qualification and self-directed learning. These can be supported by the use of new technologies and teaching resources.



8 ACCESSIBLE WORKPLACE

8.1 SIGNALLING THE POSSIBLE SOURCES OF DANGER



Generally, information and audio-visual accessibility is expected at every workplace, not only where deaf people are employed.

Alarm devices are needed to provide sources of light and light signaling. The danger is signaled with the internationally accepted red and red-orange colors. In general, the main sources of danger are statically, local danger, periodical and accidental.

The first one requires a constant early-warning system, i.e. prevention. The second one requires an understandable and reasonable signaling which is comprehensive for everyone. The warning systems are required to be correctly installed by experts, e.g. in case of fire a sound alarm goes off and there are eligible and visible information signs that inform how to behave during an emergency. The systems are expected to determine escape routes, have assisting devices for disabled people (escape chair, elevator, slope etc.) and ways to get information (pictograms and information boards). The warning system should be understandable for everyone. An information sheet on the system should hang on the wall at the entrance door. The information board should be noticeable and written in large print.

8.2 SPECIAL ADJUSTMENTS FOR DEAF WORKERS



It is important to create personalized conditions at the workplaces, such as: supplements (induction loops, light systems), adjusted physical environment (acoustic and lighting conditions), proper technological equipment, a personal helper and flexible employment (Greve, 2009).

An employee requires inductive loops or special FM systems. If the employee still has some hearing, they can wear a hearing aid with a receiver, unless their speech disorder is too serious **(in some cases, the FM system is not able to correct speech).**

- The FM system consist of a radio transmitter and a receiver.
- The FM transmitter registers the speech of the speaker and delivers it to the receiver, connected to hearing aids.
- The speech of the speaker reaches the ear of the listener via the transmitter. Fortunately, background noises and echo are not picked up by the device, making the communication possible.



- This device is a luxury that not everyone can afford, these opportunities are not always supported by providers.
- The equipment is able to transform voice into light at any place (home, workplace, home and workplace) and make the sound “visible” for deaf people.

It consists of two parts: beacons transforming sound to signs, which can take different forms depending on the context (doorbell, a cry of a baby, smoke, ringing of mobile phone, standing, etc.).



The signs arriving from beacons transform into flashing signs, strong sounds, lamp switching off and on or even vibrations.

FLASHING LIGHTS

Signaling system based on radio frequencies.

The people responsible for the adaptation of the workplace environment should receive initial remarks from hearing injured employees, e.g. during the phase when employees have an opportunity to test their workstations before they actually start working at a given workplace.

In general, lightings systems at workplaces are important. Bad lighting condition can be an obstacle to lip-reading.

The table of a deaf employee should be placed next to the entrance or the trainer or supervisor.

If these suggestions are implemented, paying attention to touch or waving is enough. It is needed, as a deaf employee will not always notice visual signs during work.

It is very important to be clear about the communicational possibilities between the employer and the employees at the workplace. The more user-friendly a system is, the more open communication will it provide.

Writing down key information, guarantees the hearing impaired equal access to information (e.g. SMS, e-mail, colorful cards, notes).

8.3 HOW TO COMMUNICATE WITH DEAF PEOPLE: TIPS AND RECOMMENDATIONS



Thanks to rapid technological development, mobile phones include multiple functions that give an opportunity of different ways to communicate.

SMS function allows writing messages. It is important for deaf people and for everyone who is working in noisy environments.



Vibrating alert is a distinct signal for everyone, regardless of hearing ability.

Taking part fully in a conversation is impossible for deaf people, even if they are good at lip-reading (except for when every participant uses sign language).

Transcense (now Ava) is an application that aims to bring solution to this problem. It is able to translate speech into written language in real-time. This application can connect its user to all the microphones near him and record their speech. It recognizes and separates the speakers' voice, giving different colors to each, so the user can distinguish the speakers. The speech can be understandable even if more people speak at the same time. This application is an initiative of four students who have been affected by hearing impairment in different ways. The makers are collecting money on a crowdfunding website (*Indiegogo*) to start manufacturing their product.

The students have already collected 20% of their \$25,000 goal. They are planning to create the final version of their application for numerous types of smart phones. If this application turns out to be unsuccessful, a video translator service could be required, which would be available from 8 AM to 8 PM, and an emergency line 24/7.

8.4

VIDEO TRANSLATION SERVICE



WHAT IS IT?



What is the aim of it?

This service gives an opportunity for accessible communication without needing a sign language translator at the workplaces, educational institutions or any other place that provides services for deaf people.

How does the contact translator service work?

Video translator service uses the Internet and phone network to offer different types of services which help accessible and direct communication.

TYPES OF SERVICE:

1. **VRS:** clients are far from each other and contact through telecommunication devices.
The device translates the signs of the deaf person and sends the message in the form of speech to a hearing person.
 2. **VRI:** clients are in the same room and the device supports the deaf person during a conversation with a hearing person. During a medical visit, for example, this equipment translates what a doctor says via a videophone, to written or signed form.
It works similarly at workplaces, if a deaf person does not understand the speech of trainer or supervisor.
- **VRS text communication between user and translator:** clients are far from each other and exchange information via telecommunication equipment.

A sign translator signs the hearing person's speech for the hearing impaired person, and the other way around: translates signs through loudspeakers for the hearing party.

- **VRS replaces the message of deaf person via mobile phone:** a deaf person says a message via sign-language or in written form for a hearing person that is not present or connected. The translator transforms the message in written form and sends it to the mailbox of the hearing person.
- **VRS video messaging for user:** the translator accepts the phone call of a hearing person and translates it for the deaf person who is not available at that time. The user can be informed that they have received a message depending on individual settings: the service sends an e-mail or the device informs a deaf person by a chosen signal.
- **VRS text messaging for user:** the translator accepts the phone call from a hearing person, translates it for the hearing impaired person who is not available at that time.

Thanks to these services employers can communicate with deaf or hearing impaired employees easier – during management activities, job interviews, conversations or lectures.

This project can be integrated into any company's social responsibility plan.

The organizational culture of the companies is starting to adapt to the requirements and preferences of reduced capacity workers, improving the employability of deaf people.



9 BENEFITS TO EMPLOYERS



9.1 *Greece*

Employers in Greece are motivated to hire disabled workers only through funded programs. Therefore, responsible bodies have launched programs that provide employers with mainly economic benefits when hiring disabled employees.

More specifically, employers have the opportunity to get a subsidy for occupying disabled employees initially for 12 months, while the possibility of two extensions of the time of subsidized employment for the other 12 + 12 months is allowed. The subsidy for each month of employment for unemployed/disabled beneficiaries is 70% of wage and non-wage and up to EUR 700 per month for full-time workers and up to EUR 350 per month for part-time workers.

Employers who want to participate in this program have to fill in an application form accompanied by a report stating how and why the company will hire disabled people.

In addition, the employers whose applications are approved will have the opportunity to gain an extra grant in order to arrange the workplace according to the needs of their disabled workers. This grant amounts EUR 2,500.

(sources:

<http://www.oaed.gr/documents/10195/1214512/%CE%95%CE%9A%CE%9F+%282017%29+KYA.pdf/eb16c962-1e66-4d9d-b69a-2827951f718f>,downloaded: 25/10/2017)

<http://www.vlioras.gr/Philologia/Composition/Amea.htm>

<https://www.eduportal.gr/psathas3/>

<http://prev.oaed.gr/downloads/draseis/file2.pdf>

9.2 *Hungary*

In Hungary, the employers have to pay a so called rehabilitation contribution (as part of the company tax). The aim of this law is to enforce the employers to employ more people with altered work capacity, because in case of the employment of a certain number of people with disabilities, according to the law, the company does not have to pay contribution for rehabilitation.

The rules on employing people with disability, concerning the rehabilitation contribution of the companies are included in the following act: 2011. CXCI. act 22–24. §

When applying the rules of the contributions for rehabilitation, one should be regarded as a person with disability if:

- one has at least 40% of alteration in their state of health (ability to conduct their lives on their own) and possesses an official proof of their state of health (this should have a timely validity date)
- one receives a financial support for disability or receives the personal grant of the blind while having a work contract with minimum 4 hours a day.

To promote the employment of people with disabilities, the employer has to pay a fee of rehabilitation support if the number of people employed by the company exceeds 25 and the number of the people with disability employed by the same company does not reach 5% of the employees (hereinafter: according to the compulsory employment level).

The support fee for rehabilitation, per year is the multiplication of the missing number of employees from the compulsory employment level, by the rehabilitation support fee.

The extent of the rehabilitation support fee is the given year's first day's full time employed employee's minimal wage multiplied by nine. In 2017 $127.000 \times 9 = 1.147.500$ HUF / person / year.

The rehabilitation support fee is declared and indirectly payed by the employer.

<https://ado.hu/rovatok/ado/a-rehabilitacios-hozzajarulas-2017-ben>

Those employers who employ people, who are disabled, do not have to pay social support tax fee, if the employee has a rehabilitation card. This means 22% tax reduction in 2017 and 20% in 2018.

In Hungary, it is worth for the employers to pay attention to the legal regulations about the employment of people with disability.

<https://ado.hu/rovatok/ado/mikor-jar-a-rehabilitacios-kartya>

9.3 *In Poland*

Those employers who decide to engage a disabled person can get a subsidy for the remuneration of the disabled workers at their company. The amount of the subsidy depends on an employee's level of disability and their working time.

An employer who would like to carry out an induction training before offering a job may invite a disabled person for an internship. The remuneration, which takes the form of a scholarship scheme, is financed by an appropriate office.

Employers could also get support if a workstation for a future disabled employee needs any adjustments or receive a subsidy for the remuneration of an employee who helps a disabled employee.

A disabled entrepreneur who was given an investment credit to continue their own business activity could receive a subsidy that will cover up to 50% of the credit's interests (from the PFRON funds).

(sources: <https://www.pfron.org.pl/pracodawcy/>, downloaded: 01.09.2017)



10 SUMMARY



DEAR EMPLOYER!

WE KNOW THAT:

- Employers are afraid to hire a deaf person.
- Employers think that the deaf cannot (or do not want to) work.
- Employers are afraid that deaf employees have more accidents than other workers.
- Employers are afraid that other workers will not understand deaf employees.

BUT PLEASE, REMEMBER!

- Deaf people want to work.
- Deaf people can work as good as hearing people.
- Communication is the biggest problem at work.


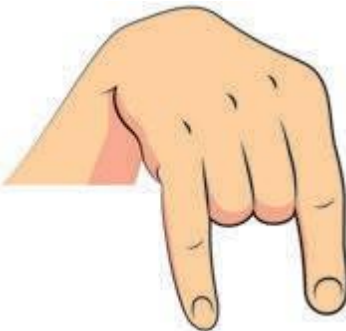

WHY WORTH HIRING DEAF PEOPLE? THEY ARE:




- adaptable
- good mediators
- giving a good perspective
- safe and reliable
- talented and valued staff members
- hard workers
- able to promote a synergy effect

Employing a person who is deaf or hearing impaired is a good opportunity to promote business in a positive way and attract a wider customer base.

It all depends on the people, their particular skills and the job they will perform. Do not be afraid to hire a deaf person. Everyone deserves a chance.

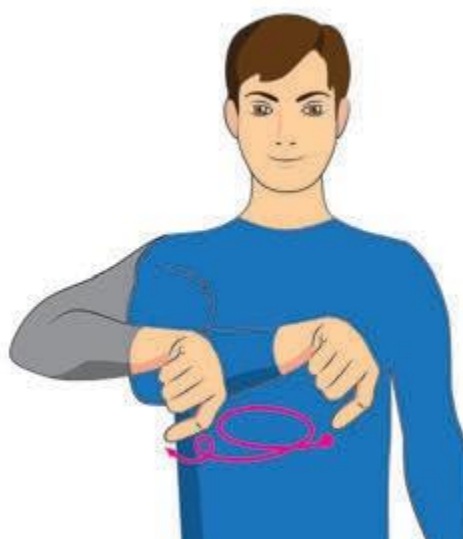
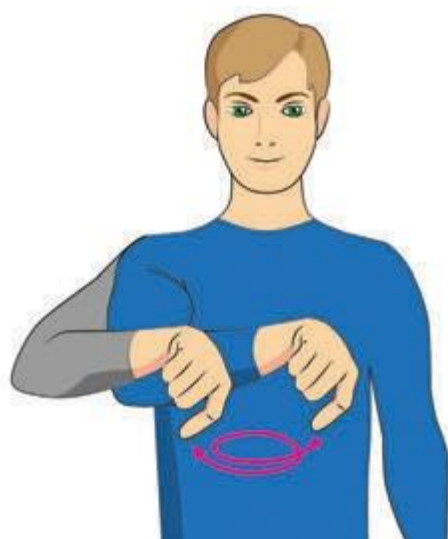
Hungarian	Greek	Polish	English
szakács	μάγειρας	kucharz	cook
kenyér	ψωμί	chleb	bread
megérteni	καταλαβαίνω	zrozumieć	understand
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LETTER P		
		
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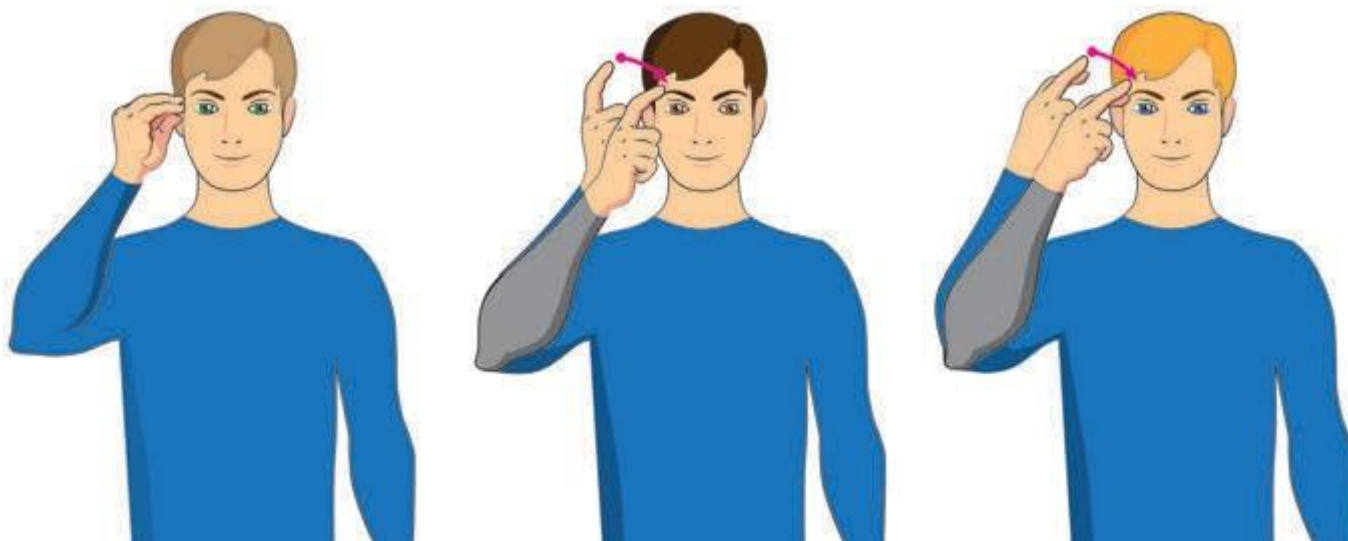
LETTER T		
		
Hungarian	Greek	Polish



BREAD		
Hungarian	Greek	Polish



COOK		
Hungarian	Greek	Polish



UNDERSTAND		
Hungarian	Greek	Polish

Development of teaching materials for vocational education of deaf people in **HORECA** sector

