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D3.1

Identification And Assessment Of Deaf Youth Requirements Report

Empowering New Ventures in Sustainable Initiatives, Opportunities, and Networking for the Development of Deaf Entrepreneurs

~ENVISIO

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ABBREVIATIONS

ENVISIO	Empowering New Ventures in Sustainable Initiatives, Opportunities, and Networking for the Development of Deaf Entrepreneurs
ENJOY	Enjoy Italy Di Alessandro Gariano (in Italian), translated to English as Enjoy Italy by Alessandro Gariano
CKT	CKT Business Consulting Ltd
USAK	Uşak Halk Eğitimi Merkezi Usak ve Akşam Sanat Okulu (ASO) (in Turkish), translated to English as Uşak Public Education Center and Evening Art School
MECB	MACDAC Engineering Consultancy Bureau Ltd
TWC	Kopā Varam! translated to English as Together We Can!
WP	Work Package
COO	Coordinator
BENs	Beneficiaries
EU	European Union

Glossary

Beneficiary	is any of the legal entities of the consortium including the coordinator and referred to collectively as "the beneficiaries", and individually as "beneficiary" for the purposes of the Grant agreement.
Consortium	participating organisations from different countries teaming up to implement and follow up a project. The consortium is formed by the coordinator and all the beneficiaries.
Consortium Partner	A participating organisation from the consortium.
Coordinator	the signatory organisation (legal entity) which has not to be confused with the person chosen by the consortium for coordinating the daily implementation of the project.
Grant agreement	agreement between the Italian Youth Agency and several beneficiaries. These beneficiaries have given a mandate for the purpose of the signature of the agreement to the representative of the signatory of the agreement (called "coordinator").
Key Performance Indicators (KPIs)	A description of the project's objectives in terms of quantity, quality, target group(s), time and place. The KPIs provide information (either quantitative or qualitative measuring) on the extent to which the results of the project have been achieved. Any activity which aims at interpreting results, or data obtained from measures, are part of a performance indication.
LEAR	Legal Entity Appointed Representative. It is the person authorised to have access to the Participant Portal on behalf of a legal entity and make any changes related to its legal status, legal address and legal name if needed.
Legal Representative	the person legally authorised to enter into legal and financial commitments on behalf of the coordinating organisation.
Partner agreement	bilateral agreement made between the coordinator and each beneficiary to govern a number of issues that will or may arise during the life of the project (e.g. collaboration methods, tasks, financial provisions, intellectual property rights, etc.) in accordance to the Grant agreement
Partner country	country which does not participate fully in the Erasmus+ Programme, but which may take part (as partners or applicants) in certain Actions of the Programme. The list of Erasmus + Partner Countries is described in Part A of the Erasmus + Programme Guide.
Programme country	EU and non EU countries that have established a National Agency which participate fully in the Erasmus+ Programme. The list of Erasmus+ Programme

Countries is described in Part A of the Programme Guide, section "Who can participate in the Erasmus+ Programme".

Project Goals

A general statement of desired outcomes to be achieved over a specified period of time (the reasons for which the National Agency wishes to undertake the project).

Project Objectives

The essential and long-term benefits towards which efforts are directed and for which outputs are to be produced.

Project Outcomes

Products and activities stemming from the project and delivered to the project's target population, stakeholders and policy makers. They are also the specific results obtained from the management of inputs

Project Results

The consequences or changes directly attributed to the activities of the project. The results achieved may be measured with respect to the inputs, outputs, goals and objectives of the project.

Qualitative Measuring

Qualitative data is expressed in words and analysed through interpretations and categorizations. It aims at collecting data in order to describe and evaluate a situation or an activity. Examples of qualitative data in the ENVISIO project are collected through open questions that may ask participants for examples of what they didn't like in a multiplier event.

Quantitative Measuring

Quantitative data is expressed in numbers and graphs and is analysed through statistical methods. It aims at collecting data in order to measure the range or the scope of an activity. Examples of quantitative measures in the ENVISIO project are the data collected in D3.1 Identification and assessment of deaf youth requirements report and include the number of end-user age or education level.

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1. Introduction

The purpose of this report is to identify the specific needs and gaps in knowledge related to green entrepreneurship and sustainable practices for deaf youth. This report is based on the data we collected through surveys from both stakeholders and deaf youth. The goal is to better understand what deaf youth currently know about green entrepreneurship, where there are gaps in information, and what challenges they face when trying to engage in sustainable business practices. By identifying these needs and gaps, we can ensure that the training programmes, learning materials and resources developed through the ENVISIO project will effectively support deaf youth, helping them overcome barriers and gain the skills they need to succeed in green entrepreneurship.

Data was collected in five partner countries: Italy, Cyprus, Latvia, Malta, and Turkey. The collection process involved distributing two different questionnaires—one for stakeholders (such as NGOs, educators, and sign language interpreters) and another for deaf youth. We gathered responses from 30 deaf youth and 6 stakeholders in Italy, 25 deaf youth and 7 stakeholders inTurkey, and 33 deaf youth and 7 stakeholders in Latvia,. These countries were chosen for a larger sample size to provide a broad range of insights from both the youth and professionals working closely with them. In Cyprus and Malta, we focused on collecting data from stakeholders, with 6 stakeholders participating from each country. The stakeholders included experts in education, sign language interpreters, and green entrepreneurship professionals.

The questionnaires covered a range of topics, from assessing the current level of knowledge and interest in green entrepreneurship among deaf youth to identifying challenges they face, such as accessibility issues and lack of mentorship. For stakeholders, the questions focused on their experience working with deaf youth and their perspective on the specific needs and gaps in available resources and training.

By collecting data across all partner countries, we aimed to get a diverse and comprehensive understanding of the current educational landscape   . This will allow us to develop the ENVISIO results (outputs and outcomes)   in a way that addresses the unique needs of deaf youth in each country while ensuring the training content is   relevant and accessible to all. The findings from this data collection will directly inform the development of the project's training modules, digital hub, and other resources, ensuring that they are aligned with the real needs of deaf youth and stakeholders involved in green entrepreneurship.

2. Methodology

2.1 Survey Design

To gather the necessary information, we used two different questionnaires: one for **stakeholders** and one for **deaf youth** (end-users). The **Stakeholder Questionnaire** was thoughtfully designed to gather insights from professionals and organizations who work closely with deaf youth. We reached out to a diverse group, including NGOs focused on youth and disability, educators and administrators at schools for the deaf, sign language interpreters, and experts in green entrepreneurship. Our goal was to get a clear picture of what's working and what's not when it comes to supporting deaf youth as they explore opportunities in green entrepreneurship. Stakeholders were asked to share their views on the challenges these young people face, the resources currently available to them, and where they see gaps—whether in training, accessibility, funding, or policy support. Their input will help us understand what types of support are most needed to create meaningful change. For a full list of questions and additional details, please refer to **Appendix A**.

The **End-User Questionnaire** was designed specifically for deaf youth. Here, we wanted to go straight to the source, hearing directly from young people about their own experiences, interests, and dreams related to green entrepreneurship. We asked about their current knowledge of the field, their preferred ways of learning, and what motivates them to get involved in sustainable business. Most importantly, we wanted to know what they feel would help them succeed—whether that's more hands-on training, mentorship, or specific accommodations. Their voices are essential to shaping programs that genuinely support their goals. You can see all the questions and additional information about this questionnaire in **Appendix B**.

With these two perspectives—one from those providing support and one from the young people themselves—we're aiming to build a more inclusive and effective path forward for deaf youth in green entrepreneurship.

By using these two questionnaires, we were able to gather a complete picture—hearing directly from both the deaf youth who are eager to learn and the professionals who support them. This helped us understand not only the challenges but also the opportunities in developing resources for this group.

2.2 Target Groups

We reached out to two main groups of people:

- **Deaf youth**: Young people, aged 16 to 30, who are either interested in or already learning about green entrepreneurship.
- **Stakeholders**: This included a range of professionals such as:
  - **NGOs** and organizations that support deaf youth.
  - **Deaf schools**, where deaf students receive specialized education.
  - **Sign language interpreters**, who help bridge communication gaps.
  - **Green entrepreneurship experts**, who bring expertise in sustainable business practices and can share their insights on how deaf youth can engage in this field.

We included these two groups—deaf youth and key stakeholders—in the survey because each brings essential insights that will help us create meaningful and practical support for deaf youth in green entrepreneurship.

1. **Deaf Youth**: Deaf youth are at the heart of this survey because they're the ones who will benefit most from any new programs or resources. By talking directly with them, we're able to understand their unique experiences, motivations, and learning preferences. We want to hear what excites them about green entrepreneurship, what they find challenging, and what specific types of support they feel would help them thrive—whether that's more hands-on training, accessible learning materials, or one-on-one mentorship. Their feedback gives us a clear, grounded view of what's needed to build programs that are not only relevant but also genuinely empowering.

2. **Stakeholders**: We also reached out to people and organizations who work closely with deaf youth, as they bring valuable knowledge about what's currently available and where there are gaps. Each type of stakeholder adds a different piece to the puzzle:
   - **NGOs and Support Organizations**: These groups have experience advocating for deaf youth and supporting their development. We wanted to hear from them about the programs and resources they currently provide and to understand any challenges they've observed that might be limiting access to green entrepreneurship.
   - **Deaf Schools**: Educators and administrators in deaf schools know what career preparation for deaf youth looks like on the ground. By including them, we hoped to learn about the specific opportunities—and any limitations—within schools for exploring green entrepreneurship.
   - **Sign Language Interpreters**: As the bridge between deaf individuals and the hearing world, interpreters have a unique perspective on accessibility challenges. Their input

helps us understand what adjustments might be needed to make green entrepreneurship training fully accessible.

- o **Green Entrepreneurship Experts**: These experts help us understand how deaf youth could realistically enter and succeed in sustainable business. We wanted their thoughts on how to make the green economy more inclusive, as well as what skills or knowledge might be most useful for deaf youth entering this field.

By bringing together the insights of deaf youth and these stakeholders, we're aiming to get a full picture of what's possible. We want to identify the real challenges and opportunities so we can create supportive, effective, and empowering pathways for deaf youth interested in green entrepreneurship.

2.3 Data Collection Process

We collected data over a six-month period, from the first month (M1) to the sixth month (M6) of the ENVISIO project. The surveys were distributed across five partner countries: Italy, Cyprus, Latvia, Malta, and Turkey. In Italy, Turkey, and Latvia, we collected responses from 88 deaf youth and 20 stakeholders in each country. In Cyprus and Malta, we gathered feedback from 6 stakeholders in each country.

Participants had the option to complete the surveys either online or in person, depending on what felt most accessible and comfortable for them. This flexibility meant that everyone could choose what worked best for their situation. The online option allowed for easy access from anywhere, while the in-person option was available for those who might find it easier to communicate face-to-face or who appreciated having additional support, such as a sign language interpreter.

The surveys were designed to gather a mix of structured and open feedback. We included multiple-choice questions to get a clear snapshot of important areas—like how familiar participants were with green entrepreneurship, what resources they already had, and what obstacles they faced. These questions helped us identify common themes and trends across all participants.

Alongside the multiple-choice questions, we included open-ended questions so participants could share their thoughts in their own words. This part of the survey was especially important because it allowed participants to express personal experiences, challenges, and hopes more fully. Deaf youth could tell us about any specific struggles or support they felt they needed, and stakeholders could share deeper insights from their professional perspective. This combination of structured and open-ended questions gave us both clear, measurable data and rich personal stories, helping us gain a well-rounded understanding of what deaf youth and their supporters need to succeed in green entrepreneurship.

2.4 Use of Demographic Information

The demographic information we gathered—like age, education level, job roles, and country of residence—gave us a deeper look into the unique backgrounds and experiences of our participants. This information helped us understand how various factors shaped the challenges and needs of deaf youth in green entrepreneurship across different regions.

For example, understanding participants' **ages** allowed us to see some clear differences in perspectives. Younger participants, often still in school or just starting out, expressed a desire for foundational resources that could help them build basic business knowledge and practical skills in sustainable practices. Older participants or those with some work experience, on the other hand, were more interested in advanced support, such as guidance on how to scale a business, source sustainable materials, or build a professional network within the green economy.

Education level played a significant role, too. Those with limited formal education sometimes faced greater challenges in understanding complex entrepreneurship concepts or accessing resources, highlighting the need for accessible, beginner-friendly materials. Meanwhile, participants with higher education or specialized training wanted more in-depth learning, such as real-life case studies or connections to industry mentors who could help them turn ideas into real projects.

We also gained valuable insights from the **different professional roles** of our stakeholders, including educators, sign language interpreters, and staff from NGOs. Educators shared how green entrepreneurship is—or isn't—introduced in schools, often highlighting gaps in exposure and early training for deaf students. Sign language interpreters pointed out the challenges deaf youth face in understanding complex business terms, especially in green industries, and suggested ways to make the language of these topics more accessible. NGO staff, who often work on youth development and advocacy, gave feedback on policy barriers, funding challenges, and the effectiveness of current programs.

By combining this demographic information with survey responses, we could see trends that highlighted where more support is needed. For instance, younger participants and those with less education often expressed a desire for hands-on, visually accessible learning resources that break down information step by step. Meanwhile, professionals—like educators and NGO staff—wanted resources that could support their own learning and professional development, along with tools to facilitate cross-country collaboration and resource sharing.

This analysis has been invaluable in shaping ENVISIO's training materials. By understanding these needs, we can create resources that truly speak to both the deaf youth who want to enter green entrepreneurship and the professionals who support them. In this way, ENVISIO's resources will be relevant, empowering, and designed to make the journey into green entrepreneurship as inclusive and practical as possible for all involved.

3. Demographics

Table 3.1. Demographics of   Deaf Youth)

Country	Total	Gender			Age			Education Level			Annual Income			Marital Status		
		Male	Female	Non-binary/Prefer not to say	16-20	21-25	26-30	Secondary	Bachelors Degree	Other	>€25,000	<€25,000	Prefer not to say	Married	Single	Prefer not to say
Italy	30	12	10	8	2	13	15	28	2	0	10	0	20	0	11	19
Latvia	32	18	14	0	30	0	2	22	0	10	17	0	15	2	20	10
Turkey	25	15	10	0	1	13	11	4	10	11	12	5	8	7	15	3
Total	87	45	34	8	33	26	28	54	12	21	39	5	43	9	46	32

Italy

- **Gender**: Among the 30 participants from Italy, there was a mix of 12 males (40%), 10 females (33%), and 8 participants (27%) who identified as non-binary or chose not to specify their gender. This reflects a diverse range of gender identities among the respondents.
- **Age**: Most participants (15 individuals, or 50%) were between 26-30 years old, followed by 13 participants (43%) in the 21-25 age range. A smaller group of 2 participants (7%) were aged 16-20.
- **Education**: A significant majority (28 participants, or 93%) had completed secondary education, while a few (2 participants, or 7%) held a bachelor's degree. No participants indicated any other education level.

- **Marital Status**: The majority of respondents were single (19 participants, or 63%), with 11 participants (37%) married. None of the participants chose not to disclose their marital status.
- **Annual Income**: Income data was not widely shared; however, 10 participants (33%) reported earning over €25,000 annually, while the remaining 20 participants (67%) preferred not to disclose their income.

Latvia

- **Gender**: The 32 participants from Latvia were predominantly male and female, with 18 males (56%) and 14 females (44%). There were no non-binary respondents in this group.
- **Age**: A large portion (30 participants, or 94%) were in the 16-20 age range, with only 2 participants (6%) in the 26-30 age group.
- **Education**: Most participants had completed secondary education (22 participants, or 69%), while some (10 participants, or 31%) reported "other" education, including primary or technical schooling.
- **Marital Status**: Most respondents were single (20 participants, or 63%), and 10 (31%) were married. A small group of 2 participants (6%) preferred not to disclose their marital status.
- **Annual Income**: A majority of respondents reported earning more than €25,000 (17 participants, or 53%), while the rest preferred not to disclose their income.

Turkey

- **Gender**: Turkey's 25 participants included an equal distribution of 15 males (60%) and 10 females (40%), with no non-binary respondents.
- **Age**: The majority of respondents (13 participants, or 52%) were aged 21-25, followed by 11 participants (44%) in the 26-30 age group, and just 1 participant (4%) aged 16-20.
- **Education**: Educational backgrounds varied, with 10 participants (40%) holding a bachelor's degree, 11 (44%) in "other" categories (such as technical schooling), and 4 (16%) having completed secondary education.
- **Marital Status**: The majority were single (15 participants, or 60%), with 7 (28%) married, and 3 (12%) choosing not to disclose.
- **Annual Income**: Many participants chose not to share their income. However, among those who did, 12 participants (48%) earned over €25,000, 5 (20%) earned less than €25,000, and the rest did not disclose.

Summary

Across all three countries, the participants were primarily **young adults** aged between **16 and 30**. Most had completed **secondary education**, and many had gone on to pursue further studies, such as a

bachelor's degree. In terms of income, the majority of participants earned **less than €25,000** annually, with several choosing not to disclose their financial details. Most participants were **single**, though there were a few who were married or divorced.

4. Key Findings

4.1 Deaf Youth's Perspectives

4.1.1 Latvia

4.1.1.1   Interest in Green Entrepreneurship

The data shows that deaf youth in Latvia are genuinely interested in learning more about green entrepreneurship and sustainable practices. Many of them expressed excitement about understanding how eco-friendly businesses work and how they could contribute to environmental efforts through their own ventures. This shows great potential for their engagement in the ENVISIO training program, especially in areas like starting green businesses and adopting sustainable practices.

4.1.1.2 Challenges Faced by Deaf Youth

One of the biggest challenges these young people face is the **lack of accessible resources**. Many mentioned that green entrepreneurship materials are rarely available in sign language, making it difficult for them to fully engage and learn. They also highlighted **communication barriers**, particularly the struggle to find mentors or role models who can communicate with them effectively in sign language. On top of that, there's a clear gap in **information about funding opportunities**, which leaves them unsure about how to secure the financial support they need to start their businesses.

4.1.1.3 Training Needs and Topics of Interest

When it comes to what they want to learn, deaf youth are especially interested in practical topics that will help them start and grow their own sustainable businesses. Some of the key areas of interest include:

- **Financing and Funding for Sustainable Ventures**: Many want to learn how to secure the funding they need to launch their green businesses.
- **Marketing and Branding for Green Entrepreneurs**: They're eager to understand how to effectively market and promote their sustainable business ideas.
- **Sustainable Business Models and Strategies**: There's strong interest in learning how to create business models that are both profitable and environmentally responsible.

4.1.1.4 Preferences for Digital Hub Features

The deaf youth shared their preferences for the features they'd like to see in the **online learning hub**. The most important feature for them is **sign language accessibility**—they want all the content to be available in sign language, making it fully accessible and easy to follow. They also value **interactive learning tools**, like quizzes and hands-on exercises, to make the learning experience more engaging. Additionally, many participants requested **downloadable resources**, such as guides and templates, so they can use them offline. Some were also excited about the idea of **Augmented Reality (AR)** experiences, which could make learning more immersive and fun.

4.1.2 Turkey4.1.2.1 Interest in Green Entrepreneurship

The data shows that many deaf youth in Turkey are quite interested in green entrepreneurship and sustainable practices. Some of them have already participated in projects or seminars related to environmental awareness, which means they're somewhat familiar with the concepts. Overall, there's a strong interest in learning more, particularly about sustainable business models and how to build eco-friendly ventures. This excitement indicates that the ENVISIO programme will have a receptive audience eager to dive deeper into these topics.

4.1.2.2 Challenges Faced by Deaf Youth

One of the main challenges deaf youth face is the **lack of accessible resources**. Much like the concerns raised by stakeholders, these young people struggle to find green entrepreneurship training that's available in sign language, making it difficult for them to fully engage. Another significant issue is **communication barriers**—it's hard for them to find mentors or role models in the green business world who can communicate effectively with them. Without accessible resources and proper guidance, their path to entrepreneurship becomes much more difficult.

4.1.2.3 Training Needs and Topics of Interest

When it comes to what they want to learn, deaf youth are particularly interested in practical topics that will help them succeed as green entrepreneurs. Some of the most popular areas include:

- **Financing Sustainable Ventures**: Many participants highlighted the need to learn how to secure funding for their green business ideas. This shows a strong desire for knowledge about financial support.

- **Marketing and Branding**: They're eager to understand how to promote and market their sustainable businesses effectively. This is a key area of interest, as they want to stand out in the eco-friendly marketplace.
- **Sustainable Supply Chain Management**: While not as widely popular as the other topics, some participants showed interest in how to manage a business sustainably, from sourcing materials to delivering final products.

4.1.2.4 Preferences for Digital Hub Features

When asked about what features they'd like in the online learning hub, deaf youth emphasized the need for accessibility and engaging content:

- **Sign Language Accessibility**: Nearly all participants agreed that having content available in sign language is absolutely essential for their learning. Without it, they wouldn't be able to fully benefit from the training.
- **Interactive Learning**: Features like quizzes, exercises, and other hands-on tools were highly valued. The participants believe that interactive content will help them better grasp the concepts they're learning and apply them in real-world scenarios.
- **Downloadable Resources**: Many participants also expressed the need for downloadable guides and templates. This would allow them to review the materials offline and at their own pace, giving them more flexibility in how they learn.
- **Augmented Reality (AR) Learning**: While there's some interest in using AR for learning, this wasn't as high a priority as other features. However, it still offers an exciting way to engage students who enjoy more immersive learning experiences.
- **Search Function and Accessibility**: Several participants stressed the importance of having a clear search function to easily find information, along with other accessibility features like captions and transcripts, to make the platform more user-friendly.

4.1.3 Italy

4.1.3.1 Interest in Green Entrepreneurship

The responses from Italian deaf youth show a strong interest in learning about green entrepreneurship and sustainable practices. Although many of them haven't had much experience with environmental projects or entrepreneurship before, they are eager to explore these areas. Topics like **Introduction to Green Entrepreneurship and Sustainability** were rated highly, indicating their enthusiasm to gain knowledge about eco-friendly business practices and how they can make a positive impact through sustainability.

4.1.3.2 Challenges Faced by Deaf Youth

Deaf youth in Italy, much like their peers in other countries, face significant **communication barriers** when trying to access green entrepreneurship training. One of the biggest challenges is the **lack of sign language resources**, which makes it difficult for them to engage with existing educational materials. They also struggle with a general **lack of accessible resources**, meaning they often miss out on opportunities to learn about entrepreneurship and sustainability. These barriers are preventing them from fully exploring and participating in green business ventures.

4.1.3.3 Training Needs and Topics of Interest

When it comes to specific training topics, several key areas stood out as the most important to deaf youth:

- **Financing Sustainable Ventures**: Many participants are particularly interested in learning how to secure funding for their green business ideas. They want to understand the financial side of entrepreneurship so they can bring their ideas to life.
- **Marketing and Branding for Green Entrepreneurs**: There is also a strong demand for knowledge on how to effectively promote and market their eco-friendly businesses. Participants recognize that understanding how to brand and market their ventures is essential for success.
- **Sustainable Supply Chain Management**: This topic also caught the interest of some respondents, showing they are curious about how to manage sustainable practices throughout the business process, from production to distribution.

4.1.3.4 Preferences for Digital Hub Features

When it comes to the digital hub, Italian deaf youth have clear preferences for features that make learning both accessible and engaging:

- **Sign Language Accessibility**: Nearly all participants emphasized the importance of having content available in sign language. This is crucial for ensuring they can fully understand and engage with the material.
- **Interactive Learning Tools**: Features like quizzes, exercises, and interactive content were highly valued. Participants feel that these tools will help them stay engaged and better grasp the topics they're learning about.
- **Downloadable Resources**: Many respondents also want downloadable guides and templates that they can access offline. This would allow them to review the information at their own pace and revisit important concepts whenever needed.
- **Augmented Reality (AR)**: Some participants were excited about the idea of incorporating AR into the learning experience, as it would make complex concepts easier to understand in a more engaging way.

- **Accessibility Features**: Subtitles, transcripts, and other accessibility features were also highlighted as important for making sure all information is easily understood by everyone.

4.1.4 Unified Analysis of Deaf Youth Needs in Green Entrepreneurship: Insights from Latvia, Turkey, and Italy

4.1.4.1 Interest in Green Entrepreneurship

Deaf youth in Latvia, Turkey, and Italy have shown a strong interest in learning more about green entrepreneurship and sustainable practices. Even though many of them have little to no experience in this area, they are eager to explore and understand how eco-friendly businesses work. Across all three countries, young people rated topics like **Introduction to Green Entrepreneurship and Sustainability** highly, demonstrating their enthusiasm for learning about ways to build businesses that have a positive environmental impact.

4.1.4.2 Challenges Faced by Deaf Youth

The challenges faced by deaf youth in all three countries are remarkably similar. In each country, they face **communication barriers** and a **lack of accessible resources** that make it difficult for them to access education and training in green entrepreneurship:

- **Communication Barriers**: Across Latvia, Turkey, and Italy, deaf youth struggle to find educational materials in sign language. This makes it difficult for them to fully participate in the available training programs, leaving them at a disadvantage.
- **Limited Accessible Resources**: There is a clear shortage of resources tailored specifically to the needs of deaf youth. This lack of accessibility, especially when it comes to content in sign language, means that many young people miss out on valuable learning opportunities in green entrepreneurship.
- **Mentorship**: A common challenge mentioned in all three countries is the absence of mentors who can effectively communicate with deaf youth. Without guidance from role models or experts in green entrepreneurship, many young people feel they lack the support they need to pursue their entrepreneurial ambitions.

4.1.4.3 Training Needs and Topics of Interest

Despite these challenges, deaf youth from Latvia, Turkey, and Italy expressed strong interest in learning practical skills that will help them succeed as green entrepreneurs:

- **Financing Sustainable Ventures**: This was a top priority in all three countries. Deaf youth want to learn how to secure funding and financial support to start and grow their green businesses.
- **Marketing and Branding for Green Entrepreneurs**: There was also a lot of interest in learning how to effectively market and promote eco-friendly businesses. Participants see this as an essential skill for standing out in the green business world.
- **Sustainable Business Models and Supply Chain Management**: In addition to financing and marketing, many young people, particularly in Italy and Turkey, want to understand how to build sustainable business models and manage supply chains in an environmentally responsible way.

4.1.4.4 Preferences for Digital Hub Features

When it comes to the design of the digital learning platform, deaf youth in Latvia, Turkey, and Italy have similar ideas about what features are most important:

- **Sign Language Accessibility**: One of the most important needs expressed by participants in all three countries is that the content must be available in sign language. Without this, they feel they wouldn't be able to fully engage with or benefit from the training.
- **Interactive Learning Tools**: Features like quizzes, exercises, and interactive activities are highly valued. Deaf youth believe these tools will help them not only understand the material better but also stay engaged in the learning process.
- **Downloadable Resources**: Many participants expressed a desire for downloadable resources, such as guides and templates, which would allow them to continue learning offline and review important concepts at their own pace.
- **Augmented Reality (AR)**: While not everyone favored this feature, some participants across all three countries were excited about using AR to make the learning experience more engaging.
- **Accessibility Features**: In addition to sign language, participants emphasized the importance of having **subtitles, transcripts**, and a **search function** to make the platform easier to use and navigate.

4.1.5 Conclusion

Deaf youth in Latvia, Turkey, and Italy share a deep interest in green entrepreneurship, but they face common challenges in accessing training due to communication barriers and a lack of accessible resources. They are eager to learn practical skills like securing funding, marketing their businesses, and

building sustainable business models. By creating a digital platform that includes sign language support, interactive tools, and downloadable resources, the ENVISIO project can empower these young people to pursue their dreams and make a positive impact through green entrepreneurship.

4.2 Stakeholders Perspectives

4.2.1 Latvia

4.2.1.1 Current Awareness of Green Entrepreneurship Among Deaf Youth

Stakeholders in Latvia believe that deaf youth are only **somewhat familiar** with green entrepreneurship and sustainable practices. While there is some basic awareness, most young people in this group haven't had much exposure to these concepts. Stakeholders feel that deaf youth would benefit greatly from more education in this area to help them better understand and engage with green entrepreneurship.

4.2.1.2 Main Challenges Identified

Stakeholders highlighted several key challenges that deaf youth face when it comes to accessing green entrepreneurship opportunities:

- **Communication Barriers**: This was a major challenge noted by almost all stakeholders. Deaf youth often lack access to sign language resources, making it difficult for them to fully engage in training programme   s or business activities.
- **Lack of Resources**: Many stakeholders pointed out the **lack of resources** specifically designed for deaf learners. Without educational materials tailored to their needs, deaf youth struggle to learn about green entrepreneurship.
- **Difficulty Finding Mentors**: Another big issue is the lack of mentors who can effectively communicate with deaf youth and help them develop their entrepreneurial skills. Without access to role models, it becomes harder for them to navigate the green business space.
- **Limited Information and Networking Opportunities**: Deaf youth also have trouble finding information about green entrepreneurship and sustainable practices, and they face fewer chances to network with others in the industry, which limits their opportunities for growth.

4.2.1.3 Training Needs and Priority Topics

Stakeholders shared their views on which training topics should be prioritized to meet the needs of deaf youth:

- **Sustainable Business Models and Strategies**: This was one of the most important topics identified by stakeholders, who believe it's essential to teach deaf youth how to build sustainable, environmentally responsible businesses.
- **Marketing and Branding for Green Entrepreneurs**: Another highly rated topic was marketing. Stakeholders feel it's important for deaf youth to learn how to promote and brand their green businesses effectively.
- **Financing and Funding for Sustainable Ventures**: Securing funding is crucial for any entrepreneur, and stakeholders emphasized the need for training on how to access financial support for green ventures.
- **Sustainable Supply Chain Management**: While not everyone ranked this as a top priority, some stakeholders believe it's important to teach deaf youth about managing a business sustainably from production to distribution.
- **Mentorship and Accessible Resources**: Stakeholders stressed the importance of providing **mentorship** and **accessible learning materials**. They believe that with the right support, including mentors and resources tailored to their needs, deaf youth can successfully navigate the green entrepreneurship world.

4.2.1.4 Preferred Features in the Digital Hub

When discussing the digital learning hub, stakeholders had clear preferences for how it should be designed:

- **Sign Language Content**: Stakeholders emphasized the need for all content to be available in sign language. Without this, deaf youth would struggle to understand and engage with the material.
- **Interactive Learning**: Features like quizzes and interactive exercises were seen as important for keeping deaf youth engaged and helping them retain what they've learned.
- **Downloadable Resources**: Stakeholders suggested that having downloadable guides, templates, and other resources would be valuable for deaf youth, allowing them to review materials at their own pace.

- **Clear, Visual Content**: The feedback also included a request for information to be presented in a visual, easy-to-understand format. Stakeholders noted that videos should be clear and concise, helping to ensure that deaf students can absorb the information without feeling overwhelmed.

4.2.2 Cyprus

4.2.2.1 Current Awareness of Green Entrepreneurship Among Deaf Youth

Stakeholders in Cyprus believe that deaf youth have **some awareness** of green entrepreneurship, but it's limited. While they know a bit about sustainable practices, there's a need for more education and exposure to these concepts. Stakeholders feel that deaf youth would benefit from more detailed and accessible training in this area to help them fully engage with green entrepreneurship.

4.2.2.2 **Main Challenges Identified**

Stakeholders identified several important challenges that deaf youth face when it comes to accessing green entrepreneurship opportunities:

- **Lack of Accessible Resources**: One of the biggest challenges is the **lack of resources** specifically designed for deaf youth. Without materials in sign language, it's hard for them to learn about green entrepreneurship and sustainability.
- **Communication Barriers**: Communication continues to be a major barrier. Deaf youth struggle to find training and information that's accessible in their native language, which limits their ability to participate in programme   s and take full advantage of learning opportunities.
- **Difficulty Finding Mentors**: Another key challenge is the **lack of mentors**. Stakeholders noted that deaf youth often don't have access to mentors who can guide them through the entrepreneurial process. This makes it harder for them to develop their skills and gain the support they need.
- **Limited Access to Funding**: Deaf youth also face difficulties when it comes to finding funding for their business ideas. Stakeholders pointed out that many young people lack knowledge about how to secure financial support, which can prevent them from pursuing their entrepreneurial dreams.

4.2.2.3 Training Needs and Priority Topics

According to the stakeholders, several key training topics are essential for deaf youth to learn:

- **Sustainable Business Models and Strategies**: This was highlighted as a top priority. Stakeholders believe it's important for deaf youth to understand how to build businesses that are both sustainable and responsible.

- **Marketing and Branding for Green Entrepreneurs**: Stakeholders also emphasized the need for deaf youth to learn how to market and brand their green businesses effectively, which is crucial for their success in a competitive market.

- **Financing and Funding for Sustainable Ventures**: Learning how to secure funding is another critical area. Stakeholders think that deaf youth need training on how to access financial resources to bring their business ideas to life.

- **Mentorship and Networking Opportunities**: Stakeholders believe that providing deaf youth with opportunities to connect with mentors and build professional networks is key. Without these connections, it's much harder for young entrepreneurs to thrive.

4.2.2.4 Preferred Features in the Digital Hub

When it comes to the design of the digital learning platform, stakeholders in Cyprus suggested several important features:

- **Sign Language Content**: The need for all content to be available in sign language was a top priority. Stakeholders feel that this is crucial for deaf youth to be able to fully engage with and understand the material.

- **Interactive Learning Experiences**: Stakeholders recommended including interactive features like quizzes and exercises to keep deaf youth engaged and help them better absorb the information.

- **Downloadable Resources**: Many stakeholders also suggested having downloadable guides, templates, and other resources that deaf youth can access offline. This would allow them to review the material at their own pace.

- **Mentorship and Networking Features**: Several stakeholders expressed the importance of having **mentorship programme   s** and networking opportunities built into the digital hub, so deaf youth can connect with professionals and peers in the green entrepreneurship world.

4.2.3 Malta

4.2.3.1 Current Awareness of Green Entrepreneurship Among Deaf Youth

Stakeholders in Malta believe that deaf youth have **limited awareness** of green entrepreneurship and sustainable practices. Most stakeholders agreed that the young people they work with aren't very familiar with these concepts. While a few youth have some knowledge, it's clear that more education and exposure are needed to help them understand and engage with green entrepreneurship.

4.2.3.2 Main Challenges Identified

Stakeholders identified several key challenges that deaf youth in Malta face when it comes to accessing green entrepreneurship opportunities:

- **Lack of Resources and Training**: A major issue is the **lack of resources** specifically designed for deaf youth. Without access to appropriate materials and training programme   s, it's difficult for them to learn about green entrepreneurship or take part in sustainable business ventures.

- **Communication Barriers**: Stakeholders pointed out that **communication barriers** are a big obstacle. Many educational materials are not available in sign language, making it hard for deaf youth to engage with the content and fully participate in learning opportunities.

- **Difficulty Finding Mentors**: Another challenge is the **lack of mentors**. Deaf youth struggle to find role models and mentors who can guide them in their entrepreneurial journey, which leaves them without much-needed support.

- **Lack of Confidence**: Some stakeholders mentioned that deaf youth in Malta often feel less confident in pursuing entrepreneurship. This lack of confidence, combined with a limited entrepreneurial spirit, can hold them back from exploring business opportunities.

4.2.3.3 Training Needs and Priority Topics

When it comes to the training topics deaf youth need, stakeholders highlighted several areas that should be prioritized:

- **Sustainable Business Models and Strategies**: Stakeholders agreed that teaching deaf youth how to create sustainable, eco-friendly businesses is critical. This was seen as one of the most important topics for building successful and responsible businesses.

- **Marketing and Branding for Green Entrepreneurs**: Another key area is **marketing and branding**. Stakeholders believe deaf youth need to learn how to promote and brand their businesses effectively in order to succeed in a competitive marketplace.

- **Financing and Funding for Sustainable Ventures**: Securing funding is crucial for any business, and stakeholders emphasized that deaf youth need guidance on how to access financial resources to bring their green business ideas to life.

- **Mentorship and Networking**: Stakeholders also emphasized the importance of **mentorship and networking**. They believe that connecting deaf youth with mentors and providing opportunities to build a professional network would give them the support they need to succeed in the world of green entrepreneurship.

4.2.3.4 Preferred Features in the Digital Hub

When it comes to the digital learning hub, stakeholders in Malta had clear preferences for the features that would best support deaf youth:

- **Sign Language Content**: All stakeholders agreed that having content available in **sign language** is essential. Without it, deaf youth won't be able to fully engage with or benefit from the platform.
- **Interactive Learning Tools**: Features like quizzes, interactive exercises, and hands-on learning experiences were highly recommended. Stakeholders believe these tools would help keep deaf youth engaged and make learning more effective and enjoyable.
- **Downloadable Resources**: Many stakeholders suggested offering **downloadable guides and templates** so deaf youth can access the content offline. This would give them the flexibility to review materials at their own pace.
- **Mentorship Features**: Several stakeholders proposed including a feature in the digital hub that connects deaf youth with **mentors** and role models. This would provide the guidance and support that many deaf youth are currently missing.

4.2.4 Turkey

4.2.4.1 Current Awareness of Green Entrepreneurship Among Deaf Youth

Stakeholders in Turkey believe that deaf youth have **some awareness** of green entrepreneurship, but it's still quite limited. While they may have a basic understanding of the concepts, they haven't had much exposure to sustainable practices or how to build eco-friendly businesses. Stakeholders feel that more comprehensive education in this area is needed to help deaf youth gain a deeper understanding and fully engage with green entrepreneurship.

4.2.4.2 Main Challenges Identified

Stakeholders identified several challenges that deaf youth in Turkey face when trying to get involved in green entrepreneurship:

- **Communication Barriers**: One of the biggest challenges is the **lack of resources in sign language**. Without materials specifically designed for deaf youth, it's difficult for them to access the information they need and participate in entrepreneurship training.
- **Limited Resources**: There is also a **shortage of accessible educational materials** in Turkish Sign Language, which makes it even harder for deaf youth to learn about green entrepreneurship.

- **Difficulty Finding Mentors**: Stakeholders pointed out that deaf youth often struggle to find mentors who can effectively guide them through the process of starting and growing a business. This lack of support is a major obstacle.
- **Access to Funding**: Another challenge is **limited access to funding opportunities**. Many deaf youth are unsure how to secure financial resources, which makes it harder for them to pursue their business ideas.

4.2.4.3 Training Needs and Priority Topics

Stakeholders highlighted several areas where deaf youth need focused training:

- **Sustainable Business Models and Strategies**: This was seen as a top priority. Stakeholders believe it's important for deaf youth to learn how to create businesses that are both profitable and environmentally responsible.
- **Marketing and Branding for Green Entrepreneurs**: Stakeholders emphasized that deaf youth need to understand how to market and brand their sustainable businesses to stand out in the marketplace.
- **Financing for Sustainable Ventures**: Learning how to secure funding and manage finances is also critical for helping deaf youth bring their green business ideas to life.
- **Mentorship and Networking Opportunities**: Stakeholders stressed the need for more **mentorship programme s** and opportunities for deaf youth to build professional networks. This would help them connect with experienced entrepreneurs who can offer guidance and support as they navigate the challenges of starting a business.

4.2.4.4 Preferred Features in the Digital Hub

When discussing the digital hub, stakeholders in Turkey shared several ideas about what features would be most helpful for deaf youth:

- **Sign Language Accessibility**: The most important feature is that all content needs to be available in **Turkish Sign Language**. Stakeholders feel that this is essential for deaf youth to fully engage with the training and understand the material.
- **Interactive Learning Tools**: Features like quizzes, exercises, and interactive learning experiences were highly recommended to keep deaf youth engaged and help them absorb the information more effectively.
- **Downloadable Resources**: Stakeholders also suggested that deaf youth would benefit from **downloadable guides and templates**, allowing them to access the materials offline and review them at their own pace.

- **Mentorship Connections**: Several stakeholders emphasized the importance of including a **mentorship component** in the digital hub, so deaf youth can connect with professionals who can guide and support them on their entrepreneurial journey.

4.2.5 Italy

4.2.5.1 Current Awareness of Green Entrepreneurship Among Deaf Youth

Just like in other countries, stakeholders in Italy believe that **deaf youth have limited awareness** of green entrepreneurship. While some young people might have a basic understanding of environmental issues, they often don't know how these concepts can be applied to starting a business. Stakeholders emphasized that deaf youth need more education and exposure to green entrepreneurship to help them see the opportunities it offers.

4.2.5.2 Main Challenges Identified

Stakeholders in Italy pointed out several challenges that make it difficult for deaf youth to get involved in green entrepreneurship:

- **Communication Barriers**: One of the biggest challenges is the **lack of resources in sign language**. Without materials specifically designed for deaf youth, it's hard for them to fully engage with training programme   s or grasp important business concepts.
- **Limited Resources**: Stakeholders also mentioned the **lack of accessible learning materials** tailored for deaf youth. This makes it even harder for them to learn about green entrepreneurship.
- **Difficulty Finding Mentors**: Just like in other countries, deaf youth in Italy struggle to find **mentors** who can guide them through the entrepreneurial process. Without mentors, they miss out on valuable support and advice.
- **Access to Funding**: Many stakeholders noted that **finding funding** is a major challenge for deaf youth. They often don't know where to look for financial support or how to apply for funding, which makes it harder for them to start their own green businesses.

4.2.5.3 Training Needs and Priority Topics

Stakeholders in Italy agreed on several key areas where deaf youth need focused training:

- **Sustainable Business Models and Strategies**: This was a top priority. Stakeholders believe it's important to teach deaf youth how to create businesses that are both sustainable and profitable.

- **Marketing and Branding for Green Entrepreneurs**: Stakeholders emphasized that deaf youth need to learn how to **market and brand** their businesses effectively so they can stand out in the competitive green economy.
- **Financing for Sustainable Ventures**: Learning how to **secure funding** for green businesses was seen as another critical area for training.
- **Mentorship and Networking Opportunities**: Stakeholders stressed the importance of creating opportunities for deaf youth to connect with **mentors** and network with professionals in the field. They believe that mentorship will provide the guidance and support young entrepreneurs need to succeed.

4.2.5.4 Preferred Features in the Digital Hub

When it comes to designing the digital learning hub, stakeholders in Italy had similar ideas to those from other countries:

- **Sign Language Content**: It's essential that all content is available in **sign language**, so that deaf youth can fully understand and engage with the material.
- **Interactive Learning Tools**: Stakeholders suggested using **interactive features** like quizzes and exercises to keep deaf youth engaged and make the learning process more dynamic.
- **Downloadable Resources**: They also recommended offering **downloadable guides and templates**, so that deaf youth can review the materials offline and at their own pace.
- **Mentorship Connections**: Several stakeholders mentioned the importance of including a feature in the digital hub that helps deaf youth connect with **mentors** and **role models**. This would give them the support they need as they work on developing their green business ideas.

4.2.6 Unified Analysis of Stakeholders Perspectives

4.2.6.1 Current Awareness of Green Entrepreneurship Among Deaf Youth

Stakeholders from all five countries shared a similar view: **deaf youth have limited awareness** of green entrepreneurship and sustainable practices. While some young people may know a bit about environmental issues, their understanding of how these concepts connect to business is minimal. In countries like Latvia, Turkey, and Malta, stakeholders highlighted the need for more comprehensive education to help deaf youth engage with green entrepreneurship. In Cyprus and Italy, the feedback was similar—deaf youth need more targeted learning opportunities to build a strong foundation in this area.

4.2.6.2 Main Challenges Identified

Across all countries, stakeholders pointed out several key challenges that deaf youth face in accessing green entrepreneurship training and opportunities:

- **Communication Barriers**: This was a universal challenge across every country. Stakeholders consistently emphasized the **lack of sign language resources**, which is one of the biggest obstacles for deaf youth. Without educational materials in sign language, it's difficult for them to fully participate in training programme   s. This issue was particularly prominent in Turkey, Malta, and Cyprus.
- **Limited Resources**: Stakeholders in all countries talked about the **lack of accessible materials** tailored to deaf youth. Deaf young people often don't have the same opportunities to access information about entrepreneurship, especially resources available in their native sign languages.
- **Difficulty Finding Mentors**: Another major issue is the **lack of mentors** who can communicate with deaf youth and guide them in their entrepreneurial journey. Without mentors, deaf youth miss out on valuable advice and support, which stakeholders from Turkey, Latvia, and Cyprus found to be a significant gap.
- **Limited Access to Funding**: Stakeholders from all countries noted that **access to funding** is a major hurdle for deaf youth. Many young people don't know how to secure financial support, which holds them back from pursuing their green business ideas.

4.2.6.3 Training Needs and Priority Topics

Stakeholders across all five countries agreed on several key topics that deaf youth need training in:

- **Sustainable Business Models and Strategies**: This was seen as a top priority. Stakeholders believe that deaf youth need to learn how to create businesses that are both environmentally friendly and financially viable.
- **Marketing and Branding for Green Entrepreneurs**: Teaching deaf youth how to market and brand their green businesses was another priority in all countries. Stakeholders feel that this skill is crucial for helping young entrepreneurs stand out in the marketplace.
- **Financing for Sustainable Ventures**: Securing funding was a key concern in every country. Stakeholders feel that deaf youth need clear guidance on how to find and access financial resources to support their green business ventures.
- **Mentorship and Networking**: In every country, stakeholders stressed the need for **mentorship programme   s** and **networking opportunities** to help deaf youth connect with professionals in the green entrepreneurship space. These connections are essential for providing guidance and support.

4.2.6.4 Preferred Features in the Digital Hub

When discussing the design of the digital learning hub, stakeholders from all five countries had similar ideas about the features that would best support deaf youth:

- **Sign Language Accessibility**: Stakeholders unanimously agreed that all content must be available in **sign language**. This is essential to ensure that deaf youth can fully engage with the learning materials.
- **Interactive Learning Tools**: Features like quizzes, interactive exercises, and other engaging activities were highly recommended by stakeholders in all countries. They believe these tools will keep deaf youth interested and help them learn more effectively.
- **Downloadable Resources**: Stakeholders suggested offering **downloadable guides and templates** so deaf youth can review the materials offline at their own pace. This would give them the flexibility to revisit the content as needed.
- **Mentorship Connections**: Many stakeholders proposed that the digital hub include a **mentorship feature** to help deaf youth connect with experienced mentors and role models who can offer guidance and support as they develop their business ideas.

4.2.6.5 Conclusion

Across Latvia, Turkey, Italy, Cyprus, and Malta, the feedback from stakeholders reveals a shared need for more accessible and tailored training in green entrepreneurship for deaf youth. Common challenges like communication barriers, lack of accessible resources, limited mentorship, and difficulties in securing funding are present in all countries. By addressing these needs and incorporating sign language content, interactive learning tools, and mentorship opportunities into the digital hub, the ENVISIO project can empower deaf youth to succeed in building sustainable, green businesses.

5. Conclusion

The ENVISIO project has   identified   the unique needs of deaf youth who want to explore green entrepreneurship and sustainable business practices. From the   insights gathered from the five participating   countries, that are   Latvia, Turkey, Italy, Cyprus, and Malta, this document highlight some common themes.

First, it's clear that **deaf youth are interested in green entrepreneurship**, but their current **awareness and knowledge** of the subject are still limited. This shows that there's a real need for tailored education that can introduce them to sustainability, eco-friendly business practices, and how to build their own green ventures.

The project brought to light some of the big challenges deaf youth face when trying to get into green entrepreneurship. These issues, which revolve around limited access to sign language resources, communication barriers, and a lack of mentorship, make it much harder for deaf youth to fully benefit from training or turn their ideas into successful businesses. Here's a closer look at what these challenges mean for them:

1. **Limited Access to Resources in Sign Language**: Most resources on green entrepreneurship, from training materials to online guides, aren't available in sign language. This means that deaf youth often miss out on the critical information they need—like basic business concepts, sustainable practices, and entrepreneurial skills. Written resources alone don't always convey complex ideas in a way that's accessible or effective for deaf learners, which can leave them struggling to understand important concepts. Without this accessibility, it's challenging for many deaf youth to build the confidence and foundational knowledge they need to start a business.

2. **Communication Barriers in Training and Networking**: Even when training programs and workshops are available, they're not always set up to accommodate deaf participants. Many programs lack sign language interpreters or other forms of communication support, making it difficult for deaf youth to engage fully. This barrier doesn't just affect their learning; it also impacts their ability to network. In the world of green entrepreneurship, connecting with others—be it potential partners, mentors, or investors—is vital. But communication barriers can isolate deaf youth, preventing them from asking questions, participating in group activities, or building those essential relationships. This lack of inclusion can leave them feeling sidelined and discouraged from pursuing their entrepreneurial goals.

3. **Lack of Mentorship and Role Models**: Mentorship can make all the difference for young entrepreneurs, providing the guidance, feedback, and encouragement they need to stay

motivated. But for deaf youth, finding mentors who understand their needs and can communicate effectively—whether through sign language or other accessible methods—isn't easy. Without role models who can support them along their journey, many deaf youth miss out on valuable insights and practical advice that could help them navigate challenges, make informed decisions, and grow their confidence. This gap leaves them without a support system, which is especially important in fields as complex as green entrepreneurship.

4. **Limited Access to Financial Guidance and Business Networks**: Starting a business requires more than just an idea; it needs financial planning, access to funding, and a network of people who can help open doors. For deaf youth, these resources and connections are often harder to come by. Financial concepts like grants, funding applications, and investment options are rarely explained in ways that are accessible for them, which can make the whole process feel out of reach. Without access to broader business networks, deaf youth may also miss out on essential partnerships and collaboration opportunities that could help turn their ideas into reality.

Together, these challenges create a tough path for deaf youth who want to pursue green entrepreneurship. Addressing these issues—by providing resources in sign language, creating inclusive training spaces, and connecting deaf youth with mentors who truly understand their needs—would go a long way in helping them achieve their goals and thrive in the field. The ENVISIO project aims to bridge these gaps, giving deaf youth the tools, support, and encouragement they need to make their mark in green business.

When it comes to **training needs**, there's a shared emphasis on practical topics like **financing sustainable businesses**, **marketing and branding**, and building **sustainable business models**. Both deaf youth and stakeholders agree that hands-on, practical training in these areas is crucial.

Regarding the **digital hub**, both groups stressed the importance of having everything accessible in **sign-language**, with plenty of **interactive learning tools** and **downloadable resources**. Stakeholders also emphasized the need for mentorship opportunities within the platform to help deaf youth connect with experienced entrepreneurs who can offer advice and guidance.

In conclusion, the ENVISIO project is in a great position to help deaf youth succeed in green entrepreneurship by creating accessible, practical, and inclusive resources. By addressing the key challenges they face and providing essential training, mentorship, and interactive tools, the project has the potential to make a real difference in the lives of these young people and contribute to the broader goal of sustainability and environmental responsibility.

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6. Annexes

6.1 Annex 1:End-user Questionnaire

End-user Questionnaire:

Multiple Choice Questions

This questionnaire aims to understand the needs and perspectives of deaf youth on topics related to green entrepreneurship and sustainable practices. Your insights are crucial in shaping the project to be most effective for you.

Your participation in this survey is voluntary, and all responses will be kept confidential. Your data will be processed in accordance with GDPR regulations, ensuring your privacy and data protection rights are respected throughout the survey process.

Thank you for participating!

1. Have you read the information for this survey?
   - Yes
   - No
2. Have you had a chance to ask questions and discuss your participation in this survey?
   - Yes
   - No
3. Do you understand that if you wish to withdraw from this survey, it is not necessary to give any explanations for the decision you have made?
   - Yes
   - No
4. Do you agree to participate in the survey?
   - Yes
   - No

Section 1: Demographics

This brief section helps us understand who you are and your experience level. This information allows us to tailor the learning experience to your needs.

1. Are you Deaf, or a Hard-of-Hearing individual?
   - Yes
   - No (close survey)
2. Please select your gender.

- Male
- Female
- Non-binary
- Prefer not to say
- Prefer to self-describe, below:
  - Self-describe:
2. Please select your age.
   - 16-20
   - 21-25
   - 26-30
3. What is the highest degree or level of school you have completed? If currently enrolled, the highest degree received.
   - Primary education
   - Secondary general education up to 16 years
   - High School/Technical School (16-18 years)
   - College
   - Bachelor's degree
   - Master's degree
   - Ph.D degree
   - Post-doc degree
4. Please select your marital status
   - Single
   - Married
   - Divorced
   - Widowed
   - Prefer not to say
5. What is your annual income:
   - <€25,000
   - €25,000-€50,000
   - €50,001-€75,000
   - €75,001
   - Prefer not to say

Section 2: Training Content

In this section, we want to know what topics within Green Entrepreneurship and Sustainable Practices are most interesting to you. This will help us prioritize content and ensure the training programme covers the most relevant information.

1. Have you attended any project or seminar to acknowledge environmental awareness, sustainable practices and/or green entrepreneurship?
   - Yes
   - No
0. Do you have any prior experience with Green Entrepreneurship or Sustainable Practices?
   - Yes
   - No
0. Have you had any experience with entrepreneurship or business concepts before?
   - Yes
   - No
0. Please rate your level of interest in learning about the following topics in the training programme (1 = Not interested, 5 = Very interested)

A. Introduction to Green Entrepreneurship and Sustainability
- 1
- 2
- 3
- 4
- 5

B. Sustainable Business Models and Strategies
- 1
- 2
- 3
- 4
- 5

C. Marketing and Branding for Green Entrepreneurs
- 1
- 2
- 3
- 4
- 5

A. Financing and Funding for Sustainable Ventures
- 1
- 2
- 3
- 4
- 5

A. Sustainable Supply Chain Management
- 1
- 2
- 3
- 4
- 5

A. What type of support do you think you would need most in Green Entrepreneurship and Sustainable Practices training?
- Mentorship
- Accessible resources
- Networking opportunities
- Financial guidance
- Other (please specify)

A. Are there any other topics you would like included in the training programme?

Section 3: Digital Hub Preferences

The online learning hub is your gateway to knowledge. Here, we want to understand what features are most important for you to have a smooth and engaging learning experience.

1. Please rate how important the following features are for you in the online learning hub (1 = Not important, 5 = Very important)

A. Content available in sign language
- 1
- 2
- 3
- 4
- 5

B. Access to training modules in different formats (e.g., video, text, presentations)

- 1
- 2
- 3
- 4
- 5

A. Interactive learning experiences (e.g., quizzes, exercises)

- 1
- 2
- 3
- 4
- 5

A. Augmented Reality (AR) learning experiences

- 1
- 2
- 3
- 4
- 5

A. Downloadable resources (e.g., guides, templates)

- 1
- 2
- 3
- 4
- 5

A. Search function to easily find specific information

- 1
- 2
- 3
- 4
- 5

A. Accessibility features (e.g., closed captions, transcripts)

- 1
- 2
- 3
- 4
- 5

Section 4: Additional Comments

This is your chance to share your thoughts and ideas! We value your feedback and want to hear your suggestions for improving the format, design, or content of the training programme and the digital hub.

1. Do you have any suggestions for the format or design of the digital hub? (Open-ended question)
2. Is there anything else you would like to share about your learning preferences? (Open-ended question)

6.2 Annex 2: Questionnaire for Stakeholders (Youth NGOs, Associations, Deaf Schools, Sign Language Interpreters)

Questionnaire for Stakeholders (Youth NGOs, Associations, Deaf Schools, Sign Language Interpreters)
Multiple Choice Questions

We're reaching out to experts to enhance deaf youth knowledge on green entrepreneurship and sustainable practices. Your insights are vital in understanding skills needs and gaps in sustainability and environmental fields. Please take a moment to answer the survey and help shape professional development opportunities.

Thank you for participating!

Your participation in this survey is voluntary, and all responses will be kept confidential. Your data will be processed in accordance with GDPR regulations, ensuring your privacy and data protection rights are respected throughout the survey process.

1. Have you read the information for this survey?
   - Yes
   - No
2. Have you had a chance to ask questions and discuss your participation in this survey?
   - Yes
   - No
3. Do you understand that if you wish to withdraw from this survey, it is not necessary to give any explanations for the decision you have made?
   - Yes
   - No
4. Do you agree to participate in the survey?
   - Yes
   - No

Section 1: Demographics

This brief section helps us understand who you are and your experience level. This information allows us to tailor the learning experience for the DHH youth that will participate in the ENVISIO Project.

1. Please select your gender.
   - Male
   - Female
   - Non-binary
   - Prefer not to say
   - Prefer to self-describe, below:
     - Self-describe:

0. Please select your age.
   - 18-30
   - 31-40
   - 41-50
   - 50-60

- 60+

0. What is the highest degree or level of school you have completed? If currently enrolled, the highest degree received.
    - Primary education
    - Secondary general education up to 16 years
    - High School/Technical School (16-18 years)
    - College
    - Bachelor's degree
    - Master's degree
    - Ph.D degree
    - Postdoc degree

Section 2: Expertise

1. Please select the answer that best describes your position in the organization you are working in:
    - Executive Director/CEO
    - programme   Manager
    - Educator/Trainer
    - Social Worker/Counselor
    - Board Member
    - Sign Language Interpreter
    - Sustainability Expert
    - Green Entrepreneur/Business Owner
    - Other (Please specify)

0. How many years of experience do you have in the position?
    - Less than 1 year
    - 1-5 years
    - 6-10 years
    - 11-15 years
    - 16-20 years
    - 20+ years

0. Please select the answer that best describes the type of the organization you are working in:
    - Youth NGO
    - Youth NGOAssociation focused on hearing disabilities
    - Deaf School
    - Deaf Association
    - Sign Language Interpreter Organization
    - Sustainability Organization
    - Green Entrepreneurship Consultancy
    - Social Innovation Organisation/Centre
    - Other (Please specify)

Rule for the partner:
If the answer in question 2 is:

- **Youth NGO/Association focused on hearing disabilities**
- **Deaf School**
- **Deaf Association**
- **Sign Language Interpreter Organization**

Then proceed to section 3, else in section 4:

Section 3: Deaf Youth and Green Entrepreneurship

1. How familiar are deaf youth in your network with concepts of green entrepreneurship and sustainable practices?
   - Not familiar
   - Somewhat familiar
   - Neutral
   - Familiar
   - Very familiar

0. In your experience, what are the main challenges faced by deaf youth in areas of employment and green entrepreneurship? (Select all that apply)
   - Lack of access to green entrepreneurship and sustainable practices training and resources
   - Communication barriers
   - Difficulty finding mentors and role models related to green entrepreneurship and sustainable practices
   - Discriminatory hiring practices
   - Limited information for funding in green entrepreneurship and sustainable practices
   - Limited information for funding in general
   - Lack of confidence and entrepreneurial spirit
   - Other (Please specify)

Section 4: Training Content of ENVISIO Project

In this section, we want to know what topics within Green Entrepreneurship and Sustainable Practices you consider most helpful for deaf youth. This will help us prioritize content and ensure the training programme covers the most relevant information.

A. Have you attended any project, seminar or conference to acknowledge environmental awareness, sustainable practices and/or green entrepreneurship?
   - Project
   - Seminar
   - Conference
   - Other:
     - Please specify
   - None of the above

B. Briefly review the outline of the ENVISIO project (training modules, online learning hub, etc.).

The ENVISIO project aims to create an online learning hub offering multilingual sign language resources across partner countries. The project's objectives are:

- To create a comprehensive Training Curriculum developed for green entrepreneurship and sustainable practices that will contain five training modules which will cover theoretical knowledge and practical sustainable practices. More specifically:
  1. Introduction to Green Entrepreneurship and Sustainability
  2. Sustainable Business Models and Strategies
  3. Marketing and Branding for Green Entrepreneurs
  4. Financing and Funding for Sustainable Ventures
  5. Sustainable Supply Chain Management
- The digital hub will also contain educational Augmented Reality (AR) and access to a Learning Framework Guide. It will also include powerpoint presentations of the training modules.In addition, there will be an available list with the existing information on green entrepreneurship and sustainable practices available to the deaf youth.

Based on the project outline, which features seem most likely to be helpful for supporting deaf youth in starting green businesses? (Select all that apply)

- Training modules on topics like green business models and marketing
- Access to the online learning hub in sign language
- Interactive learning experiences within the online hub
- Downloadable resources and templates
- Connection with mentors and role models through the project

1. Please rate your level of importance of us creating learning content on the following topics in the online learning hub (1 = Not interested, 5 = Very interested):
   - Introduction to Green Entrepreneurship and Sustainability
     - 1
     - 2
     - 3
     - 4
     - 5
   - Sustainable Business Models and Strategies
     - 1
     - 2
     - 3
     - 4
     - 5
   - Marketing and Branding for Green Entrepreneurs
     - 1
     - 2
     - 3
     - 4
     - 5
   - Financing and Funding for Sustainable Ventures
     - 1
     - 2
     - 3
     - 4
     - 5

- Sustainable Supply Chain Management
  - 1
  - 2
  - 3
  - 4
  - 5

0. What type of support do you think is needed the most in Green Entrepreneurship and Sustainable Practices training?
  - Mentorship
  - Accessible resources
  - Networking opportunities
  - Financial guidance
  - Other (please specify)

Section 5: Additional Comments

This is your chance to share your thoughts and ideas! We value your feedback and want to hear your suggestions for improving the format, design, or content of the training programme and the digital hub.

1. Do you have any other suggestions or feedback for the ENVISIO project? (Open-ended question)