



COUNCIL OF EUROPE CONSEIL DE L'EUROPE



Safeguarding Human Rights of youth with hearing disability - how to cope with violence and discrimination in education and employment?

**Report of the study session held by
International Federation of Hard of Hearing Young People
(IFHOHYP)
in co-operation with the
European Youth Centre
of the Council of Europe**

European Youth Centre Strasbourg
April 23-30, 2006



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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OUTLINE

Sunday 23 April

- Arrival
- Icebreakers and Welcome Party

Monday 24 April

- Introduction: aims and objectives of the study session
- Presentation of IFHOHYP
- Presentation of the Council of Europe, European Youth Campaign
- Needs, fears and expectations
- Getting to know each other
- Intercultural Learning
- Group building
- Intercultural evening

Tuesday 25 April

- Forum Theatre and Confidence building
- Identifying discriminatory practices in different countries
- Sharing experiences in small groups, presentations
- Defining Discrimination - what is it?
- Organisational market

Wednesday 26 April

- Human Rights Education in youth work
- Free afternoon and dinner in town

Thursday 27 April

- Study visit to the Human Rights Court
- Input on disability rights in Europe by Angela Garabagiu, Council of Europe, Directorate of Social Cohesion, Integration of People with Disabilities
- Preparing Policy recommendations
- Reflection groups
- Assistive technology recommendations

Friday 28 April

- Input on coping with difficulties at work and in education by expert from the U.S.A, Dr. Tom Goulder: “Choosing Your Future.....the path to self- advocacy”
- Open Space Technology: What would you like to do a project on?
- Continuing to work on policy recommendations

Saturday 29 April

- Presentation of the working groups

- Evaluation of the study session
 - General feedback from participants

Appendices:

I. IFHOHYP Study Session Questionnaire on situation for hard-of-hearing youth (education and employment) in different countries

II. Policy Recommendations by Participants

III. IFHOHYP study session integrated Policy Recommendations

IV. Questionnaire by Aleksandar Bogdanovic (distributed to participants)

V. Programme of the Study session

VI. List of participants

Dear reader,

This report seeks to provide an overview of the IFHOHYP Study session held in April 2006, in the European Youth Centre in Strasbourg.

The overall aim of this study session was to empower and train young hard of hearing activists to develop, implement and multiply assistance tools aimed at combating discrimination and violence in mainstream education and employment. One of the tools given special attention at the study session, was creation of policy recommendations addressed to various national and international bodies, including the Council of Europe.

This report is aimed at drawing attention of organizations and institutions in Europe to the challenges hard of hearing young people face in access to mainstream education and employment, and to the solutions proposed by participants of the study session in order to overcome the challenges. Successful approaches applied to combat discrimination towards youth with hearing disability in different countries of Europe, were discussed and analyzed; the results of these discussions and group work were developed into concrete policy recommendations along 4 key themes: Access to higher education, Access to employment, Work with mass media, access to communication and information, Rehabilitation and access to technical aids. These policy recommendations are a first step to creating comprehensive policy proposals that will be submitted by IFHOHYP later this year to the Council of Europe Directorate of Youth and Sport and to the Directorate of Social Cohesion, Integration of People with Disabilities, in view of the Council of Europe Disability Action Plan launched in 2006.

Extensive questionnaires designed by the team were used in study session work and for sharing examples of good practices between the participants..

29 participants from 19 countries took active part in this study session. It was the biggest number of countries and organisations of hard of hearing youth involved in IFHOHYP study sessions.

We express our thanks to the Educational advisor Nadine Lyamouri-Bajja and the EYCS Secretariat for their educational and technical support and helping to make this study session a success.

Thanks to all participants for a great learning experience in Strasbourg!

On behalf of the Team,

IFHOHYP study session course director,

IFHOHYP president

Karina Chupina



International Federation of Hard of Hearing
Young People (IFHOHYP)

Study session "Safeguarding Human Rights of youth with hearing disability - how to cope with violence and discrimination in education and employment?"

European Youth Centre Strasbourg, France
23-30 April, 2006

Background to the study session theme:

IFHOHYP's long-term goals are to provide continuous support and training to hard of hearing young people in order to empower them to work towards their full participation in society. IFHOHYP aims to stay up to date in addressing the needs of hard of hearing young people.

Communication is one of the major problems facing hard of hearing youth in their education, employment, volunteer work and their participation in society at all levels. As a result of *the lack of knowledge regarding the rights and needs of hard of hearing people*, hard of hearing people often face discrimination. In situations where the productivity and initiative of a hard of hearing student or employee is held back by a lack of sensitivity on the part of the hearing majority, frustration, intolerance and conflict on both sides are common.

Many hard of hearing people turn out to be outsiders in social life because they find it impossible to communicate, study and work in a society that is not sensitive to their needs. Without sufficient support and recognition of their rights hard-of-hearing people cannot achieve on educational, personal and professional levels as much as the rest of the society. As a result, they are not able to contribute their skills, knowledge and experience to the mainstream world.

Some tend to think that the hard of hearing minority is complacent with life in their own secluded environment, that sign language and a number of benefits compensate for their disability at work place or at school - this stereotype is equally common in countries of different levels of economic, cultural and social development.

In light of this, the aim of the study session was:

to empower and train young hard of hearing activists to develop, implement and multiply assistance tools and associative strategies aimed at combating discrimination and violence in mainstream education and employment.

The objectives through which the aim was to be achieved:

- To identify and review specific problems and discriminatory practices hard of hearing young people across Europe face in education and employment
- To enable participants to understand and explore the concepts of discrimination, Human Rights Education, minority youth participation, social inclusion, non-formal education as tools to increasing employability and integration
- To inform participants about relevant activities of the Council of Europe Youth Directorate and about the European Youth Campaign « Diversity, Human Rights and Participation»
- To provide participants with an opportunity to design policy recommendations, create tools of assistance and strategies for coping with discriminatory practices
- To build partnerships and motivate participants to take concrete action against discrimination on local, regional, national and international levels
- To multiply these tools and strategies in local communities and educational institutions, NGOs and in the workplace

Profile of participants:

According to the call, participants had to:

- Be *primarily* hard of hearing young people aged from 18 to 30 who are actively working/volunteering in organisations on issues of hearing disability; hearing applicants who are actively involved in work on hearing disability issues are also welcome to apply
- Be interested in raising awareness about hearing disability and concerns of hard of hearing youth
- Be eager to improve communication for hard of hearing young people and their participation in society
- Be able to communicate and work in English
- Be motivated to develop a project on study session theme in their organisations/communities after the session

Selection of participants was done accordingly with the criteria above and considered gender and geographical balance.

Study session official language:

English.

Where: European Youth Centre of the Council of Europe, Strasbourg, France.

How many participants: 28 from 19 countries, mainly from member states of the Council of Europe. Two participants came from Israel and the USA.

Methods: Training workshops, discussions, debates, work in small groups, brainstorming, theatre, ‘role games’ and simulation exercises in non-formal education methodology, study visits to the European Court of Human Rights, inputs by guest speakers from the European Disability Forum/Council of Europe/other institutions, and other.

PROGRAMME AND ACTIVITIES DAY-BY-DAY

Sunday 23 April

Arrival day, Welcome evening and Ice-breakers

At first Karina, the course director, welcomed everyone arrived, told us about the IFHOHYP study sessions that took place in European Youth Centre before, and introduced the Team to participants. Then the Team started ice-breaking exercises to relax the newcomers, get to know each other in friendly atmosphere. The aim of the ice-breakers was to give participants a feeling of being welcome and an opportunity to get to know each other as much as possible before the beginning of the session. This way communication started which had smoothly flown into a welcome party. The atmosphere was good and promised a friendly work together for the coming week.



Monday, 24 April

Introduction to the study session, IFHOHYP and the Council of Europe

The day started with presentation of the team, a round of names and an introduction by participants. This was followed by a detailed introduction of the aims and objectives of the study session and the whole programme for the week. As there were many new participants in this study session, Karina made a presentation of IFHOHYP, its philosophy from its founding until today, and how it has changed. The emphasis was put on the stage of development IFHOHYP is going through now – changing from a single issue organization (mainly summer camp activities) to the multiple issue organization, and beginning to have more educational + political impact today. This is achieved through widened network of contacts with various European institutions, such as the Council of Europe and European Youth Centre in Strasbourg, membership in European Disability Forum and growing number of IFHOHYP members. After this, participants were introduced to the Council of Europe structures, Council of Europe Directorate of Youth and Sport, its key priorities in 2006-2008 and main activities.



Needs, fears and expectations

Aim: To give a chance to participants to explore & share their expectations, needs and fears of the study session

Each participant had to cut out of paper a sock and two other pieces of clothing (trousers and T-shirts). On the socks the participants put their fears, and on the other piece of clothing they put their needs and expectations. When participants were done, they put socks and the other pieces of clothing on a line of rope spread across the plenary. Also a few parts of clothing symbolised expected contributions from participants to the study session.

Outcome: Participants were able to run an initial exchange of their expectations towards the study session with each other in a comfortable manner. The line stayed there during the whole study session and the closing of the session; it allowed participants to read their needs, fears and expectations any time and reflect on their experiences and how far their expectations have been met.

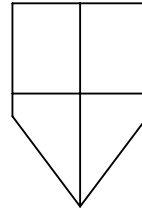
Getting to know each other

Aim: To get to know each other and receive information that would be useful for working together throughout the week

Participants were divided in groups where every person drew (no writing was allowed) an emblem

that, in their opinion, embodied them the best, answering these questions:

- What do you like to do?
- Something good in your life
- What do you want to achieve in your life?
- Your origin



Under the emblem every participant wrote his/her motto and all emblems were hung around the plenary room for others to watch and enjoy. Each person introduced himself/herself in 2 minutes, and a representative of each group later described all the emblems to the other groups.

Outcome: participants shared information with each other about themselves, got a chance to exercise their communication and presentation skills; some of them overcame first barriers and shyness to communicate in English.

Intercultural Learning

Aim: to explore the concept of Intercultural Learning, challenges of intercultural learning and its importance in international work

To explore and feel what Intercultural Learning is, participants were introduced to the Bum Bum Boa exercise. In this role game, groups were divided into two small groups. In both groups there should have been both men and women. It was stressed that language skills are not important for this game. One of the groups represented cultural researchers who must try to understand the rules of an unknown tribe (the second group). The second group were the Bum Bum Boa, a tribe with their own, still unknown cultural rules. Sets of special rules and instructions were handed out to both groups. The tasks were:

- To send the researchers out and tell them to think of a strategy to find out the Bum Bum Boas rules.
- To explain their rules of functioning to the Bum Bum Boa and explain them how important it is to respect these rules.
- Let the researchers come back in
- One rule is already known to all participants: Only yes or no questions can be asked. If the researchers think that they have discovered one of the rules, they should say it straight away.

Since communication rules and instructions for the two groups were entirely different, funny situations of misunderstanding or even frustration could be observed. Participants could feel themselves in the ambiguous situation when their own patterns of understanding reality and interpreting the "other" were questioned and did not provide a readily available answer on how to behave. They could see that one and the same thing could be seen in many different ways as it happens in different cultures.

Later an input on Intercultural learning, its stages and processes was made by Nadine in the plenary.

Outcomes: in the discussion, participants challenged the existing stereotypes in relation to "the other", cultural interpretations and barriers to understanding. They shared examples of barriers to intercultural understanding in their lives and work, cultural differences and compared them with actions, behaviour and attitudes displayed by them in the exercise. Apart from country cultures,

culture of deaf and hard-of-hearing was also discussed; this contributed to understanding of the diversity of issues that we should deal with in working during the study session and how our differences could be overcome during this week and in our work on international level.

Groupbuilding

Aim: to introduce participants to communication and problem-solving in group work, to explore and understand principles of effective work in our group for the rest of the week.

Objectives:

- to let participants feel each other during active exercises,
- identify ways of problem-solving together
- to explore different roles in the group, styles of behaviour and approaches

In the “Tentpole” exercise, the group was divided into two equal groups that line up facing each other. They were given a tent pole to support on two fingers each. The goal of the group was to lower the tent pole together to the ground. The rules: everyone’s fingers have to touch the pole at all times, but no one is allowed to grab or adjust the pole. The group was given time to lower the pole until they succeed or give up. Most of the times it was very difficult or almost impossible to lower the pole. In the debriefing, the initial reaction of the group was discussed, the way group worked together and how the group coped with the challenge.

Another exercise was the “Electric fence”. Participants were to try passing over the top of a rope fence of approximately 1 meter high, without touching it and without using any materials. During the execution of the task they should keep hands together and form a chain of hands. This was also done for safety. When the chain breaks or the fence is touched, the whole group had to start all over again...



The discussion in plenary then followed – about how people felt during the exercise, what made them feel this way and why they still tried to continue – or why some people preferred to drop out of the process. The exercises were reflected with the questions what was effective in our work? What did I like in it? What I didn’t like in a way we work together? What can be improved? And finally, how should we work together?

During discussion we explored different roles of people in the group, styles of behaviour and thinking, and talked about what is needed for successful group work: How did the group cope with

the challenge? Was there successful communication? How do we have successful communication? What did each group member learn for his/herself as a part of the group?

Outcomes: These were emotional exercises for some participants, but they were worth that. Half a day devoted to groupbuilding showed its results in better cooperation between participants, involvement and sharing between participants later during the study session.

Intercultural Evening

Aim: to let participants share the elements of their culture with other participants and continue intercultural learning in group

The idea was to let the participants show what they like from their own country. Each country presented what they brought with them and afterwards people could taste it. It was a good way to let the participant tell a little about their own country and it is also a good opportunity to socialize and build group communication.



Tuesday, 25 April

The day was divided in two very different sections. In the morning we had an external expert to do theatre activities with the participants. In the afternoon we explored discrimination and discriminatory practices via a lecture and group activities.

Theatre with Antti Sevanto

The aim of theatre workshop: to encourage self-expression, share experiences and discuss and develop possible solutions to difficulties one may encounter as young and hard of hearing. The objectives included working as a group, to allow the participants to shift their social roles in a safe environment and to let the participants see and understand different points of view of other people. In the theatre workshop the participants got to use their bodies a lot. That was especially good, because many of the participants couldn't speak English very well, so even the shiest participants got to express themselves.



The workshop was divided into three main sessions. The first one was about taking a role. The participants had to take a role first in a shopping centre and then in the jungle and stay in it for a few minutes. No speaking was allowed, but the participants spoke anyway. It was harder for them to stay in their role in the first exercise, than in the jungle. It might be easier to act something totally different from everyday life.

The second exercise was "creating a scene". In five groups, the participants should choose a scene of the things which happened in the EYC during the Study Session and act it out to others so that it would be obvious. They had very much fun doing this and everybody was active.

The third exercise was creating another short scene, "the story of M". The participants were given a scene of a young HoH person called M and how he/she gets by in his everyday life and especially his studies. The participants were given six characters to fit in their scenes. The groups were very creative and used a lot of details. Out of the two outcomes suggested (positive/negative), most of the groups chose the nightmare. That's maybe because it's the more common one in daily life.

At the end of each activity there was a discussion about how each participant felt in the situations. Everybody got to act in many roles: as discriminated and discriminators, actors and audience.

Outcomes: The participants got a better understanding of their own position in society and motivation for self-advocacy. All participants found it very useful to see how they felt in someone else's shoes and in that way understood their own position more clearly. (Participant Svetoslava Saeva wrote a report of theatre workshop and parts of her work are incorporated in this report.)

Defining Discrimination

Aim: to get acquainted with the meaning of discrimination and the concepts related to it.

The participants also thought about when they are discriminating against other groups and in what situations they have been discriminated against.

The first exercise was "Force the circle". In a group of 6-8 people the participants formed a circle and one person had to stay outside trying to force him/herself in. One person was observing the situation. This exercise showed quite clearly what how feels to be an outsider. A lot of different approaches were invented. Some tried to get in by talking nicely, others used tickling and some just tried to force themselves in. In the debriefing the group discussed what it felt to be outside the circle or a part of the circle and whether those who succeeded to enter feel different from those who did not. The exercise was very fun and the participants participated actively.

The second exercise was called "The ideal workcamp". The group was leading a workcamp on a Croatian island and they had to choose the participants. There was a list of potential participants that was very stereotypical. Each chose first a list of their own and then the group discussed to find a mutual agreement. The task raised a lot of discussion, but a mutual agreement was finally found. It was interesting to see how different groups chose different persons and for totally different reasons. Some people thought it was too difficult to find a common solution because they only knew a couple of things about the people. The exercise showed people that sometimes everybody discriminates against other people. The characteristics of the people applying to the work camp were really stereotypical and sometimes they could also be called prejudice. For some people it was really hard to think of good reasons why to take someone and leave some other person out.

The concept element of the session was pretty straightforward. Noora gave explanations and examples of the different concepts and some questions were asked.

Outcomes: The participants seemed to understand the concepts well, they raised questions, addressed the complexity of the concept of discrimination, different ways in which discrimination can be manifested, especially so towards hard-of-hearing people, examples of actions against discrimination.



Sharing experiences of discriminatory practices towards hard-of-hearing in Europe and examples of good practices

Aim: to share experiences of discriminatory practices in different countries and learn from good examples of overcoming discrimination.

In the afternoon the participants got to share experiences about what it's like to be a HoH person in their countries in different situations in their lives.

The participants were divided in the groups according to their countries so that people coming from countries that were "on the same level" in hearing issues were in the same group. They were discussing access to education, work, access to assistive technologies necessary for effective study and work, the benefits provided to youth with disabilities and specifically hard-of-hearing youth, by the state, and lack of such. For discussion, all participants were using the questionnaires on the situation in their country for hard-of-hearing youth that the Team asked them to fill in before the study session. After the discussion they were asked to present their work to others.

Outcomes: Participants were very much engaged in discussing this topic and sharing their experiences with others. It was also very useful to the people coming from the "less developed" countries to hear what is in offer for the hard of hearing in other countries and why the situation isn't perfect even there. The groups gave very detailed presentations and we had to postpone two to the next day. This element was a crucial element of the study session that enabled exchange of experiences and good practices, equipped participants with concrete ideas and suggestions for anti-discrimination recommendations they produced later in the week.

The day ended in reflection groups, where a lively discussion was raised on the days themes. Most people seemed very happy of the days outcome. Theatre is a very good way to express

yourself when you're hard of hearing. Some participants bloomed during this day.

Organizational Market

Aim: to share with each other information about participant's work and projects targeted at the inclusion of hard-of-hearing youth in different countries, to build links between participants and possible partnerships for the future.

After dinner the participants had a chance to tell others about their organisations. Sadly we started a bit late and everybody had a lot to say so we had to end very late. Some people were hugely interested in others' experiences but others had heard the same stuff before and were a bit bored. All in all the day was a success.

Wednesday, 26 April

The third day was the shortest because all participants had the opportunity of enjoying Strasbourg city during the afternoon and evening. The morning started with the presentations on experience of HoH people in different countries that we couldn't finish the day before.

Before continuing the programme, we had an energiser with a little song and participants enjoyed dancing for a few minutes. Then we followed the programme with the next activity: Human Rights Education (HRE).

Human Rights Education

Aim: to provide participants with basic knowledge on HRE, different approaches to it and to develop their competences to run Human Rights Education activities in disability-related and other fields.

We began with a game called "Where do you stand?" where participants were divided in two groups and played in different rooms. In every room there were two signs on the opposite walls, one sign was plus and it said "I agree" and the sign minus meant "I disagree". Everybody was standing in the middle and a simple statement was shown in the flip-chart. Then participants had to move to the side of the room that they want (if you agreed or not with the statement). After that, people could explain their reasons of their position and tried to convince the people who were in the opposite side. Then they had the opportunity to change their position if they changed their minds.

Some of these statements were: "People with disabilities are heroes", "Protecting disability rights is a responsibility of the state", "It is better to be black than gay in Europe".



It was very interesting to see how people thought, some of them were very realistic and some of them “dreamt”, to see how people tried to convince the other participants and how people “assimilate” their disability.

After this game, everybody came back to the plenary room for debriefing all together. Participants discussed different and interesting themes: how difficult it is to decide some statements, how important the words are because sometimes a word has many meanings, how difficult it is to convince the other. People could observe that some participants were flexible and changed their minds very quickly and other has a strong opinion.

The discussion finished with Karina making a presentation about Human Rights as a concept: whether they are universal, the difference between rights and laws, whether human rights are treated in the same way in the whole world. Human Rights Education manual COMPASS was introduced to participants (www.coe.int/compass) and tips on its use in youth work were provided. It was stressed that Human Rights Education is already done by participants in their advocacy work for hard-of-hearing youth either explicitly or implicitly, and that HRE is not only about teaching Human Rights laws but about learning competences that develop the respect for diversity, tolerance, knowledge, skills, and values of human rights.

Outcomes: in the exercise, participants had a chance to use and develop skills of discussion and argumentation, witness the complexity of human rights issues and human rights protection. During debriefing and plenary discussion, many questions were raised by participants in connection with universality of human rights, understanding of human rights education in different countries. It raised interest to explore and understand Human Rights Education further.

The programme of this day finished with reflection groups. It worked in small groups of 5-6 participants and they had the opportunity to share impressions, opinions about the day, the week, the programme, their feelings. The aim of reflection groups was to create an informal atmosphere where participants could express themselves freely. The rest of the day was free, participants enjoyed the beautiful city, sightseeing the most important places, relaxed and had dinner all together in a restaurant in the centre of Strasbourg.

DAY REPORT by Aleksandar Bogdanovic (participant)

Human Rights Education in youth work

Aim

Introduce participants to Human Rights and its topics using Human Rights Education approaches

Objectives

1. To teach the participants about basic Human rights
2. To introduce the youth (participants) to understand the human rights as the basic frame of free choice life with dignity
3. To recognize the difference of human rights, benefits (privileges) and laws
4. To understand that the non-violent expressed difference of opinions doesn't mean the violation of human rights of others
5. To allow participants to be involved in simulation and to reflect on their group work experience
6. To explain the real-life cases of Human rights' expression or violation
7. To motivate participants to find out, to learn more about that and to share with other – in their groups, organization and countries
8. To prepare the participants for tomorrow visit of European Court of Human Rights

Description of activity

The activity was separated in three parts:

1. Introduction and explanation of simulation

Short lecture with PowerPoint with elements from the Council of Europe Compass Guide.

The study session team which managed the session gave the explanation of simulation which purpose was to enable the participants to make the statement/decision choice and to discuss about this.

All the participants were separated into two groups with random choice of members, to have the diversity of "population" in simulation

2. the simulation (all the participants were separated into two groups)

Every group has been in separate space, and every group have had the same task:

- to read the statement
- to make the choice – I agree (right side of room) – Not agree (left side of room) or to stay in the middle of room (not having the opinion)
- to discuss about their choice and defend their statement with arguments, perhaps to persuade the others to accept their opinion and come over to their side

It was six statement, expressed as generalizations on such manner not to say clearly the opinion (black-or-white), but on the manner to think about the possible outcome that the both sides can be rights and wrong.

The statement were about basic human rights (freedom of choice, habitation, prejudices) and relations in the society (the life of people with disability, the role of the state)and philosophy (what is necessary to achieve the ideal situation)

The statements were:

1. To have a place to live is more important than being able to say what you like
2. People with disabilities are heroes
3. Defending disability rights is the sole responsibility of the state
4. Hard-of-hearing people can work in any profession they really want to have
5. It is better to be black than disabled in Europe
6. Love solves all problems

After choosing the opinion, the participants had the opportunity to express, defend or discuss their or others' opinion The participants were approximately divided into two same sized groups for most of statements and they discussed about their opinions – sometime affirmative or skeptic about the definition or actuality of statement and other people definitions. Only in one or two cases were separated into two very differently sized group (majority and minority)

3. the reflection and discussion about simulation

After the simulation, all the participants rejoined to the plenary room and they listened to an input on Human Rights Education by Karina. Then, together with session team, participants discussed about the simulation and its outcomes, finding the general statement concerning the human rights and the real-life situation of the human rights' expression or violation.

Outcomes of activity

The participants of the activity enjoyed really in the simulation, and also they haven't been inhibited about expressing their opinion or to participate in the discussion. Also, the participants also were active about their reflections concerning the situation where the human rights can be functional – priorities, states or personal (prejudices, thoughts, beliefs or opinion) – the activity shown that the personal view about the statements is primary, that's why many participants have had the similar opinions or changed their opinion very often.

Outcomes of group discussion

The group discussion shown the first problem of simulation:

Why the participants have had the similar opinions (no clearly expressed majority or minority) and sometime it was difficult to interpret them always in the same manner so they changed very often/fast their opinion/side.

Is that unusual? The participants concluded that is not unusual, because, as they explained that the statement weren't clear (generalizations, as it developed, were done on purpose) and in the simulations group were people from different countries or event continents – that's showed that the human rights have the different priorities in the function of:

- state where you live or born – not the same priorities in France or Kazakhstan
- diversity of languages and sense
- the situation in the state or society – if there is war in country, the priority is peace and expression of non-violent communication, or how the government interpret them
- how was your education or life situation, religion, tradition – the possibilities vary from country to country – the diversity must exist, because it is not possible the make improvements/changes in every society on the same way without negative effect.

For assuring the human rights it is discussed, what the conditions have to be:

- the guarantee of government or
- the money

And on the end it was made the difference between:

- The law (rules and regulations)
- The right – which represent the standards for rights for equalized life

Because the problem exist in the question which started the discussion about difference of law and right:

Do I have to employ anyone, for only to respect his/her rights?

This question managed to the conclusion of the discussion.

Also in the end of this activity, study session team provided participants with the link to Manual on Human Rights Education with young people where lot of information can be found (www.coe.int/compass)

Outcomes: The general outcome was: the diversity is the basic principle – it is not correct to think and conclude about same topic in the same way in every country (universality is contested and debated – Vienna declaration 1993),

also, **“even if we don't have the same opinion or not agree we still communicate and exchange our postures, to finally be able to do something together and find mutual solution”** and We think of the rights when we lose them – that's makes the priority.

These were the conclusions of the Human Rights education. After three days, Aleksandar made the research

by questionnaire among the participants, which was very successful – 50% of all participants answered to research and fulfilled the questionnaire about human rights education.

Most of them were satisfied about this activity, its topics and relevance of the simulation and discussion.

The main answer about Human Right was:

The Human Rights Education is important to allow everyone to know the basic human rights and its own to assure the conditions for building of democracy and society where the human rights are respected

– **The respect is the key!!!**

Thursday, 27 April

The fourth day of the study session aimed at empowering the participants for taking direct action to work for safeguarding their rights. It was divided in two parts: visit to the European Court of Human Rights in the morning and work in groups in the afternoon.

Visit to the European Court of Human Rights

After breakfast, the participants and the team visited the European Court of Human Rights where they listened to a lecture by Mr. Gunnar Tveiten, a disability expert at the Directorate General III of Social Cohesion of the Council of Europe, and his colleague Angela Garabagiu.

Aim: The visit was meant to both take the participants to an interesting place relevant to the themes of the study session and to give them an introduction to institutions and documents which protect people with disabilities as well as practical suggestions for the next programme element – writing policy recommendations.

Angela Garabagiu defined the concept of social cohesion and gave a lecture on the work of the Directorate of Social Cohesion: its aims and modes of action as related to people with disabilities and how they apply to member states of the Council of Europe. Important documents and entities related to disability and human rights were introduced: The European Convention of Human Rights, The European Social Charter, as well as The United Nations Convention on Children's Rights. Special attention was given to The Partial Agreement and the **“Action Plan to promote the rights and full participation in society of people with disabilities: improving the quality of life of people with disabilities in Europe 2006-2015”** (Disability Action Plan).

Ms. Garabagiu outlined its target group and objectives and explained the lines of action recommended to the member states. She then took questions from the participants. Karina asked “How will the Action Plan be monitored in each member state?” Ms. Garabagiu explained that the Committee of Ministers and the special committees of the Partial Agreement are still discussing options for that.

Mr. Gunnar Tveiten proceeded to talk about the United Nations Convention on Children's Rights as it pertains to the rights of children and young people with hearing disabilities. He moved on to review some aspects of disability rights: each country should review their existing policies; needs of people with disabilities should be more visible; people with disabilities should be represented in decision-making bodies; there should be a stronger system of appeal; NGOs in the disability field should be strengthened.



He took a question from Belma on whether any people with disabilities work in the Directorate of Social Cohesion and explained that there is no policy to give priority to candidates with disabilities or to have a quota for such people in the Directorate. The next question was whether the buildings of the Directorate are accessible to people with hearing disabilities. The response from Mr. Gunnar Tveiten and Mr. Garabagiu was that the Directorate is working on making the building more accessible to everyone. A few other questions were taken. Karina asked about the best way to ensure the participants' policy recommendations have an effect and Mr. Gunnar Tveiten suggested that we send them to the European Disability Forum. Yana asked what happens if a member state violates existing conventions and binding documents. Ms. Garabagiu explained that each member state has to abide the European Convention of Human Rights or is subject of penalties and diplomatic pressure. She then added that implementation of the so-called softer laws – resolutions, recommendations adopted by the Council of Europe – is more of a moral obligation of each country. If a member state does not work on a resolution it has signed, that gives the country a negative profile in the Committee of Ministers.

The participants then saw a power point presentation on the work of the Directorate that the lecturers had prepared for them, as well as how to access the website of the Directorate. Each participant received a copy of the Action Plan. The group then proceeded to tour the Court and return to the EYC for lunch.

Outcomes: It was a very important element of the study session. Participants learned about the main human rights instruments and documents of the Council of Europe concerning disability rights. They could also see that Council of Europe is not an aloof organisation but an institution open to cooperation with disability NGOs to which they can address their proposals and recommendations, and also request relevant information. It can be said that the visit to Human Rights Court gave participants motivation and inspiration to get down to concrete policy recommendations as they got encouragement from the Council of Europe staff. Visit to the Human Rights Court and communication with the experts gave belief to participants that their concerns are indeed listened to.

Writing Policy Recommendations

After lunch participants began to write policy recommendations for the improvement of life of people with hearing disability on national and European levels. This programme element followed naturally from the first part of the day in which the Directorate of Social Cohesion specialists spoke about the role of non-governmental organizations in major decision-making in the field of disability. The participants listened about all legal documents which protect them and

outline their rights and came back from the first part of the day feeling empowered.

Aim: To develop (anti-discrimination) recommendations on critical issues for hard-of-hearing in the relevant spheres of life (education, employment and other).

The policy recommendations writing was meant to give participants a chance to use all learned information and desire to effect a change while at the same time to teach them to use policy recommendations as an effective lobbying tool.



First, in a plenary session Karina gave a PowerPoint presentation, explaining how to write an effective policy recommendation. The presentation covered the following: reasons to write the policy recommendations, who you can write them to and how to structure them. Karina spoke about the feasibility of writing a good policy recommendation during the time left of the study session. She explained that probably no one will leave Strasbourg with a ready document and that policy recommendations take longer to finish, but that the participants can use the time they are given to start, to practice writing and to share with each other major changes that they want to lobby for. Nadine explained that whenever the policy recommendations are ready, the participants can send them to the Director of the Directorate of Social Cohesion who will at the next meeting of the social cohesion committee present them to all government representatives of all Council of Europe member-states. Then Karina and Johan provided the guidelines for the policy recommendations.

What is a policy recommendation?

A policy recommendation is a written policy advice prepared for some group that has the authority to make decisions.

Why do we write policy recommendations?

To convince the relevant bodies (Government, committee or other body) to take concrete action to improve the situation of hard of hearing people in the relevant spheres of life (education, employment etc.) and to make policy decisions.

Guidelines for the Policy Recommendations:

1. Discuss the situation in your countries concerning the issue you have chosen. Where possible, use information from the questionnaires that you filled in before the study session.
2. Find the differences and identify the common problems
3. Discuss the following:
 - What are the main problems concerning the issue you have chosen?
 - Why is this issue important?
 - Write a problem statement and explanation why this issue is important
 - Decide to whom you want to send the recommendation.
For example : governments, European Disability Forum, other non-governmental organisation, National Youth Councils, National Disability Councils, Council of Europe, other international institutions. In your group, choose one or a few structures to whom you address the recommendation.
 - Think why do you send this recommendation to the government or NGO or ...?
 - Identify possible and concrete solutions to the problems you indicated
4. Write down concrete & specific proposals.
 - ✓ Issue / Topic – *WHAT*
 - ✓ Discussion / Clarification - *WHY*
 - ✓ Recommendation – *HOW*
5. Topics for the policy recommendations:
 - ❖ access to higher education,
 - ❖ access to employment,
 - ❖ work with mass media,
 - ❖ access to information and communication
 - ❖ technical means of rehabilitation.

The participants could choose which theme to write on and this way form five working groups. Before the plenary session ended Karina took questions from the participants. One very important question was asked: What is the difference between inclusion and integration? Karina responded that definitions vary from country to country and that integration is a more narrow term, while inclusion concept is wider. Aleksandar added an explanation by drawing on poster board. He showed that integration is when a smaller group moves into a bigger group in which there is no more space for diversity and thus the smaller group becomes like the bigger group. Inclusion, on the other hand, is when a small group joins a bigger group and forms an even bigger and more diverse group than the original. Participants were then given handouts of some good examples of policy recommendations. Then the plenary session ended and the participants broke into four groups. Since only one person signed up for „work with mass media”, this group was combined with “access to information and communication”.

For the rest of the afternoon the participants worked in groups on policy recommendations. They used the time to identify problems that they want to include in the documents they write. Each group was facilitated by a team member. Before the beginning of reflection groups, participants were informed that there is more programme time set for finishing the policy recommendations on Saturday.

Assistive technologies for people with hearing loss

Aim: to run an optional workshop for people who wanted to know more about what devices exist so far as those are unheard of in Eastern Europe and some others post-communist countries.

After reflection groups and dinner Yana held a workshop on assistive technology for people with hearing loss. 10 people signed up for the workshop. Yana brought some devices to show and covered the following topics: loop systems, FM systems, speech-to-text, alarm clocks, cell phones and various systems for visual signalization. She gave out many handouts on the specifics of these devices as well as web addresses for finding more information. Some participants shared their own tricks for listening on a cell phone as well as for using technology that is for the general public.

Outcomes: The participants walked out of this workshop more informed about assistive listening devices and also with a clear idea where to look for more information.

Friday, 28 April

This day had two elements: a lecture by experts on education of deaf and hard of hearing people and Open Space Technology.

”Choosing Your Future.....The Path to Self-Advocacy”, a lecture by Tom Goulder and Elizabeth Anne Alderton



Elizabeth Ann Alderton is a director of a school for the deaf in California, USA. Tom Goulder is a psychologist who works with people with hearing loss. They focused on ways for hard of hearing people to advocate for themselves. First they broke participants into groups and asked them to define advocacy. After brief group work, the participants could say out loud what their definition is. This was supposed to give some clarity to the idea of being your own advocate. Then the lecturers gave a slide presentation on the significance of hearing loss and on the psychological impact of hearing loss. They included facts and figures on the prevalence of hearing loss and on its consequences on the person. They demonstrated their messages through lots of visual methods: printouts, slides, acting out, using color and little objects like Lego to stimulate the attention of participants.

The psychological impact of having hearing loss was shown through the idea of living in a box, being separated from other people and being insecure about your future and life. Their solution to these difficulties in the lives of hard of hearing and deaf people was that one has to learn to think positively and to enjoy the gifts of life. As a next step the lecturers gave each participant a “brick”

of cardboard and asked that each write an emotion on it. Then they asked each participant to say their emotion, collected the bricks and built a wall with them. After this exercise, they encouraged participants to take the path of self-advocacy and optimism. Participants were shown a self-advocacy movie about a deaf girl. Her parents made it in order to explain her needs to her teachers and classmates. Elizabeth Ann Alderton also demonstrated how to draw a personal path in which you put your goals and your deadlines. The lecture finished with a presentation on drawing as a way to present ideas.



DAY REPORT BY Berna Cibic (participant)

Choosing Your Future...The Path to Self Advocacy, by Tom Goulder & Elizabeth Anne Alderton

Agenda of the Activity

- Create connections with empowerment
- Creating Optimism within walking a path
- Building a tool kit
- Assesment & Outcomes

Objectives of the Activity

- to get the knowledge and strength to achieve advocacy for deaf and hard of hearing
- to get the knowledge and skills to access different actors to express yourself.

Tom Goulder and Elizabeth Anne Alderton gave some information about their background and how they would present their workshop. They stated that they would do their workshop on the basis of multiple intelligence, that in order to keep the brain more alert, not only in an auditory way but also visually, tactilely and with taste.

We started with the definition of “Self Advocacy” , we made groups of five people and each group discussed and tried to find definitions of “Advocacy”. We wrote down all we discussed on a chart paper. When all groups finished their work, each group shared them with other groups. The ideas from all the groups were quite similar; “self advocacy” meant becoming an attorney or lawyer for yourself. This activity was not very effective because the word “advocacy” were not clear for some participants. It is a word commonly used in America; as the concept of ‘advocacy’ is known only in a limited number of other countries, for many participants a clearer introduction would have been useful.

After group work, Tom Goulder started his presentation; Choosing Your Path. He said that he is dyslexic and gave examples from his life; how he became a fast learner from a slow learner. I

am impressed about his sharing his situation with us but he should also mention how hearing impaired participants can feel about this parallel. His presentation continued with statistics of hearing loss in the world, hearing loss information and learning optimism. He also mentioned “living in a box”, and how to step out of this box. They also represented visually how to breakout of the box.

Note: The agenda for his part might be suitable in the USA, however ‘Create Connections with Empowerment’ is a very abstract statement. The presenters, in such a workshop, need to make sure that participants can leave with a practical understanding and ideas that can be done in their own countries. The idea of ‘optimism’ is quite subjective; optimism in the USA and in other countries will mean very different things.

After a short coffee break, the presenters gave each of us a carton brick and asked to write an emotional word that is attached to our thoughts. Then we told our word to everyone one by one. Some of them were positive and some were negative words. We built a wall with these bricks including different emotional words on it. At this part of the activity I was really confused, because the presenters had not prepared us to be able to write our emotional words. Why should I write my emotional words for them? Why should I tell my word which was about my feeling in front of a group until I trust them to respect my thoughts? They should develop enough trust before starting this activity. Moreover, the reason of building a wall with these words was not clear.

The activity continued with Elizabeth Alderton’s presentation: Which Path Should I Choose?. She talked about the path in self-advocacy with building a tool kit; how to create a path when we plan workshops or plan to meeting a group. She showed us with power-point an example of a path; a “visual map”, which they created when they were planning this workshop. She explained how they created it; the importance of the images and graphics that are used. We learned the visuals, the images and how to use them to put our ideas together. This activity was about how to prepare a meeting or workshop, there were nothing special related to hearing impairment.

Then Elizabeth Alderton told us a story of a mother who has a child with cochlear implant. She said that, in the USA lawyers are always involved with writing individual educational plans. They are legal documents and parents spend a lot of money to hire a lawyer to attend a meeting to defend their child. She worked with a parent who had spent all her savings and ran out of money so couldn’t hire a lawyer for their hearing impaired child. Elizabeth and the mother created a path together and made a self advocacy DVD that explained the child’s situation to show it to her teachers and classmates. We watched it; some parts were very powerful explaining how she learns, and she is also active in social life. But I felt very uncomfortable when someone asked her; “What do you want your friends and sisters to do to help you?” because it is reflected that she always needs help from others. This was a good idea but making a DVD was not possible for all countries and organisations because of the lack of access to a video camera and other materials to make a DVD. We finished the workshop by drawing some images (star man, stick man...etc) which we found unnecessary, and a waste of time.

Outcomes: Though the presenters put a lot of energy into the workshop and we had very different new experience, they were not able to get across a clear message relevant to the needs of participants.

It was a workshop with a lot of visuals. During the workshop they gave us a lot of candy, lego pieces, smiling faces and other toys, rewards that might be suitable for young children, but we were all adults, from a wide variety of backgrounds, some academic and others professional. At this point, many participants were confused. Any materials should confirm the seriousness and effectiveness of the method, not bring it to a childish level, a level without power, control, understanding or responsibility. So many things took a lot of attention from us and were distracting

rather than complementing the message of the presentation. Any materials used in a workshop should be relevant and clearly contribute to the targeted point. Sometimes the excess of objects prevented us from focussing on the workshop, because they were given in the middle of the workshop where the main aim was already unclear.

I, like others, was expecting a workshop on deeper issues, like how to compete in the job world. So it did not fulfill our expectations. The presenters should have been more aware of the participant's needs, level of development and areas of interest. When they plan a presentation, they must decide what concrete achievable aims they have. They should find out who the participants will be and they must research the situation of people from those countries and possibilities that are available there. The presenters should be more realistic in their intended outcomes.

Open Space Technology

Aim: to provide participants with their own space where they can discuss and work on the topics of their own choice.

OST is a way of arranging meetings that gives the participants total freedom of what and where is going to happen. This means in other words that there are:

- No pre-defined Agenda
- No speeches
- No lectures
- No experts – the participants are the experts

The freedom in OST is built on 4 principles and a single law. The first principle is that

1) Whoever comes are the right people.

This means that regardless of the persons present at any given time it is the right people – you should not wait for others to come or wait for some people to leave the group. The next principle is that

2) Whenever it starts is the right time.

Again this underlines that work can be done at any time and you should not try to force people into working at times when they don't want. The third principle is

3) Whatever happens is the only thing that could have happened.

Here, as before, the idea is that whatever people makes or do is that they need and find useful – so regardless of the outcome of the session it is the right thing. And finally the last principle –

4) When it is over, it is over.

The point here is; stop at the moment you don't get anything good out of the work and don't try to force people/yourself to produce more than you already have as the time and energy is best used in other places.

The last principle is also linked with the central law of OST – this is called the law of two feet:

If you at any time during the session feel that you are in a situation where you are neither contributing nor learning, you should exercise 'The Law of Two Feet' and go to a more productive place.

Different suggestions for the topics for discussion were written down on flipcharts. Participants divided into groups and work with the subject that they found interesting – mainly it were the topics that dealt with specific aspects of the situation of hard-of-hearing youth in different countries and sharing experiences, e.g. about access to assistive technology or rehabilitation or discrimination at work. In this second stage participants worked accordingly with the 4 principles and the law of two feet as described above. They could freely move around and see what is happening in the different groups and stay in the place they find most beneficial. In the final stage the participants presented the outcomes of the session.

Outcomes: Despite some confusion with timing for groups and misunderstandings in a few groups (because of the use of the language, signs and differences between deaf and hard-of-hearing), the experience worked out very well for participants. It provided new ideas for future work/partnerships between participants after the study session, for policy recommendations that had to be finalized the next day, and also for strategies on how to better communicate with each other. For some participants it was a good chance to feel stronger connection with the topic of the study session and get knowledge on the topics they wanted to learn but had no time or opportunity to raise relevant questions before.

Saturday, 29 April

This day was dedicated to completing the study session output – policy recommendations – and to closing and evaluation of the study session.

Finishing Policy Recommendations

The morning was dedicated to finishing policy recommendations in the small groups as of Thursday. Karina gave instructions for finishing the policy recommendations and preparing to present them. The plenary session broke and everyone worked in groups until lunch. After lunch all groups presented their policy recommendations in the plenary. The team asked all participants to act as a hearing board which has to evaluate the presented policy recommendations. Everybody was encouraged to ask questions. Each group that is presenting has to convince the board of the need for whatever changes it is proposing. Each group had 10 minutes for presentation and five minutes to take questions.



Presentations

Group 1. Access to higher education.

This group identified the following problem in higher education for hard of hearing and deaf people: there is no adequate support for such people in higher education. The following solution was proposed: Establishment of Communication Support Units in universities which are to focus entirely on the needs of students with hearing loss. Such unit is to provide interpreters and note takers as well as assistive technology. In order to address the lack of awareness (among the academic bodies) of the needs of students with hearing disability this group proposed an information campaign (in the form of brochures and informational sessions). These improvements are to be achieved by passing a law that establishes the Communication Support Unit in all universities. It will be financed by the state's annual budget. Karina asked who will monitor the work of the Communication Support Unit and the group responded that a government agency can do that. Yana asked if entrance exams to universities would still remain as a barrier. The group responded that their policy recommendation focuses on the needs of accepted students and that access to entrance exams needs to be addressed in a separate recommendation.

Group 2. Access to employment.

The group identified the following objectives for their policy recommendation: to improve access to assistive technology at the worksite; to increase the employers' knowledge on different laws on national and European level which protect the rights of people with disabilities at the workplace; to educate coworkers about the needs and abilities of people with hearing loss; to establish a special body within the Council of Europe which works only on the needs of people with hearing loss. These objectives are to be achieved by big campaigns on national and European levels. Johan asked how much this campaign will last and how much it will cost. The group answered that the money can come from the budget of the CoE and that the campaign can last one year. A participant asked if the campaign will focus on educating only hearing people about the rights of hard of hearing people or also on educating hard of hearing people on their own rights. The answer was that the campaign will educate both hearing employers and hard of hearing employees. Yana asked who will run this campaign. The group responded that this will be the job of the Directorate General III.

Group 3. *Work with mass media, access to communication and information.*

The group proposed three points of change in enabling deaf and hard of hearing people to communicate on a societal level and to have access to information. The first point is on having more hearing employees in public services speak sign language as well as loop systems in public services. The second point is on making public transport information visual. For example, train stations and trains should have both audio announcements and a text screen. The third point is access to visual media. The group proposed 100% subtitling of DVDs and television as well as 100% sign language interpretation on those with options to turn on and off both the subtitles and the sign interpretation. These changes are to happen by creating additional legislation for them. A participant asked if it is reasonable to expect many employees to learn sign language because often in some European countries there is no place where hearing people can learn sign. The group responded that it is more important for hearing people to know basic sign language not perfect sign language. Another participant asked if it is realistic to expect 100% sign language as often producers don't have enough technical potential for that. The group answered that it is realistic because subtitling is very important not only for deaf and hard of hearing but also for immigrants learning the language and for children learning to read. Yana added that access to sign language can be improved if hearing students in high school, for example, can take sign language classes just as they take second language classes. Aleksandar said that sign language is taught in Swedish primary schools and that in Serbia they subtitle many TV programmes.

Group 4. *Rehabilitation.*

The group identified the following problem: deaf and hard of hearing people are often not taught oral language because they are deemed unable to learn to speak and that oral language is the chief that they need in order to have access to society. Their solution to this problem involves: compulsory hearing tests for babies in their first 6 months of life; oral education which does not exclude sign language, but just adds onto it; government-provided technical aids for all people with hearing disability according to their needs; mainstream schooling for children with hearing loss. Karina asked to whom the recommendation is address and the group responded that for now it's a general recommendation. A participant asked if there are successful examples of this strategy. The group answered that in Italy they have accomplished a lot precisely with this strategy. Noora commented that this recommendation is not specific enough and the group answered that its goal is to provide a bigger frame for the education and rehabilitation of deaf and hard of hearing people. A discussion on the adequacy of teaching oral language to deaf children followed as this is a controversial topic in Europe.

Karina closed the presentations by thanking everyone, assuring them that they continue work on these policy recommendations and that IFHOHYP will help them. Karina also reminded that recommendations can be sent to Directorate III. The participants were encouraged to make copies of policy recommendations for everyone and to distribute them electronically too.

Outcomes: participants prepared very well thought out recommendations, learned to come to consensus in their groups and to formulate key concerns as well as concrete solutions to the identified problems, challenges and discriminatory practices. The created policy recommendations will be a tool for participants to develop, adapt to their local reality and address to relevant bodies. Policy recommendations on international level will be finalized by the study session team together with participants via created email group and submitted to the Council of Europe Directorate of Social Cohesion, to the Directorate of Youth and Sport and the EU institutions. These recommendations and the final integrated comprehensive policy proposal will be published in the

IFHOHYP Multimedia project “*What is it like to be young and hard-of-hearing in Europe?*”

Evaluation and Closing

After the coffee break the process of closing and evaluation of the study session began.

Aim: to evaluate process that participants went through during the week and to measure and evaluate the result participants got by the end of the study session.

Write a Letter to Yourself

Nadine asked everyone to write a letter to themselves in which they outline what they want to have achieved in three months in their personal lives or in something in regard to their youth work. Each participant wrote a letter, sealed it, self-addressed it and gave it to Nadine who sent it to them three months after the end of the session.

Needs, Fears & Expectations Revisited

As a next step in the closing of the session in which participants were to evaluate changes on a person level Yana asked everyone to re-evaluate their needs, fears and expectation. She asked participants to go back to the rope where all their fears, needs and expectations were still hanging and to think what had changed in them since the first day of the session. Then participants were to find a partner and to share whatever of their thoughts about this change they wanted to. Participants accomplished this exercise in 15 minutes.

Story of the Study Session

Yana read the aim of the study session in order to remind the participants what the study session wanted to achieve. Then she told the story of the study session, step by step covering all major programme elements and their goals in order to remind them what actual work was done and this way to help the evaluating process. After this Karina played a slide show with pictures from the study session which was applauded by the participants.

Evaluation of Results: Suitcase Activity

Karina asked the participants to evaluate the results of the study session by completing the suitcase activity. Each participant received a piece of paper on which a suitcase, a small building with the CoE flag and a trash bin were drawn. The participants were to fill these out: in the suitcase they indicate everything they are taking home; in the building with the CoE flag they put everything they want to leave at the EYCS and in the trash bin they write everything they are throwing away. After they completed their drawings, participants were asked to share with the plenary what they drew. A few participants did this, outlining the important things they are taking home.

Closing

Yana asked for final comments before the closing of the session. Participants thanked each other, shared some positive and negative emotions and expressed a desire to continue work on their policy recommendations. The team thanked Norma, the palantypist, and gave her a gift. A gift was also given to Nadine, our educational advisor, as well. All team members said their thanks and goodbyes. The paper evaluation was distributed and participants were invited to take care filling it

out. The session was closed.

The day ended with a big party in the Austrian room. A Russian deaf pantomime group gave a short performance; the team distributed certificates, CDs with questionnaires about the situation of hard-of-hearing young people in different countries filled in by participants before the study session, with study session photos, and collected the completed evaluation.

SOME GENERAL FEEDBACK FROM PARTICIPANTS

- ❖ The study session has achieved the goals and in some ways it has exceeded all of my expectations, e.g. the communication between all of us!
- ❖ My expectations are fully met. I found out about problems in other countries. And that it is not only in our country we have such problems.
- ❖ The programme was very messy in the beginning but it got structured and ordered in the end. It feels I have grown considerably. I have seen so many examples of co-operation and heard so many great ideas that it feels almost overwhelming.
- ❖ The methodology was very good!
- ❖ I developed tolerance to other people.
- ❖ I think I contributed on my maximal possibility!
- ❖ I have learnt many useful things but I was expecting more input about how to compete in the world of job.
- ❖ I found groupwork excellent, I gained and improved a lot of skills in order to work in a team.
- ❖ The programme was too busy.
- ❖ I need to organize similar workshop or a study session in my country. I will do my best to do so!
- ❖ Very good programme, but we should have more time to discuss experiences of different countries. IFHOHYP study sessions should take place more often!
- ❖ My motivation is always good and now that the study session has finished I want to make a lot of things in my organization.
- ❖ I will never forget this experience.
- ❖ I hoped we will talk more deeply about some issues, but we had not such time to speak about it.
- ❖ Policy proposal writing, exchange of many ideas and learning from other participants were the best things I got from this study session

APPENDIX I

IFHOHYP STUDY SESSION

“SAFEGUARDING HUMAN RIGHTS OF YOUTH WITH HEARING DISABILITY: HOW TO COPE WITH DISCRIMINATION AND VIOLENCE IN EDUCATION AND EMPLOYMENT?”

QUESTIONNAIRE

EMPLOYMENT, EDUCATION AND ANTI-DISCRIMINATION IN DIFFERENT COUNTRIES

Dear participants,

Please provide *detailed, as specific as possible* and *concrete* answers to questions and feel free to add any comments from your side – they are welcome!

The aim of the questionnaire is to prepare you to exchange facts about the situation of hard-of-hearing youth in your country with the other participants of the study session, to share examples of good practices in combating discrimination towards hard-of-hearing youth in education and employment. The selected data will be synthesized and published in the Multimedia production project “*What is it like to be young and hard-of-hearing in Europe?*”

Your help in filling in this questionnaire is appreciated and your personal data will be kept confidential if you wish (please indicate this).

Please send back the filled in questionnaire before April 22 to karina.chupina@gmail.com and yana.domuschieva@gmail.com.

Thanks in advance and wish you good work!

Sincerely,
Karina Chupina and Study session team

-
1. Country:
 2. Age:
 3. Name:
 4. Disability:
 5. Education:
 6. Field of specialization:
 7. Place of work/study:
 8. Additional work (incl. in non-governmental organization):
 9. Have you ever had assistance due to the disability (e.g. in sign language interpretation, additional lessons, etc.) in a kindergarten, at school, higher educational establishment?
 10. Knowledge of foreign languages:
 11. Where have you studied the foreign language:
 - School

- College
- Language courses
- Higher educational establishments: mainstream/ specialized
- Individually
- Other (please explain):

12. What system of schools do you have in your country for people with hearing loss: do you have schools for hard-of-hearing and schools for deaf or only for deaf? Please explain.

13. Is foreign language taught in your country in specialized schools

- a) for hard-of-hearing?
- b) in schools for the deaf?

14. How would you assess the quality of education in

a) specialized schools for hard-of-hearing

- excellent
- sufficient
- needs to be improved
- other (please explain)

b) schools for deaf in your country?

- excellent
- sufficient
- needs to be improved
- other (please explain)

15. What technical aids are provided to special schools and to hard-of-hearing/deaf students from the government in your country? Are they provided for free and on which conditions?

16. How would you assess the quality of education in specialized vocational training colleges in your country (if any)?

- excellent
- good
- sufficient
- needs to be improved
- other (please explain)

17. What benefits and technical aids are provided by the government to hard-of-hearing and deaf students in a) specialized vocational training colleges (if any)

b) mainstream Universities in your country?

Are they provided for free or not?

18. What benefits, rights and protection are provided to hard-of-hearing and deaf in your country by the government?

In relation to:

Entry to the higher educational establishments:

Access to job market:

Accessibility of working place (provision with free technical aids and equipment for the workplace etc.):

Discrimination of hard-of-hearing people:

Social welfare:

Other:

Please be very specific. Give examples if possible.

19. a) Is the practice of disability quotas at workplace accepted in your country? Please describe how it works and what is the established percentage of people with disabilities in the working place.

b) Do employers give more preference to hard-of-hearing people than to people without disability or people with other disabilities?

20. Is there such concept in your country as “positive discrimination/affirmative action”? (“Affirmative action” (U.S. English), or “positive discrimination” (British English), is a policy or a program promoting the representation in various systems of people of a group who have traditionally been discriminated against, with the aim of creating a more egalitarian society. This typically focuses on education, employment, government contracting, health care, or social welfare).

What are its implications for hard-of-hearing people?

a) In employment?

b) In the secondary and higher education access? Please give examples if possible.

21. In your country, what examples of good practices do you know when hard-of-hearing or deaf people managed to lobby for their rights + achieve good results, in particular in the education, anti-discrimination and employment field? Please describe what were the results and how were they achieved?

22. What is your own experience in achieving access to education and employment and being discriminated in education or at workplace? How did you overcome it? This information will be useful for other participants to learn.

23. In your country, where can people with disabilities find information about the legislation, welfare benefits and good practices concerning their lives, especially so concerning their education, employment and human rights protection?

24. What laws on disability and disability rights are accepted by the government of your country? Describe them.

25. How well are these laws implemented? Please give your own evaluation and if possible, examples.

26. Your attitude to the activity of the Council of Europe in the field of integration of people with disabilities? (its strengths, weaknesses, gaps?)

27. Your attitude to the activity of the European Union bodies in the field of integration of people with disabilities, employment and education for people with disabilities? (its strengths, weaknesses, gaps?)

28. i. What steps in your country do you feel should be taken in order to

a. improve access to education and employment for hard-of-hearing

b. combat discrimination at workplace and education?

Please explain.

ii. What actors and institutions should be involved in this process and how? Please explain.

29. What kind of resolution/recommendation/Directive accordingly would you like the Council of Europe or EU bodies to produce for the government of your country - in order to improve access of hard-of-hearing to education and employment; to combat discrimination at workplace and at school in your country?

30. What other steps would you recommend to the Council of Europe and the EU bodies to achieve the goals above? (this can be anything from work with the media, awareness raising to work with NGOs on local level)

Council of Europe:

EU:

THANK YOU!!!

APPENDIX II

Policy Recommendations by Participants

I. ACCESS TO HIGHER EDUCATION

Policy Recommendation to the Council of Europe:

To Whom It May Concern:

Hearing impaired students in Europe often do not have equal access to educational opportunities in universities because of a lack of awareness of the difficulties of a hearing loss and the specific needs of a hearing impaired person as well as a lack of adequate support systems.

In order to ensure equal access, the IFHOHYP study session 2006 "Safeguarding Human Rights of Youth With Hearing Disability: How to Cope with Discrimination and Violence in Education and Employment?" participants recommend that:

- A Communication Support Unit be established within the framework of a Disabilities Services office in all universities. The communication support unit would be responsible for providing
 - o Interpreters and note-takers
 - o Technical support such as FM systems and loops
 - o Additional academic support if needed, or referral to another department in the university for this support
 - o Written language support if needed
 - o Support of the student as the student explains to professors about his/her disability and services
 - o Create brochures and videos about sign language Interpreting and Note-taking Services for students and academic staff.
 - o Brochures and information provided about hearing loss awareness to university staff and lecturers,
 - o Sign language vocabulary provided online for specific courses such as art history, math or science.

Hearing impaired people are citizens of society and have the right to participate fully in society. One important way for this to happen is to change predominately negative images and thoughts about hearing impaired people into positive images. Giving people the complete information and support networks necessary to succeed at obtaining a university degree is one important way for this to happen. The hearing impaired students who successfully achieve their full academic potential will be role models for other hearing impaired students so that more people will try to obtain a university education. Fuller awareness and education about hearing loss is also a way to fight against the discrimination against hearing impaired people. Instead of being hidden, hearing impaired people will be visible to all people as participating members in society.

In order to achieve this objective, we recommend that:

- One law be passed to clarify the steps needed to assure full access to higher education for hearing impaired people depending on their individual needs.
- A certain percentage of the year's budget should be allocated to establish the Communication Support Units and technical support in the universities.
- A monitoring agency will be set up in every country by the government of that country to ensure the application of the law. Countries which do not follow the law may face penalties from the Council of Europe.

**Higher Education Access
Communication Support Unit
(CSU)**

Students with hearing loss = Deaf and Hard of Hearing students

What do students with hearing loss need from CSU:

- Consultation about courses, provided by the university
- Preparative courses for the entrance examinations (Written language course, IQ tests, Math, etc.)
- During exams – provide to students with hearing loss additional time (15 minutes – 1 hour) according to their written language skills
- Divide students with hearing loss who needs written language additional support and course into the groups according to their written language skills
- Sign language interpreter
- Signed language transliterators (for example Supported Signed English – SSE)
- Spoken language visualisators (lip-speakers without voice)
- Note-takers
- Copying study materials from lecturers (before or after lecture)
- FM system, loops
- Written language support (for those, who need to improve written language skills, checking grammar on written work like essays, diploma works, thesis etc.)
- Teaching written language to Deaf Learners (intermediate, advanced) – studying academic language, learn to use www resources etc. (possible way to teach through E-learning)
- Provide subtitling (to study materials like DVD, CD and videotapes without subtitles)
- Study consultation – how to manage study plan etc.
- Technical consultation – how to use text phone, PC, university website for study research etc.)
- Create video materials and brochures about Sign Language Interpreting and Note-taking Services for students and university staff (how to interact with Sign Language Interpreters and Note-takers)
- Provide qualification courses for potential Note-takers
- Provide lectures about issues of people with hearing loss to university staff and lecturers – hearing loss awareness
- Create leaflets about hearing loss awareness for university staff, lecturers and other university students
- Create brochure about CSU Services for students with hearing loss
- Create sign language vocabulary on university website (specific signs for specific courses)

The Communication Support Unit should strive to meet the individual support needs of Deaf and Hard of Hearing students within the university.

II. ACCESS TO EMPLOYMENT

One of the major problems of hard of hearing people is finding employment and advancing their careers. On the other hand, there is an encouraging growth of knowledge, approaches, technologies, and even laws that can assist hard of hearing and deaf people. Unfortunately, many, and possibly even most people with hearing problems don't know about or do not take advantage of all the means available to help them in the world of work.

Therefore, we are taking the liberty of sending you this proposal of our views on how to improve the employment situation for young people with hearing impairments.

With this proposal, we want to cope with some of the obstacles mentioned above and achieve three important goals:

1. Greater employment of people with hearing impairments
2. To teach hearing impaired people how to present themselves as good potential employees on the basis of modern Hearing Assisting Technologies and accessibility
3. Change of attitudes among employers and colleagues that will enable them to better accept peers with disabilities in general and with hearing impairment in particular

Improving Employment and work setting for hearing impaired people

The main objective here is to improve the accessibility of a workplace. This is done by introducing various Hearing Assistive Technologies such as>

- Loop system, conference equipment
- FM Microlink system
- Special phones with built-in loop system
- Speech-to-text software
- Special (visual) signaling/alarm systems

Change of the Attitudes of the employers and colleagues

a.

- high rate of unemployment because of lack of knowledge about hearing disability
- low quality jobs for HOH
- wrong reasons for hiring
- fear for new technology
- fear of being open with having disability

b.

Acknowledgement of basic human rights

Ability to function under the same freedom as non-disabled people (promotion, higher salary)

Freedom of expression, not having to hide or lie

d.

EDF, CoE – 'directorate for employment', international org. of employers, national disability councils, ministries for employment of EU and each country

f.

Employing people with special needs & Abilities

People with special needs; Abilities = good colleagues

Issue laws on disability that employers would benefit from.

4. Campaign program

Starting internationally than spreading out to individual countries

Leaflets, brochures, websites, posters (workplace), lectures to employers, choosing one representative on each workplace that will take the responsibility of informing the colleagues, the DVD or CD education clip, seminars. The responsibility of making sure that representatives are chosen will lie on the employers.

- Regular polls among the employees with disabilities should be conducted as to insure that their rights are being looked after.
- This project is aims towards starting a change of attitude toward hiring people with disabilities and by doing so will make it easier for any people with disabilities to find appropriate employment.
- Active campaign towards the people with disabilities should also be conducted, informing them about their rights and encouraging them to fight for them. By keeping up to date with the latest technologies, people with disabilities will have greater power and possibilities to demands that their rights are followed.
- This information must be thorough and the local branches of the organizations working for hearing impaired and deaf people must be given proper funding and freedom to do their work without being harassed and prosecuted. (this is mainly aimed towards the countries in eastern Europe, such as eg. Russia, that don't have a tradition of obeying the articles of human rights, but for these countries a proper support from Council of Europe should be offered)
- For these countries the most important matter is strengthening the current laws as well as making new ones aimed to protect the rights of people with different disabilities. We believe that is even more important that the laws could be specific for every type of disability, in our case the right of people with sensorial disabilities such as hearing impairment and deafness.
- For the above measures to be effective, European Court of Human rights should take on the responsibility by observing that they are followed, either by doing the observing work themselves or by starting a new head branch specifically made for that.
- This branch should then have a local offices in individual countries who will observe how the laws of each country are followed and reporting that to the head branch.
- A close cooperation must be insured to minimize the bureaucracy and increase efficiency so that the case about discrimination doesn't take years to be concluded.
- We are aware that the above suggestions are already existing and implemented on all types of disabilities but we feel that people with hearing disabilities and deaf people need more specific laws because from our experience these abilities are much easier to be ignored because it is not always obvious that a person with such a disability need help.
- Thus we need more specific laws and we also propose much higher fines for those countries that are breaking the current laws and the laws in the future.

CHANGING ATTITUDES OF EMPLOYERS AND EMPLOYEES

The European campaign for raising awareness among employers and employees

EMPLOYING PEOPLE WITH SPECIAL NEEDS & ABILITIES

4 Major Aims:

- Hearing Assistive Tech
- Legal Knowledge
- Responsibility
- How to communicate

Legal Knowledge

- Right to social welfare for financing assistive tools
- Convention of human rights of people with disabilities
- Action plan for inclusion of people with disabilities 2006 –2015
- Antidiscrimination laws on people with disabilities

Technology

- ◆ Loop system, conference equipment
- ◆ FM microlink system
- ◆ Special phones with built in loop system
- ◆ Speech-to-text software
- ◆ Special (visual) signaling system

Bodies

- European Court of Human Rights
- Council of Europe
- NGO in different countries

Campaign tools

- Leaflets,
- brochures,
- websites,
- posters (workplace),
- lectures to employers,
- the educational DVDs,
- seminars

Four Major Aims

Knowledge about:

1. Hearing Assistive Technologies and how they work can make workplace accessible for people with hearing impairments
2. Legal knowledge about laws of workers with hearing impairments
3. Responsibility of employers of hearing impaired employees
4. Information about how to communicate with hearing impaired people at work

Hearing Assistive Technologies

- Loop system, conference equipment
- FM microlink system
- Special phones with built in loop system
- Speech-to-text software
- Special (visual) signaling system

The laws on rights of people with disabilities

- Right to social welfare for financing assistive tools
- Convention of human rights of people with disabilities
- Action plan for inclusion of people with disabilities 2006 -2015
- Antidiscrimination laws on people with disabilities

Responsibility of employers of hearing impaired employees

- To insure that the workplace is accessible for employees with disabilities
- To insure that there is always one representative on each workplace responsible for informing the employees
- To insure fair access to employment



To make the workplace to be as nice as at home

Our Motto:

“Every person has the right to
work wherever he/she wants”

*Chart of basic right of European Union,
Article 15, Free choice of occupation and
right to work



Employing people
with special needs
Abilities

The European campaign for raising awareness
among employers and employees

III. Access to Information & Communication, Work with mass media & social advertising

We represent 80 million D/deaf and hard-of-hearing people in Europe. The IFHOHYP (International Federation of Hard of Hearing Young People) and state delegates attended study session in the Council of Europe. 19 country representatives of the IFHOHYP wish to propose the following actions:

Safeguarding our Rights and Access to Information

The aims of a full access to information for the D/deaf and hard-of-hearing people are necessary according to the Council of Europe's Declaration on Human Rights.

- ✚ To eliminate the communication and technical barriers faced by the D/deaf and hard of-hearing in their every-day lives.
- ✚ To fully understand the groups' need depending on their individuals skills.
- ✚ The right to use their mother tongue language in any place.
- ✚ Participation of D/deaf and hard-of-hearing young people through their involvement in decision-making bodies at all levels. They should be consulted and involved in the decision-taking processes concerning youth affairs.
- ✚ A transformation into a universal accessible society, for all.
- ✚ There are 1 million D/deaf people who use sign language as their prelingual/preferred method thus Sign Language must be identified as the official language for the D/deaf people in all countries of Europe.

Those who have speech impairment add up of 2 million people. It is vital that this recommendation to fully understand the individual's use of chosen language - again according to their rights to use their mother tongue/preferred language.

Institutions

The public services are vital to the public in every-day lives (police & fire stations and hospitals). Without necessary access, 80 million people often lose out. We demand for:

- ✚ Some of the workforce either D/deaf, hard-of-hearing or hearing to know the basic of sign language. The quota for this will be required to meet the same as the disability quota.
- ✚ Some of the workforce either D/deaf, hard-of-hearing or hearing to know the articulation well (lip movements for those who are hard-of-hearing). The quota for this will be required to meet the same as the disability quota.
- ✚ FM systems must be installed in every station for those who could communicate in spoken language.

By those recommendations, the cost of using an interpreter would be less if some of the workforce will be sent to training of sign language and articulation methods (for hearing).

Communication/Transport

To ensure that the groups' needs are fulfilled, we require:

- ✚ Video and Text phones relay service to be established and should be fully accessible non-stop.
- ✚ To establish a department in the governmental institution which provides full funding for covering interpreter costs.
- ✚ To collaborate with D/deaf and hard-of-hearing organisations to promote awareness of their needs to the public through the visual media.
- ✚ On screen text to be installed in transports, (the transport itself and the stations) to replace the auditory loudspeaker for those with hearing loss.

Ensuring those requirements, we create a better society with respects and accessibilities.

Visual Media (television/cinemas/DVD)

Visual Media is one of the most powerful methods giving information to the public; again the group misses out with lack of access. We strongly urge that:

- ✚ Subtitles with audio description to be shown on ALL broadcasting channels non-stop.
- ✚ Live subtitling to be established for many live news and sports.
- ✚ Increase the picture on picture of sign language on broadcasting channels with an option to use it.
- ✚ A strong law to ensure that full subtitles with audio description must be available in any visual media.
- ✚ Subtitles in local language must be included in DVD's film and Bonus materials.

It is the common for the D/deaf and hard-of-hearing people to lose much important information. The political party advertise themselves for their future elections through television doesn't have subtitles, thus making D/deaf and hard-of-hearing either lose interest or boycotting voting.

Visualising the Future

There are not enough understanding of the D/deaf and hard-of-hearing, we recommend:

- ✚ Full international communication within groups working on D/deaf and hard-of-hearing Technologies.
- ✚ To establish an International Conference on Technologies for D/deaf and hard-of-hearing people. Keeping in mind the Universal Design.
- ✚ To publish the groups' issues in mainstream media as much as possible.
- ✚ To create much social advertising about D/deaf and hard-of-hearing to show the positive image.
- ✚ Ensuring much University medical, political or media courses to have information on D/deaf and hard-of-hearing awareness before the graduated students face the universal accessibility society.

We call for the Council of Europe to arrange a Conference on D/deaf and hard-of-hearing so that each member state can send a delegate to discuss the needs. It is disappointing to know that many disability bodies focus too much on blind, wheelchair users and physical handicapped - ignoring D/deaf and hard-of-hearing.

The needs of D/deaf and hard-of-hearing are different from the needs of people with physical disabilities - this would help the society/state delegates to fully understand our needs. Hearing loss is mainly considered as sensory disability.

Each D/deaf and hard-of-hearing organization is committed to discuss those issues raised above to the European Disability Forum to ensure that those issues are aware of amongst state members of the Council of Europe. Those recommendations can be met and the society will be able to follow and have a universal accessibility for all.

IV. REHABILITATION / TECHNICAL AIDS

LANGUAGE SET US FREE

Deaf and HoH People: Is It Possible?

The comparison of the realities of our countries has shown that it is possible for both deaf and HoH people to gain an adequate knowledge of oral language.

HOW?

LANGUAGE CAN BE LEARNED ONLY IN EARLY STAGES OF LIFE (0-3 YEARS)

SCREENING

Screening must be compulsorily provided to all newborn babies in order to diagnose* its deafness in early age (0-6 months)

*BERA(Brainstem Electric Response),A-ABR(Automated-Auditory Brainstem Response) otoemissions, etc

REHABILITATION

- First of all always and anyway ORAL language
- We recommend a comparison between every rehabilitation reality of every country, in order to find the best protocol to reach this goal.
- The freedom to choose sign language is guaranteed

TECHNICAL AIDS

- Every technical aid necessary to a proper speech therapy must be provided.
- Such as: Hearing aids, cochlear implants, FM system, loop system, total communication, etc
- if the proper protocol is applied and an adequate cognitive and linguistic competence is gained
- the person has the means to get integrated at every society level, school included

SCHOOL

- the mainstream school system has the duty to allow deaf and HoH to attend every education level they may prefer.
- it is primarily granted by language knowledge and at a second level by giving all the technical aids required (support teachers, loops, sign language interpreters)

SOCIETY

- Deaf and HoH people are not special
- The society has the moral duty to give them nothing more and nothing less than needed
- Therefore it is strictly necessary to clarify the differences between the various types of deafness and their impacts.

APPENDIX III

The Human Rights Education Questionnaire By Aleksandar Bogdanovic

On Tuesday we had the Human Right workshop where we have had to choose the side Agree or Not Agree for statements.

For the purpose to have the right image of the results of passing through Human Rights Education, I need few answer about your impressions concerning this topic.

Please, fill free to tell everything you think.

Thank you!

1	Have you ever been on Human Rights Education workshop before? Where? when?	
2	After this workshop do you have the precise idea what is the Human Rights Education is?	
3	Can you make the difference of the meaning of Human Rights Education and of the meaning of the Human Rights	
4	What do you think, why is the Human Rights Education important?	
5	Do you think that all countries has the same priorities of topics in Human Rights Education? Which priorities are needed in your organization (max 3 priorities)?	
6	Do you think that this workshop was exactly related to this topic? Is something not enough explained or discussed?	
7	Do you have the idea or plan to introduce or improve the Human Rights Education in your organization / country?	
8	To whom you want to give the Human Rights Education?	
9	What is your main idea or statement on Human Rights Topic?	
9	Do you have you any remark / comment on the Human Rights Education?	

**IFHOHYP STUDY SESSION
INTEGRATED POLICY RECOMMENDATIONS**

We, the hard of hearing young people in Europe, gathered from 23-30 April 2006 in Strasbourg on the occasion of the Study Session “Safeguarding Human Rights of young people with hearing disability: how to cope with violence and discrimination in education and employment”,

Emphasizing the inherent dignity and worth of all people,

Recognizing that disability results in isolation only when persons with impairments encounter barriers in environment and attitude,

Fully aware of the principles and values enshrined in the Universal Declaration of Human Rights, in particular, article 23 (1) which provides for the right to work, article 26 which states that everyone has a right to education and article 27 which provides for the right of full enjoyment of cultural life and scientific advancement.

Fully aware of the United Nations Standard Rules for the Equalization of Opportunity for Persons with Disabilities,

Fully aware of the Council of Europe Action Plan 2006-2015 to promote the rights and full participation of people with disabilities in society,

Considering the newly adopted United Nations Convention on the Rights of Persons with Disabilities,

Strongly supporting the 2006-2007 Council of Europe’s youth campaign for Diversity, Human Rights and Participation “All different – All equal”,

Considering the specific nature of hearing disabilities,

Highly concerned with the current condition of young people with hearing disability, who face severe social isolation in their everyday lives,

Carrying the burden of our personal testimonies, life stories, having experienced great difficulties in finding a place in society,

Traumatized by facing prejudice and lack of awareness of hearing disabilities,

But armed with determination, ideals and hopes,

Keeping faith in solidarity and humanity,

Strongly convinced of a common future for all persons, with and without hearing disability,

Adopt the following recommendations:

1. Access to higher education

~ I want to go to school but I can't understand the lectures ~

States should provide unhindered access to higher education to all hard of hearing and deaf people in order to allow their advancement, the improvement of their living conditions.

Namely, states should ensure that hard of hearing and deaf students in universities, colleges and other venues for post-secondary education enjoy full access at no additional cost to:

- (1) evaluation of their individual needs in regard to their full participation in the education process and the life of the education institution
- (2) professional sign language interpreters, transliterators and spoken language visualisators
- (3) trained note-takers and palantypists
- (4) assistive technology devices such as FM systems and induction loop systems
- (5) written language support
- (6) subtitling of visual and audio study materials

States should ensure that hard of hearing and deaf students who apply for admission to universities enjoy in full

- (1) accessible entrance exams including extended exam duration to suit the language skills of the applicant
- (2) accessible preparatory courses

In addition, states should ensure that universities, colleges and other venues for post-secondary education employ strategies to

- (1) increase awareness of the needs, rights and capabilities of students and applicants with hearing loss among the teaching and administrative staff as well as the general student body
- (2) combat negative stereotypes, prejudice and discriminatory practices within the institution

2. Access to employment

~ Everyone thinks I am stupid because I can't hear ~

States should ensure, through establishment of appropriate legal framework or by reinforcing existing laws, that all hard of hearing and deaf people enjoy equal opportunities on the job market and in employment, including equal opportunities in career choice, advancement and changes.

Namely, states should ensure that private and governmental employers utilize measures to provide

- (1) accessible work sites through use of human and technological assistance, i.e. interpreters, amplification devices and visual information
- (2) discrimination-free work-sites which includes freedom of prejudice and harassment
- (3) safe and healthy working conditions

In addition, states should implement awareness raising campaigns in order to

- (1) eliminate prejudice in employers in regard to hard of hearing and deaf employees and candidates
- (2) promote full understanding among employers of the communication needs and abilities of people with hearing disability
- (3) increase knowledge of local anti-discrimination laws among employers and people with hearing disability themselves

3. Access to information and communication

~ I can't go to the movie with you because it's not subtitled ~

States should provide accessibility for the hard of hearing and deaf by eliminating barriers in public spaces, services and mass technology.

Public services, health care facilities and services for safety (police, firefighters) should

- (1) have quotas for hiring employees in good command of sign language and good lip articulation who can assist clients whose language is sign
- (2) be equipped with induction loops and/or FM systems
- (3) train staff to communicate with persons with hearing disability and to use assistive technology

States should establish a text telephone and relay service, accessible in all public spaces.

States should ensure that public transportation is safe and accessible to the deaf and hard of hearing by providing visual equivalents of auditory information.

States should ensure that all television broadcasting, shows in movie theaters and movies for sale are subtitled. Sign interpretation on television should appear in a bigger portion of the screen.

States should recognize sign language as an official national language.

4. Social advertising

~ Shouting in my ear doesn't help ~

States should work to create awareness of hearing disabilities among the hearing population which includes appropriate methods of communication with hard of hearing and deaf people.

States should challenge biased media coverage of people with hearing disability.

5. Rehabilitation and technical aids

~ My hearing aid gives me headaches and my doctor says I should just get used to them ~

States should ensure that all hard of hearing and deaf people have access to lifelong speech and hearing rehabilitation. Namely, states should provide

- (1) early identification services for every newborn
- (2) access to advanced hearing aids and assistive technology, including cochlear implants
- (3) access to rehabilitation specialists
- (4) the freedom to choose sign language as a preferred language

APPENDIX V

International Federation of Hard of Hearing Young People - IFHOHYP
Study Session "Safeguarding Human Rights of youth with hearing disability - how to cope with violence and discrimination in education and employment?"
 European Youth Centre, Strasbourg, France, April 23-30, 2006

	Sunday 23rd	Monday 24th	Tuesday 25th	Wednesday 26th
8.00-9.00		Breakfast	Breakfast	Breakfast
9.00			Energizer	Energizer
9.00-10.30		<ul style="list-style-type: none"> • Welcome! • Introduction: aims and objectives of the study session • Presentation of IFHOHYP • Presentation of the EYCS, Council of Europe, European Youth Campaign 	Theatre and Confidence building by Antti Sevanto, Finland	Finish presentations of results from the Sharing experiences element
10.30-11.00		Coffee break	Coffee break	Coffee break
11.00-12.30		<ul style="list-style-type: none"> • Needs, fears and expectations • Getting to know each other 	Theatre continues	• Human Rights Education in youth work
12.30-14.30		Lunch	Lunch	Lunch
14.30-16.00		Intercultural Learning	Defining discrimination - what is it?	FREE AFTERNOON
16.00-16.30		Coffee break	Coffee break	
16.30-17.30	Arrival	Group building	<ul style="list-style-type: none"> • Identifying discriminatory practices • Sharing experiences in small groups; presentations of results 	
17.30-18.00		Group building	Reflection group	
19.00-20.00		Dinner	Dinner	Dinner in Strasbourg
20.00 -->	Icebreakers Welcome Party	Intercultural evening	Organisational market	Free evening

	Thursday 27th	Friday 28th	Saturday 29th	Sunday 30th
8.00-9.00	Breakfast	Breakfast	Breakfast	Breakfast
9.00		Energizer	Energizer	
9.00-10.30	Visit to the European Court of Human Rights	Input on coping with challenges in education and employment “ Choosing Your Future.....the path to self- advocacy ” by Dr. Tom Goulder, USA:	Finish Policy Recommendations	Departure – have a nice journey home!
10.30-11.00		Coffee break	Coffee break	
11.00-12.30	Input on disability rights in Europe by Council of Europe experts from the Directorate of Social Cohesion, Integration of People with Disabilities	Input on coping with challenges in education and employment “ Choosing Your Future.....the path to self- advocacy ” By Dr. Tom Goulder, USA	Finish Policy recommendations	
12.30-14.30	Lunch	Lunch	Lunch	
14.30-16.00	Preparing Policy recommendations	Open Space Technology: What would you like to discuss or do a project on?	Presentations of Policy recommendations	
16.00-16.30	Coffee break	Coffee break	Coffee break	
16.30-17.30	Preparing Policy recommendations	Open Space Technology continues	Evaluation & Closing	
17.30-18.00	Reflection groups	Reflection groups		
19.00-20.00	Dinner	Dinner	Dinner	
20.00 →	Assistive Technology Workshop	Independent work on projects/policy recommendations	Farewell Party	

APPENDIX VI

List of Participants

	Country	Organisation	First Name	Last Name
1	Belarus	FLEX Alumni	Volha	Navumchik
2	Bulgaria	Neofit Rilski South West University	Svetoslava	Saeva
3	Bulgaria	APHIC	Denica	Tiholova
4	Bulgaria		Tilka	Kayriyakova
5	Czech Republic	Czech Union of the Deaf	Martin	Novak
6	Czech Republic	Czech Union of the Deaf	Ivana	Tetauerova
7	Finland	The Finnish Federation of the Hard of Hearing	Emma	Kauppinen
8	Finland	The Finnish Federation of the Hard of Hearing	Maria	Kotola
9	Israel	Bekol	Yuval	Roger
10	Italy	A.F.a.M.U.T	Mara	Ioanna
11	Italy	FIADDA Toscana	Valentina	Paoli
12	Italy	FIADDA/ A.F.a.M.U.T	Andrea	Pietrini
13	Kazakhstan	FLEX Alumni Association	Ayazhan	Seitkazina
14	Poland	IISCE	Damian	Dudala
15	Russia	Fund of Assistance to Disabled Children and Youth	Ekaterina	Frolova
16	Russia	Fund of Assistance to Disabled Children and Youth	Katerina	Monakhova
17	Russia	Fund of Assistance to Disabled Children and Youth	Evelina	Sukhovskaya
18	Slovakia	Slovakian Club of the Hard of Hearing Young People	Marek	Malik
19	Slovakia	Slovakian Club of the Hard of Hearing Young People	Juraj	Variny
20	Spain	Bonaventura-CV	Ana	Monzo
21	Spain	Bonaventura-CV	Maria Dolores	Bermejo
22	Spain	Bonaventura-CV	David	Riutort
23	Sweden	Unga Hörselskadade	Belma	Hozic
24	Switzerland	Jugehoerig	Laura	Marti
25	The United Kingdom	Czech Union of the Deaf	Gordon	Hay
26	The United Kingdom		Karthik	Viyajanandam
27	Serbia	Inclusive Society Development Centre	Aleksandar	Bogdanovic
28	France - USA		Suria	Lloyd
29	Turkey	University without Barriers	E.Berna	Cibik

