



Striving towards Policy Impact, Awareness Raising and Access to Social Rights

**A report of the study session run by the
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
November 20-27, 2011

This report gives an account of various aspects of the course. 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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Executive Summary

This report provides the reader with an overview of the 2011 IFHOHYP study session “**Striving towards policy impact, awareness raising and access to social rights**” held from 20th to 27th of November 2011 at the European Youth Centre Strasbourg. Accessibility was guaranteed for the deaf and hard of hearing participants via speech to text reporters, induction loop systems and FM systems.

The aim of the study session was to provide young hard of hearing people with campaigning and lobbying competences, skills and methods to raise awareness, as well as to reach policy makers and to access social rights in their respective countries.

The study session combined training on raising awareness and the exploration of key concepts such as: What is advocacy? What is lobbying? What is policy making? What is awareness-raising? What are social rights? Participants were provided with different kinds of information, were taught skills and introduced to tools that should enable them to gain full participation. It was recognised that for full participation to be possible, both legal and social contexts need to be improved. Thus it was necessary to strive towards policy impact through advocacy and/or lobbying, awareness raising and access to social rights.

These workshops were targeted at hard of hearing young people, the themes being human rights education, intercultural learning and social inclusion. In terms of advocacy and raising awareness competences, the participants developed a greater understanding of what these terms were, how plans are made and what kinds of actions can be undertaken.

An “experiential learning” as well as “learning by doing” approach was used throughout the study session, allowing participants to raise their self-awareness and evaluate their capabilities and limitations. Human rights education was explored as a useful tool in working with young people who are hard of hearing or who have disabilities in general. Social inclusion was explored throughout the sessions through inputs and activities, given the importance for hard of hearing young people to be empowered and ready to actively work towards their inclusion in the society.

The last three days were dedicated to giving participants the chance to put their newly acquired skills into practice through planning and the developing of their own action plans, which included giving feedback to each other.

At the end of the course participants wrote an action plan to support their path towards awareness-raising. Such a plan included the different competences still needing to be worked on and when, where and how those objectives would be achieved.

One of the concrete outcomes of this study session for IFHOHYP was that many new active youth groups are now working in their national organisations as well as on an international level. As the team for this course, we wish to express our thanks to the educational advisor of the Council of Europe, Sabine Klocker, to the staff of the the European Youth Centre Strasbourg for the excellent educational and technical support they provided, as well as for their help in making this study session successful.

Our thanks also go to all the participants for a great course experience!

*Sincerely yours,
IFHOHYP Study session team*

Outline of the programme

Sunday 20 November

- Arrival
- Icebreakers and Welcome Party

Monday 21 November

- Introduction: aims and objectives of the study session
- Presentation of IFHOHYP
- Presentation of the Council of Europe's youth sector
- Group building and getting to know each other
- Intercultural Learning
- Reflection group

Tuesday 22 November

- Needs of the Hard of Hearing youth and sharing realities
- Human rights education and social rights
- Reflection groups

Wednesday 23 November

- UN Convention on the Rights of Persons with Disabilities, the EU Disability Strategy and other tools for lobbying
- Input on disability rights in Europe, Council of Europe, Directorate of Social Cohesion, Integration of People with Disabilities
- Introduction to awareness-raising
- Reflection groups
- Organisation market

Thursday 24 November

- Mid-course evaluation
- Good practices in awareness-raising
- Tools
- Free afternoon and dinner in town

Friday 25 November

- Campaigning
- Open space
- Introduction to the European Youth Foundation. Resources
- Action plan
- Reflection groups

Saturday 26 November

- Networking and follow-up
- Evaluation of the study session
- General feedback from participants
- Closing

Sunday 27 November

- Departure

Appendices:

- I. Most important outcomes
- II. List of participants
- III. Programme

Introduction

What is IFHOHYP?

The International Federation of Hard of Hearing Young People (IFHOHYP) is the only international non-governmental federation for national and regional youth organisations dedicated to improving the quality of life of hard of hearing young people worldwide.

IFHOHYP's long-term goal is to provide continuous support and training for hard of hearing young people in order to empower them to work towards their full participation in society. IFHOHYP follows the principle "Nothing about us without us" and puts its efforts into ensuring that the needs of hard of hearing young people are taken into consideration in the development of disability and youth policies.

Background to the study session

IFHOHYP believes that participation in society for hard of hearing young people can be achieved by working with hearing people.

A very important aspect to be considered is what rights governments award the disabled, particularly, in this case, the hard of hearing. In exchanges among members of IFHOHYP it was found that very often members explore different structures and situations in their various countries. Some countries were found to be very developed with their governments granting a lot of support to disabled people, while others did not. As the intention was to train multipliers able to aim at full participation for hard of hearing people, it was found that a space was needed for everyone to work more intensively on how the people around us can be reached and how, on their behalf, legislation can be improved.

Introduction to the themes of the study session

1) What is advocacy?

Advocacy is defined as an organised attempt to change policy, practice, and/or attitudes by presenting evidence and arguments for how and why change should happen.

2) What is lobbying?

Lobbying means that a group of people seek to influence legislators and policy makers regarding a particular issue. A lobbyist is a person who tries to influence legislation relating to a special interest.

3) What is policy making?

Policy making can be described as a process by which either individual persons or groups in a leading position in business, politics or other organisations decide on goals that have to be achieved in a certain time and also in a certain way.

4) What is awareness-raising?

Awareness raising does not necessarily rely on an extensive campaign. It can also be done by talking to people about the situation of hard of hearing people, about their strengths and weaknesses in everyday life. In other words, the aim of awareness raising is to increase society's sensitivity to the needs and wishes of minorities, in this case people who are hard of hearing.

5) What are social rights?

Social rights as far as the course's topic was concerned are laws that grant support to socially handicapped or disadvantaged persons. As mentioned above, different countries have very different sets of social rights, and these need to be compared and analysed to find out which kinds of support are most useful or most morally acceptable to both disabled and non-disabled people.

Putting it together...

To gain full participation, both the legal and the social situations need to be improved. Thus there is a need to strive towards policy impact (through advocacy and/ or lobbying), awareness raising and access to social rights.

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

- to provide young hard of hearing people with campaigning and lobbying competences,
- to give them skills and methods to raise awareness,
- to enable them to reach policy makers and gain access to social rights in their respective countries.

The objectives of the study session were:

- to equip participants with knowledge on concepts of human rights, social inclusion and discrimination;
- to learn methods on campaigning and public relations to reach society and stakeholders in order to raise awareness of hearing loss;
- to develop lobbying competences and skills to influence policy makers in order to defend the rights and interests of hard of hearing people;
- to work in an intercultural environment formed by hearing impaired young people from different countries and to share good practices of awareness-raising;
- to develop and create a practical and concrete awareness-raising product at the end of the study session (video files, series of campaigning clips or other);
- to provide participants with ways to increase their motivation and passion to continue their development, to enable them to successfully motivate other hard of hearing young people in local and regional organisations to work on impacting society.

Main contents:

- needs of hard of hearing young people and sharing participants' realities;
- human rights education and social rights – often at stake for hard of hearing young people;
- campaigning;
- networking;
- UN CRPD, EU disability strategy, Recommendation of the Committee of Ministers of the Council of Europe to member states on the participation of persons with disabilities in political and public life, the Council of Europe Action Plan on the Inclusion of people with disabilities;
- Intercultural learning;

- Getting to know the Youth Department, the Council of Europe, the European Youth Foundation and its work;
- preparing an action plan on how to raise awareness;
- follow-up plans.

Main educational methods:

- group work, simulations, role plays, lectures, silent floor, best practice gallery, organisational fair, intercultural learning activities, group building and ice-breaking activities, carousel exercise, statement exercise, action plans, evaluation (ongoing evaluation with reflection groups (mid course and final evaluation-creative and written) and more.
- informal learning methods were also used and some of the activities were prepared and facilitated by the course participants.

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. Other applicants who are actively involved in work on hearing disability issues were also welcome to apply;
- Interested in raising awareness about hearing disability and the concerns of hard of hearing young people;
- Able to communicate and work in spoken English without the help of another person;
- Motivated to develop a project or training related to the inclusion of young people with a hearing loss in their organisations or communities after the course.

Note: Preference was given to applicants from IFHOHYP member organisations, but participation from non-member organisations was also encouraged. Additionally, the team took into consideration gender and geographical balance.

Place of the study session was:

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

Official language of the study session was:

English.

Participants:

Thirty-two participants from seventeen countries, mainly from member states of the Council of Europe, although there were also participants from Belarus, Indonesia, Uganda and Israel.

Expected impact and follow-up:

The organisers of the course, IFHOHYP and the team members, planned for there to be an opportunity for European and non-European organisations of young hard of hearing people to share and get to know each other and to strengthen the voice of the hard of hearing in Europe. This course was held in accordance with the IFHOHYP Annual Programme and aimed to train

youth workers and provide volunteers from different European organisations with skills and methods to raise awareness and access to social rights in their respective countries. According to course output from activities run from 20th – 27th November, the twenty eight participants were able to plan and think of concrete strategies to raise awareness about hearing loss on local, national and even an international level.

The course team:

Carlos Muncharaz, Course Director, Spain

Laura Scholler, Germany

Juliane Große, Germany

Reijka Andrea Sabova, Slovak Republic

Cristina Dumitru, Romania

Sabine Klocker– Austria – External Educational Advisor, Directorate of Youth and Sport, Council of Europe



The team: Laura, Carlos, Cristina, Juliane, Sabine, Andrea

Lecturers and experts

Ms Simona Giarratano

Belgium – Lecturer. Organisation - European Disability Forum
(a lecture about UN CRPD and the European Development Fund)

Mr Duane Raymond

Lecturer –Organisation - Fair Say
(a lecture about campaigning and lobbying)

Mr Jean-Claude Lazaro

Lecturer – Director of the European Youth Foundation
(a lecture about the European Youth Foundation)

Ms Irena KOWALCZYK-KEDZIORA

Lecturer – Directorate General Social Cohesion and Integration

(a lecture about the work on integration of people with disabilities, the Council of Europe's Action Plan in this field)

Study Session Participants, 2011



Conclusions of the study session

This study session created a safe environment for participants to share and express the needs, of hard of hearing young people both in Europe and worldwide. They were given the opportunity to share best practices and to learn about progress in some countries. Furthermore, they were introduced to practical tools like the UN Convention On the Rights of Persons with Disabilities (UNCRPD) or EU Disability Strategy 2010-2020. They were provided with space and support to actively find mechanisms for launching and implementing strategies using their very own project ideas. They were able to develop their individual action plan for implementation after the course or could think of an awareness raising campaign. This activity was supported by two experts invited by IFHOHYP and the Council of Europe. Also, the non-formal education activities facilitated the creation of opportunities for participants to be actively involved in learning by experience and learn in a more accessible, inclusive way.

The twenty-eight participants learned about concepts related to human rights, social inclusion and discrimination - concepts that helped them to realise the starting point from where they could commence building a campaign to influence policy makers in order to defend the rights and interests of hard of hearing people. The study session also had a concrete and visible impact about campaigning and making visible the needs and realities of the hard of hearing in Europe. Laura Scholler, who was both a team member and IFHOHYP vice president, had given an interview on the issue of hearing loss and disability, which was published on the Council of Europe's blog (http://www.humanrightseurope.org/2011/11/youth-centre-hosts-campaign-conferences/#.Ts-3_EyEnjA.facebook). Also, regarding the future steps to be taken when they had returned home, all the participants had developed their individual action plan in order to raise awareness, influence policy and improve participation in decision-making.

As various opportunities to share current political and social circumstances in the participants' respective countries showed, there is a **broad variety in both social inclusion and access to participation**. That is why the outcomes, both on an individual and a group level, are very diverse. This report can only reflect some of the outcomes the course catered for.

The session "Sharing of realities" showed that countries such as Finland and Israel are rather progressive regarding the inclusion of disabled persons, particularly hard of hearing people. On the contrary, participants from Poland reported that there was a lack of tolerance of hard of hearing and deaf people, and a lot of prejudice faced. However, there are issues all the countries shared such as lack of visible information on public transport, lack of subtitling on television and issues related to accessible education.

Participants came up with several **concrete ideas and strategies on how to raise awareness** about the situation of hard of hearing people in society. They presented their experiences with successful projects – best practice sharing - and less experienced people had the chance to come up with new ideas using the input received during the course.

Some examples of successful projects that participants shared with others are given here:

In Uganda, there is a department at the university which is responsible for accessibility for disabled persons. At present there was only support for wheelchair users (special pathways) or

for the blind (Braille machines), paid for by the authorities. But a petition made by hard of hearing people led to official agreement that hearing aids and other equipment is to be provided by the university.

In Israel, a group of volunteers teach hearing people about the difficult situations faced by hard of hearing people in their country. Their target group is professionals such as teachers and caretakers, lawyers and doctors - to sum up, people who, in their everyday lives, are likely to meet people with hearing disabilities. These seminars are offered free for those who participate but in return they are committed to sharing what they have learned with other hearing persons. As a future project, a Swiss person suggested the marking of each building which is equipped with a loop system with a sign saying that an induction loop is available in that building (e.g. churches, doctor's offices, and public buildings). This project might address the needs of both the hard of hearing and hearing people as follows.

For several reasons hard of hearing people do not know about existing technology, or how to use it. Signs might make them interested in that topic. Regarding hearing people, they will be made more sensitive to the issues related to being hard of hearing as hearing loss is an invisible disability. In addition to existing signs for induction loops (a blue symbol with the image of an induction loop/ear and a T for t-coil), the Swiss participant suggested adding a phone number/email address for the person responsible for this loop system. The reason to this is that very often the minority who know about and use the induction loops in cinemas and theatres, are dissatisfied because of a too low output from the system or even the the system being switched off (loop systems have to be turned on but often are not because they are used seldom). Or hard of hearing people do not report defective or inefficient systems.

The participants also got the task to think more in detail about very concrete steps and strategies for campaigns as a follow-up of the Study Session - "**Action Plans**":

Polish people formulated a concrete project in cooperation with both the organizations EFHOH (European Federation of the Hard of Hearing) and IFHOHYP (International Federation of Hard of Hearing Young People). This is new to them. They want to benefit from more experienced countries regarding the issues of the hard of hearing and also want to contribute more to the international network. They gave an example that they are going to participate in EFHOH and IFHOHYP joint Annual General Meeting in Norway and to present current situation in Poland. They also want to spread the word about technical equipment for the hard of hearing and the organizations which are there to help individuals and groups.

There also were several projects named in the mass media, for instance the use of social networks such as Facebook, Twitter etc. This interest was also stressed by the campaigning expert, Duane Raymonds, who introduced several ways on how to reach out to young people. The organization, IFHOHYP already had a blog on its webpage www.ifhohyp.org and also uses Facebook groups in order to spread information. During the course the blog was successively updated by daily reports written by participants. Several more projects are planned in the respective countries such as blogs in the mother tongue of the people. Blogs and information on

networks are very important for hard of hearing and deaf people because this is their chance to get information which they miss through conversation in everyday life.

Another project is the teaching of English for the hard of hearing. In Russia, there are some volunteers who teach English for hard of hearing young people. Those are people who have an outstanding knowledge of English (compared to the average level in their respective countries; making use of sign language, they teach their friends the grammar and pronunciation of the English language. As there is a lack of money for proper accommodation, or equipment such as induction loops, participants said that they now they feel encouraged looking for funding. The input by the EYF and sharing information with other participants regarding funding opportunities or in kind donations, showed them institutions they might ask for financial help (including the European Youth Foundation or Youth in Action) for specific projects.

Communication was a challenge throughout the whole week and made the participants think about the needs of hard of hearing people. Particularly the group from Poland reported that in Poland there are prejudices against the other between the deaf and the hard of hearing. In the reflection groups the Poles mentioned that they are thinking about the positions of both parties, should they be more tolerant?

The use of both sign language and oral English during the entire week also encouraged participants to think about **their own identity**: do they belong more to the world of the hard of hearing or that of the deaf. This also led to individuals reflecting on their own ways of communicating.

Moreover, the support and sharing of realities **made participants aware of their own needs** as hard of hearing people and gave them self-confidence to talk to their hearing family and friends about their needs and wishes.

Another follow-up project was to try to receive funding from the EYF for an English course, particularly for hard of hearing young people, because in many countries hearing equipment is not available (such as induction loop systems, palantypists (speech to text reporters). Thus, in many countries young people who are hard of hearing cannot learn English because the perception of and discrimination between sounds in a foreign language is impossible without the aid of special equipment. As English is the *lingua franca* for Council of Europe's courses, one main aim being the participation of young people, it was considered crucial to empower young hard of hearing people in developing their command of the English language.

Resources created during the course:

- **The IFHOHYP blog** (which had already been started) continued with regular contributions regarding the contents of the course and will probably progress further with more people and more contributions which will raise awareness. Link: <http://blog.ifhohyp.org/>
- An **Action Plan** with very concrete steps for each individual as a follow-up of the course (developed by each individual on the basis of inspiration and competences gained

during the course) fitted to the needs of and circumstances in their respective home countries.

- A **Tool list** with ideas and concrete steps for awareness-raising will be prepared by team members on the basis of contributions from participants
- Two **Videos** on the topic “awareness raising about an invisible disability” were created and published on YouTube.

Links:

<http://www.youtube.com/watch?v=vZmFNdhD7X8>

<http://www.youtube.com/watch?v=86wCQ2blmDE>

- A **Mailing group** was built up in order that participants could stay in touch and get support from the entire group concerning follow up or questions - networking!
- A **Course report** produced by the team members, which will be distributed among participants and their organisations – in order to maximise what was learned and the findings from the course.

Daily Programme

Sunday 20 November

Arrival day. Welcome evening and Ice-breakers

After a long (and in some cases complicated) journey, on Sunday, November 20th up to thirty five people gathered in the European Youth Centre (EYC) in Strasbourg for the 8th IFHOHYP study session taking place since 1994. The participants gathered in the “Austrian” room. The evening started with the introduction of the prep team followed by technical announcements including house rules. Then Carlos, the course director, welcomed everyone who had arrived, presented study session background information, mentioning the aims and objectives in an informal way and introduced the team to the participants. The team were then involved in ice-breaking exercises to relax the newcomers and for everyone to get to know one another in a friendly atmosphere. The purpose of these exercises was to give participants a feeling of being welcome and also the opportunity to get to know each other as much as possible before the beginning of the first session. With the help of food and drinks offered by the EYC, the participants began to get to know each other becoming confident in themselves and others. Various activities were arranged during the evening such as presentations by individual participants and amusing games in order to facilitate interactions between them and members of the team. The evening ended around midnight everyone wishing to be ready for the start of the course the next morning

For the majority of participants this was their first course and Indonesia was represented for the first time.



Monday 21 November

Introduction to the course, IFHOHYP and the Council of Europe

The date was 21st of November 2011 and the place the Council of Europe in Strasbourg. The time was around 9:30 a.m. and participants and team members had a paper ball fight. A strange activity, was it not? But in truth that is how the 2011 IFHOHYP course started.

Of course there was a serious purpose and this was a game to help the participants to get to know one another– on each paper ball a name was written.

The day proper then continued with the presentation of the team, a round of names and an introduction by participants. This was followed by a detailed introduction to the aims and objectives of the course and the programme for the whole week. Carlos gave a short outline of the objectives as already described in the participants' call and preparatory documents. The introduction to the programme and the methodology including non-formal education and active learning was undertaken by Sabine. As there were participants new to this course, Laura gave a presentation about IFHOHYP describing its structure and the organisation's goals. After this participants were introduced to the Council of Europe structures, the Council of Europe and its youth sector, their key priorities and main activities. A presentation and welcome speech was given by the European Youth Centre's Director Ms. Tina Mulcahy. Mara Georgescu covered the structure of the Council of Europe and the European Youth Centre, founded in 1972, including its purposes, history and activities in the youth sector.



Afterwards participants were given the task of choosing the committee they wished to be a part of for the rest of the week, these being the social committee and the media committee.

Needs, fears and expectations

The aim of the session: To give participants a chance to explore & share their expectations, needs and fears related to the course.

The participants were asked to write their expectations and to offer contributions as well as mentioning any fears on post-it notes. They could then share these out loud or, if they wished, just stick them on a wall.

Outcomes:

Participants were able to express an initial exchange of their expectations of the course with each other in a comfortable manner. The notes remained on the wall throughout the whole week and during the closing of the course. This allowed participants to read of needs, fears and expectations at any time and to reflect on their experiences and how far their expectations had been met.



Most participants' expectations were that they would meet new people and learn about the building of a network of hard of hearing people. They expected that their main contribution would be to share experiences and ideas. Participants' fears were mostly about not being able to understand and/or follow the discussions.

Getting to know each other: “PONCHO speed dating”

Participants were given 15 minutes preparation time. Each person had to create a poncho (made out of flipchart paper) for themselves. On the front was to be written their name, organisation, hobbies, and job. On the back: their motto for life! Then between thirty and forty five minutes were allowed for “speed-dating”. While music played pairs moved around. Every 5 minutes they changed partners – got a new “date” and talked about themselves to each other – starting from what they saw written on the ponchos.

Aim of the session:

To get to know each other's personalities and gather information, for example about each other's organisations which would be useful for working together throughout the week.

Outcome:

Participants shared information with each other about themselves and got a chance to exercise their communication and presentation skills. Some of them were able to overcome language barriers and to communicate in English.



Group-building activities: Human statues/machines

First in small groups, then as a whole group participants had to use their bodies making movements, sounds etc. to simulate being an elephant, a hearing device, a loop system.

Aim of the activity:

To enable participants to get to know each other better, to have fun and to learn how to cooperate with each other to achieve the intended goal of the game.

Objectives:

For participants to need to touch each other during active exercises, to identify ways of problem solving together, to explore different roles in the group, and different approaches and styles of behaviour.

Outcome:

After the game the participants gathered in order to do a debriefing of the activity. How had they felt? How were they treated? How well did communication work and what had they missed? From the contributions of the participants it is worth mentioning the following. All participants experienced to greater or lesser degree solidarity in the game. We learnt to work as a team, to feel more secure, to get to know other people. It helped us to bond together as a group.



Intercultural Learning: THE DERDIANS

Aim:

To explore the concept of Intercultural learning, the challenges of intercultural learning and its importance in international work. To explore and feel what Intercultural learning is and getting to know intercultural learning (ICL) in practice (group act).

This game was a simulation of a meeting of two cultures. The aim is to find the key to foreign cultural behaviour and to analyse the effects of meeting those of a foreign culture. A team of engineers goes to another country in order to teach the people there how to build a bridge. 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. This second group were a tribe with their own, still unknown, cultural rules. Sets of special rules and instructions were handed out to both groups. The team of engineers were given the task of teaching the Derdians how to build the bridge. 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 an ambiguous situation where 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 any one thing or situation could be seen in many different ways – as happens in different cultures.

After the game the two groups of participants took a piece of flipchart paper and noted their comments related to the following three points:

- 1.) Facts
- 2.) Feelings
- 3.) Interpretations

Later, an input on Intercultural learning, its stages and processes, was made by Sabine in the plenary. The following points were discussed:

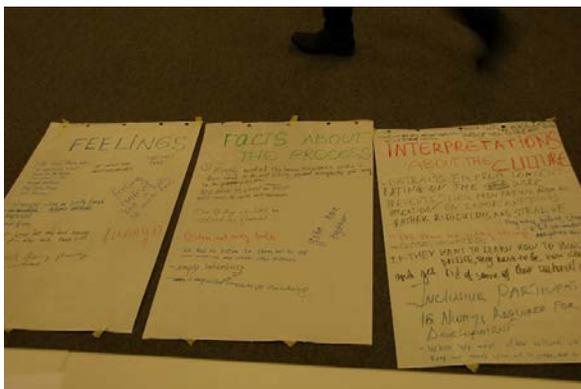
- We have a tendency to think that others think the way we do.
- We often interpret things right away, without being aware of the differences in cultural behaviour.
- How were the roles distributed/what role did I take? What does that reveal of my identity? Did I feel comfortable with my role?
- Is that image I have the same as was perceived by others?
- What impact did my cultural background have on the role I took on?

Outcomes:

In the discussion participants challenged the existing stereotypes in relation to "the other", to cultural interpretations and barriers to understanding. They shared examples of barriers to intercultural understanding and cultural differences in their lives and work, and compared them with actions, behaviour and attitudes displayed in the exercise. Apart from country cultures, cultures of the deaf and hard-of-hearing were also discussed. This contributed to our understanding of the diversity of issues we would be dealing with while working during the study

session and how our differences could be overcome during this week and in our work on an international level.

Resources: “Intercultural Learning T-Kit”, http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/4/Tkit_4_EN



Tuesday, 22th November

Tuesday was opened by Juliane who showed us the blog on the IFHOHYP's website and made some announcements about the updating of the blog by daily small reports which would be contributed by the participants of the current course.

Ice-breaker: The knot

All the participants got together in the centre of the room in order to make a circle holding each other's hands. Then one participant was sent out of the room. After that all the participants had to keep holding hands at all times while mingling into different positions. Thus, a complex structure like a knot was built. Finally, the participant who had been sent out was called back into the room. Her task was to unknot the crowd and in this she succeeded!

1st session: Needs of hard of hearing young people

Aims:

- To learn other countries' positive and negative points about the needs of hard of hearing people
- To find common points about needs of hard of hearing people (group work);
- To act out a pantomime to show these points visually (in a creative way).

Method:

For this session, the big group of twenty-eight people was divided into four smaller groups. Participants got the opportunity to get to know each other better in the smaller groups (this was only the second day of the course) and to share their personal experiences of growing up with a hearing disability and about the situation in their country. The smaller groups were crucial for creating a quieter environment for communication and a more private environment to encourage people to tell their experiences. In this session the participants were asked to identify facilitators and barriers to the handling of their disability and to note them down in order to be prepared to

present their results to the plenary and to discuss them in a larger setting. They were provided with a small sheet of paper with some questions to discuss and green and red post-its to jot down their positive or negative aspects on how to deal with their hearing loss.

After a coffee break, served by the Slovaks this time, the second part of the session started.



2nd session: The needs of hard of hearing young people

Method:

The group was informed that they were to present both one good and one bad aspect taken from the prior session discussions by acting these out or through pantomime. Another half an hour was given to pick one of the examples and to think of a way in which this example could be best represented. When the groups were finished there was time for the plenary to ask the group about their intentions, to discuss the shown examples and, together, to find solutions as far as the bad examples were concerned.

Outcomes:

	Good example	Bad example
Group 1	Situation in a ticket shop where there is an induction loop.	Noisy theatre show: plenary was making noises; sound was not optimal to hear; no induction loop available.
Group 2	Situation in school: teacher speaks normally (no exaggerating mouthing, speaking neither too fast nor too slowly); interpreter is on site.	Situation in school: fast-talking teacher, no hearing devices or interpreters available – teachers and topics cannot be followed appropriately by hard of hearing students.
Group 3	Situation in a TV show: three successful hard of hearing people raise awareness by reporting about their life, they show that one can reach their aims, no matter if they are hard of hearing or not (being role models).	Job interview: in this situation, the interviewer doesn't look at the hard of hearing person so he could not lip read, he/she turns on the music; generally, the hard of hearing's person's needs are neglected although the interviewer was informed by the actual person being interviewed that he/she was hard of hearing.

Group 4	Family situation: The father finds a doctor who clarifies that his daughter is deaf (which is not her fault) and how to deal with that. She gets hearing aids.	Family situation: takes place in Africa, where a man thinks his deaf daughter is possessed and therefore maltreats her; daughter feels not acknowledged as a person.
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The example chosen and the explanation of the concerned participant demonstrated the very varied political and social circumstances under which participants live, as already mentioned. This task also showed that there are many examples similar to one another, so people were able to conclude they are not alone with their experiences.

After this task, participants:

- had more information both on the individual circumstances and experiences of other hard of hearing young people;
- got to know more about each other's social and political situation;
- had created a list of their groups positive or negative experiences in dealing with their hearing loss.



3rd session:

Part 1. Social rights / Human Rights Education in theory and practice

Aims:

- To raise awareness of social rights, no matter in which country one lives.
- To share the realities regarding such social rights.

Objectives (for both parts of the session):

- To get acquainted with COMPASS – the Council of Europe's Manual on Human Rights Education with Young People.
- To learn about Human Rights Education theory and the youth sector's approach to it.

- To take an active part in a COMPASS activity.
- To share social realities concerning social rights and the inclusion of people with disabilities with other participants during the activity.
- To raise awareness of the inclusion work of various excluded groups in our society.
- To create awareness that social rights / inclusion work is part of Human Rights Education.

After lunch the third session of this day started with an ice-breaker led by Marco who introduced the group to Salsa dancing. In several stages, we all learned more complex steps. After this, everyone had enough energy and motivation to start off the session on “Social Rights”.

The carousel

All the participants were asked to gather in the centre of the plenary and to take their chairs with them. They had to form two circles, one outer circle and one inner circle using their chairs. In order to break barriers in communication, all participants were provided with post-its. With these they could communicate by writing and also by signing, lip-reading or talking. Everyone was asked to state their opinion on several statements shown on the wall. These included questions such as did they have access to healthcare in their country, were they able to stand up for their rights, were their respective societies informed about disabilities and their consequences. Participants were asked to change their seats by following given instructions (for example only people in the inner circle move 3 seats to the left, and so on) and thus each person would start the next round with a different partner.

After the task, which had been challenging in many respects, the participants had some time to recover during a coffee break.



4th session:

Part 2. Social rights / Human Rights Education in theory and practice

Aim:

- To understand the concept of human rights education and to experience it.

A song projected onto a wall (Tunak song, found on YouTube) was used to motivate participants to continue. This icebreaker was facilitated by Juliane. The participants gathered in the middle of the room and copied the dancing moves of the singers/dancers in the film.

After a break and refreshed by this physical activity, participants were able to concentrate on a small theoretical input on Human Rights Education, given by Sabine. Furthermore, the participants' attention was drawn to information about materials provided by the Council of Europe. The website where one can download digital documents or order books was shown. In particular attention was drawn to COMPASS and the CD containing all the materials and a link list that participants would be given prior to their departure.

Take a step forward

The COMPASS manual contains an activity called "Take a step forward". This is an activity suitable for groups from 10 to 30 people and should last for approximately 60 minutes. It gives information about equality rights for all human beings, while still making us aware that in reality there is social inequality due to discrimination and exclusion. It also notes that empathy can mean different things to different people.

Participants were given role cards with an identity other than their own - for example a lesbian or a person in a wheelchair. On their cards, in order for them to fit into their roles, were some statements about their attitudes, their previous experiences and their hopes and wishes for the future. They were given some time to consider these before they were asked to silently line up in the back part of the plenary. In a PowerPoint presentation (so everyone could read it), the participants were presented with some statements like "I am a happy person", "I am going to find a partner who will hold me in high esteem" and were asked to respond in their "new identities" by stepping forward for each statement they could agree with or to otherwise remain like a statue if they couldn't do so. After each statement the participants had a little time to reflect on their own position and compare theirs with those of other people without knowing the (new) identities of the other people. At the end, they were given enough time to reflect on their own final position and again compare it to those of the others. Getting out of their role was an important stage in which the participants were told they were themselves again and should "slip off" the stranger role.

Outcomes

This very intense activity took participants beyond their horizons, which was something they expressed in the debriefing and evaluation session. Sabine sensitively led the participants through some questions to help them express their experiences and their feelings as another person so they could see their own progress (or not) and watch other people move ahead from one challenge to another as they themselves maybe could not do so as often. Subsequently, in the evening, participants discussed their impressions of this last activity of the day in detail. The team also noticed that some participants mentioned (privately) that they felt stronger because some of their very own difficulties had been tackled in this activity and, after the disclosure of the roles that had been given to each of the participants, they expressed that, in a way, they felt better understood.

Wednesday, 23th November

The chair for Wednesday was Laura, who started the day with an icebreaker.

Ice-breaker: National dance

All participants met in the centre of the room to learn different national dances. One after another participants from one country showed their national dance and the others had to follow the movements and steps. We had fun, although not every country had a well known national dance.

1st Session: UN CRPD – the EU Disability Strategy and other tools for lobbying

Aims:

- To introduce the UN Convention on the Rights of Persons with Disabilities and the European Disability Strategy and how to apply them in practice;
- To empower participants to speak up for their needs and rights to the general public and policy makers;
- To get to know UN CRPD, the EU Disability Strategy and the basic tools participants can use for lobbying, advocacy and awareness-raising.

Method:

Simona Giarratano from the European Disability Forum was invited to speak about the UN CRPD and to offer basic tools that can be used for lobbying, advocacy and raising awareness. It was clear that in order to be successful one has to have a clear image about the message that is be spread:



- For whom is the message?
- Why do we have this message?
- What does the message mean?
- How do we want to deliver it?

Her presentation was followed by group work. The groups were asked to think about solutions to real life problems related to one article from the UN CRPD. Two groups had chosen article 24 which deals with education. Another two groups dealt with article 27 which is about work and employment. These are areas where hard of hearing young people have to face difficulties and problems every day.

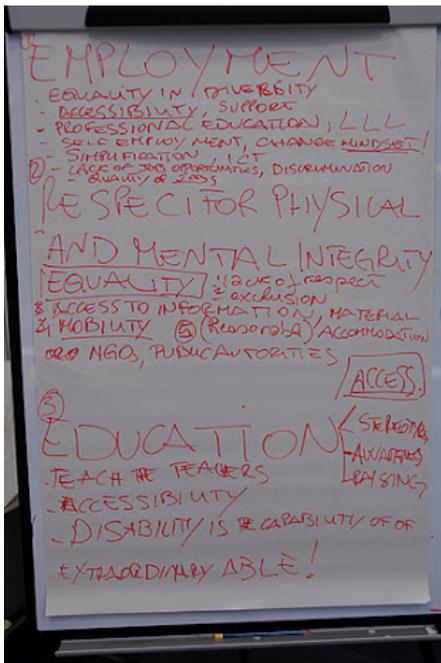
2nd Session: Introduction to awareness-raising

Aims:

- To encourage participants to share their ideas on awareness-raising
- To allow participants to confirm or to change their ideas on awareness raising after group discussions
- To identify some awareness raising strategies.

Method 1 – Sharing ideas

First, participants were divided into groups of 5. The task was to discuss within the group the meaning of awareness raising and at the end to come up with a definition.



Method 2 – “Where do you stand?” (from the Intercultural Learning T-Kit, page 51)

The room was divided into two parts 1) agree and 2) disagree. Each group presented their definition of awareness-raising and the rest of the participants had to decide whether they agreed or disagreed and to move to the appropriate side of the room. Each person was asked to explain their choice and everybody was allowed to change sides during the discussion if they chose to do so.

3rd Session: Good practices in awareness-raising

Aim:

- To give participants space to share their experiences
- To allow reflection on their own good examples of coping with their disability and to share these.

Method:

Participants were given 4 questions to discuss. To do this they were divided into groups of 5. The questions were:

- In my life have I predominantly experienced more good experiences or more bad experiences regarding coping with my being hard of hearing?
- What good examples can I provide?
- What did you do that caused it to become a good experience? (preparation, talks, ...)?
- What did the other person or persons do that made it become a good experience for you?

The groups also had to decide which one was the best example from the group's work and note down the characteristics which made it a good one.

Because there was also a participant who was hearing, she was given different questions:

- What experiences have you had with hard of hearing people?
- What constituted a good example in these situations?
- What did you do? What did the hard of hearing person do to make it that?

At the end of the session there was a plenary discussion in which every single participant shared his/her results. Everyone was allowed sixty seconds to do this.

Outcomes:

The participants seemed to understand the concepts well, they raised questions, addressed the complexity of the concept of advocacy and lobbying, the different ways in which concrete steps can be taken. Participants were very much engaged in discussing this topic and sharing their experiences with others. It was also very useful for the people coming from the less developed countries to hear what is on offer for the hard of hearing in other countries and why the situation isn't perfect even in those countries. This element of the study session was a crucial one that enabled the exchange of experiences and good practices and equipped participants with ideas and suggestions for concrete awareness raising tools.

Participants recognised a discrepancy between being declared fighters for human rights and the reality of interacting with each other in everyday life. It was like the game in which people with different "disabilities" worked together for a common goal to raise awareness of the fact that they are all different and yet all equal, as well as putting in practice the first article of UDHR: "They...should act towards one another in the spirit of brotherhood".

Organisation Market:

After dinner there was a session sharing information about the different organisations.

Aim:

- To give participants an opportunity to present their organisations and culture in a structured but creative way. (To meet the needs of hard of hearing participants, information was displayed on posters which remained in place throughout the whole study session. Participants were thus able to be sure that they had understood the information correctly.)

- To enable people to grasp as much information as possible without the need to read everything. (While there was to be some limitation in the structured task the presentation should still give an overview).
- To create an awareness that goals may be the same or different among organisations of hard of hearing people in different parts of the world.

Method:

Participants were asked to create an arrangement of hexagons related to their organisations and countries on big posters. They had to put facts about their organisations and countries in these hexagons

The hexagon in the middle of the poster was to contain the name of the participant and the country he/she was from. Other hexagons were to contain key words (key words were to be used in order to motivate participants to ask for more information from the person who had created the hexagon and to prompt communication among participants).

There was to be one hexagon for each point as listed below.

- The name of the organisation worked for and the target group of the organisation (age of members, local/national level).
- The main aims of the organisation.
- The most recent activity of the organisation.
- What others think is characteristic about their nationality (for example it is said that Germans are very punctual) and/or something thought to be “different” about people of their nationality.
- What their country is famous for.
- Why their country should be visited.
- Flyers and pictures about their country/organisation could be included.

Outcomes:

After dinner the participants had a chance to tell others about their organisations. All participants were able to share with each other information about their work and projects targeted at the inclusion of hard-of-hearing youth in their different countries and to build links between participants and possible partnerships for the future. Also, participants learned some interesting facts about all the different countries represented and their people. Participants discovered that there is a tradition in Turkey that when a stranger knocks on the door this person has to be allowed to be in their house for three days. Also men throw cold water over their women at Easter in Slovakia because they believe it will keep them healthy and beautiful! These were facts that the writers of this report will never forget!



Thursday, 24 November

The day started with an icebreaker that was led by Rejka Sabova from Slovakia. She showed the dance called the “Cha – Cha” and taught participants how to dance it. After that the mid-term evaluation prepared by the team members took place. This was run by Cristina.

Mid- term evaluation

The *aims* of this activity were:

- To look back at the activities and identify the strengths and weaknesses of the programme.
- To identify the benefits to the participants, to assess the educational and methodological approach, to adapt the programme if necessary, and to evaluate the success in reaching the defined objectives.
- To analyse the likely impact on future projects of the contents learned and of competences gained, on the individual growth of the participants, on the organisations, their immediate environments and possible long- term changes.
- To evaluate factors influencing the success of the training activity, the group dynamics, the degree of intercultural learning, conflicts in the group and the way in which the topic was explored.
- To give participants an ongoing opportunity to comment, adapt and control their learning process.

Methods and programme of the activity:

Tools of assessment (and evaluation) had to be developed with three distinct aspects in mind: the content of the training programmes, the personal development of young people and the evaluation of the educational process as such.

The room was divided in 2 parts. The first part was positive (“+”), the second one was negative (“-”). The participants had to listen to Cristina who was the presenter and to think about which side of the room they should choose to stand on.



Outcomes of the mid-course evaluation:

The main outcomes were as follows:

- Being on time should be respected more and late coming should be avoided.
- More time was needed to get to know each other better and to play and talk.
- The programme was sometimes too packed.
- There should be more concrete proposals regarding what can be done in terms of solutions on the spot.
- Working in small groups was estimated to be more positive because participants were able to gain more from them.
- Generally speaking it was thought that more depth was needed for some topics (advocacy, lobbying, raising awareness)
- The variation of methodologies was appreciated.

“Open space” activity:

The activity took place for forty-five minutes and was lead by Sabine and Juliane.

Aims:

- To provide space for participants to discuss any burning issues of their interest.

Objectives:

- To encourage the exchange of resources, information and knowledge among participants.
- To start off new initiatives among participants supporting the needs of hard of hearing young people.



Outcomes:

- Nine topics were offered from which participants were to choose one. In this way nine groups were created in which participants discussed the actual issues of their chosen topic.
- As examples, one group discussed the making of a short video presentation, another about how to learn English as a hard of hearing person.
- All the participants were interested in being involved in this activity because they were able to choose the topic they wanted to work on.

After this activity, there was a coffee break with Swiss and Italian national food.

“Getting to know the Council of Europe and DG Social Cohesion and Integration/ Integration of People with Disabilities”

This session lasted for another one and a half hours, (from 11:15 till 12:45), and was run by Sabine and Carlos. Input was made by Mrs. Kedziora.

Aims and Objectives of the session:

- Getting to know the Council of Europe and its DG Social Cohesion and Integration Division – its activities including the integration of People with Disabilities and access to social rights.
- Getting to know the resources and publications offered by the Council of Europe in the area of non-formal education, social inclusion, and human rights.
- To familiarise participants with their work and how it links with the UN CRPD and the EU Disability Strategy
- To introduce the Council of Europe Disability Action Plan 2006 – 2015

- To introduce the activities in this field and valuable resources for hard of hearing people and their training activities;
- To explore possibilities regarding how IFHOHYP could cooperate / link efforts with DG Social Cohesion and Integration / Integration of People with Disabilities.

Outcomes:

Participants were given the opportunity to find a concrete resource which could support their further steps in taking actions towards policy impact, awareness raising and access to social rights.

After the session, participants went to lunch and had a free afternoon.

Friday 25 November

Friday's programme was opened by Sabine who showed us the website of the European Youth Foundation and made some announcements about the day's activities and intercultural coffee breaks.

1st session: Campaigning, with input by Duane Raymond

Aims:

- To learn the basics of campaigning.

Objectives:

- To understand how organisations for the hard of hearing can benefit from campaigning to raise awareness.
- To share campaigning strategies and methods to be used by hard of hearing organisations to reach policy makers and society.
- To take a look at examples of good and bad practices in campaigning.

Description of activity:

The activity was separated into three parts:

1. Introduction and explanation of campaigning terms.

A short lecture was given using PowerPoint with practical examples and steps to be taken.

2. Group work.

For this activity participants were divided into small groups and asked to:

- Identify their objective/s
- Carry out a basic analysis to achieve that objective.

3. Presentation of group work

Outcomes:

After this session participants:

- had obtained more information on campaigning;

- learned more on how organisations for the hard of hearing can benefit from campaigning to raise awareness;
- had found out about campaigning strategies and methods to be used by hard of hearing organisations to reach policy makers and society;
- discussed practical examples of campaigning.

Main learning outcomes:

Campaigning needs a co-ordinated effort to ensure specific objectives are achieved, including using:

- Evidence
- Ethical / economic arguments
- Public / media participation
- Direct action
- Legal challenges

Planning essentials for campaigning:

- Power analysis of the campaigning strategy
- Who and how to influence outcomes. Is there a clear target?
- Is public support needed?
- Who else's support is needed? e.g. voters, international support, specific professions/profiles, celebrities.
- When it is needed?
- What volume of support is needed?
- How should this support be mobilised and delivered?
- The need for leadership, expertise, a budget

You can use who you are to make a point:

You are:

- Young
- Hard of hearing
- European
- Connected to each other
- Are you Students? Lawyers? Engineers? Journalists? Anything else?
- Are there misconceptions regarding who you are?

Evaluation starts during planning:

1. Identify what success is
2. Identify how to measure success
3. Measure before campaign launch
4. Measure during the campaign
5. Measure right after the campaign
6. Measure 1-2 years after campaign

Campaigning: Digital tools & networks

- Common: email-to-action model
- The email-to-action dynamic

2nd session: Open Space Technology

Aims:

- To give participants the opportunity to discuss anything they want to discuss and to gain answers to unanswered questions.

Participants were asked “What else do you want to discuss”?

Juliane handed out papers with background information on Open Space Technology

Open Space Technology

This was “invented” by an expert called Harrison Owen in the mid 1980’s. He saw that people coming to meetings, conferences and seminars were actually doing the best and most innovative work in the breaks – not in the actual formal meetings. Using this insight, he set out to formulate a way of working that would capture the freedom and energy apparent in the breaks and turn it into a useful way of running organisation meetings. Open Space technology is a way of arranging meetings that gives the participants’ total freedom regarding what is going to happen and where. Open Space technology also means that participants themselves decide *what* they want to work with, *who* they want to work with and *how* they are going to do it! Furthermore, during an Open Space technology session the participants can, at any time, freely move around the different groups and find a place where they feel they can contribute and learn!

Outcomes:

The participants discussed the impressions of this last activity of the day in detail in the evening.

Introduction to the European Youth Foundation, with Jean-Claude Lazaro, Head of the European Youth Foundation

Aim:

- To get to know the European Youth Foundation – its programmes including the opportunity for funding projects related to integration of People with Disabilities and access to social rights.
- To familiarise participants with the priorities of the programme and to introduce the activities in this field and valuable resources for hard of hearing people and their training activities;
- To explore possibilities regarding how IFHOHYP could benefit from European Youth Foundation.

Outcomes:

Participants had the opportunity to find a concrete resource which could provide help in their further steps regarding taking actions towards policy impact, awareness raising and access to social rights. The European Youth Foundation (EYF), which was established in 1972 by the Council of Europe, is able to provide financial support for European youth activities.

Action plan

Aim: to put into practice all learning gained during the course and to make a personal or organisational action plan.

Participants were also given the task of thinking in more in detail about very concrete steps and strategies for campaigns as a follow-up of the course - "Action Plans".

Outcomes:

Polish people formulated a concrete project in co-operation with both the organizations EFHOH (European Federation of the Hard of Hearing) and IFHOHYP. This was a new venture for them. They wanted to benefit from more experienced countries regarding the issues of the hard of hearing and also wanted to contribute more to the international network. They gave an example of how they were going to participate in EFHOH's and IFHOHYP's joint Annual General Meeting in Norway and to present the current situation in Poland. They also wanted to spread the word about technical equipment for the hard of hearing and the organisations which exist to help individuals and groups.

Several projects mentioned, for example, the use of social networks such as Facebook and Twitter. This interest was also reinforced by our campaigning expert, Duane Raymonds, who introduced several ways in which to reach young people. The organization, IFHOHYP, already had a blog both on its webpage www.ifhohyp.org and also uses Facebook groups in order to spread information.

During the study session, the blog was updated through daily reports made by participants. Several more projects are planned in the respective countries, such as blogs in the mother tongue of people. Blogs and information given on networks are very important for hard of hearing and deaf people because they give them the chance to access information which they miss through conversation in everyday life.

Another project was the teaching of English for the hard of hearing.

In Russia, there are some volunteers who teach English for hard of hearing young people. These are people who have an outstanding knowledge of English (compared to the average level in respective countries), and making use of sign language they teach their friends grammar and pronunciation of the English language.

Currently it was noted that there was a lack of money for proper accommodation or equipment such as induction loops and the Russians now said that they felt encouraged to look for funding. The input from the EYF and sharing information with other participants regarding funding opportunities or in kind donations, introduced them to institutions they might ask for financial help for specific projects including the European Youth Foundation or Youth in Action.



References:

1. Tips on good practice in campaigning, Jim Coe and Tess Kingham.
2. Join the e-Campaigning Community: fairsay.com/ecflist
3. FairSay Blog: <http://fairsay.com/blog>
4. Care2's Frogloop Blog: <http://frogloop.org>

Saturday 26 November (Final day)

It is always sad to say goodbye but everyone realised the importance of remembering the experience and useful lessons learned, as well as keeping in touch with the people participants had met.

So the final day of the study session was dedicated to evaluation, follow up and creating concrete plans for the future. Cristina started the last day of the study session with practical announcements and explanations about the day.

The first part of the day was to consist of networking and follow up facilitated by Juliane, after which the rest of the participants and the team would proceed with providing feedback. The work was then to continue with a session on the follow-up and the evaluation of the course.

Networking and follow up 1

Aims:

- To enable participants to create their own ideas on what they will do together (networking), or alone, as a follow-up of the study session.

Objectives:

- To create an awareness among the participants that they have a lot in common concerning their aims.
- To encourage them to co-operate and share their powers.

Programme and Methods: The fence.

Participants had to try getting over the top of a rope fence, approximately 1 metre high, without touching it and without using any materials. During the execution of this task they were to hold hands and thus form a chain of hands. (This was also done for safety reasons).

When the chain broke or the fence was touched the whole group had to start all over again. Nobody was allowed to go under the fence or to touch it. The main difficulty was found to have to hold hands at all times.



After completing this task, the groups had discussions about how this game was similar to life experiences - If we find we can work together we will be able to achieve more. How did people feel during the exercise? What made them feel this way and why did they still try to continue? Or why did some people prefer to drop out of the task? The exercise reflected the questions about what was effective in the group's work. What did they like about it? What did they not like about the way they worked together? What could have been improved? And finally, how should they have worked together?

During the discussion participants explored the different roles of people in their group and their 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? What is needed for successful communication? What did each person learn for himself/herself as a member of the group?

Outcomes:

These were difficult exercises for some participants, but they were worth that. The group building activity showed its results in better co-operation between participants and more involvement and sharing between participants later during the study session.

Networking and follow up 2

Aim:

- To create a list of tools for several concrete topics that participant could take home.

Objectives:

- To give people time and space to think about very concrete steps.
- To encourage them to attack the problems regarding the rights of hard of hearing people in several ways.

As the people brainstormed in groups they found that there were other people with the same interest. This helped them to feel encouraged to co-work together in a follow-up of the course.

Programme and Methods: A discussion about concrete steps participants will want to do (who they might contact and so on, how they can co-work).

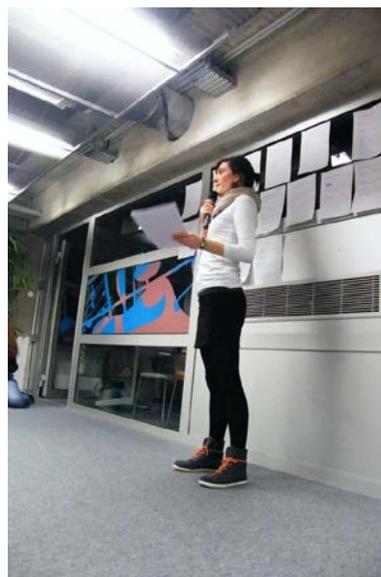
The participants of each group were to inform the other groups about their results with a maximum of five minutes per group being allowed. As there were two groups for each topic the advantage of this was that the second group might only have to add something more to what the former group had said, thus allowing more time for the next session (the discussion). Groups were to decide in which way they wanted to present their results in the plenary, but there should be notes from each group on the concrete tool list so that everyone could copy it and see each result.

After the groups had presented their projects, explaining to the others what they were going to do after returning to their home countries, either with others from their organisations or by themselves, the participants enjoyed an international coffee break with delicious Spanish food.

Outcomes:

The activity provided an opportunity for many participants to be actively involved in a creative way, starting off from self-reflection about future personal and organisational action plans, to expressing thoughts on how to implement them. Participants had been able to meet before and also had been able to find out about different organisations for the hard of hearing youth and adults, and the realities in different countries. So this study session was a follow up of previous study sessions and the contacts between organisations were reinforced. Participants from some of the countries represented tried to develop common action plans or focused on sharing best practices. Also, in order to run the activities of IFHOH the board members formed by young people from different countries would be working together, taking some common steps, to make visible the “voice” of the hard of hearing in Europe, via several European and international organisations.

The immediate impact of the study session was the creation of a networking/supporting group which participants will be able to use to follow-up their project ideas, share further experiences, valuable resources or updates in the field.



Evaluation

The team considered their aim to have been reached. Participants had tried to use all the tips learned from experts and through other informal activities using a good mixture of theoretical and practical methods.

Evaluation of the study session.

Aim: to evaluate the learning process, the course content and the learning outcomes of the participants.

Dynamic evaluation in the plenary was conducted by Laura.

Participants heard and/or read the name of each programme element on the screen (e.g. “Teamwork”, “Coffee breaks”), and had to choose a position in the room in where they would stand.

After participants had returned home they would receive a letter - a letter written by themselves! These letters were written as a reminder of the good times experienced during the course and to bring back the energetic spirit all had experienced during that time.

Participants were also asked to note down their thoughts for everyone to see what they would take home, what they would leave behind, what questions had been left unanswered and their proposals and ideas.

Some people suggested that more examples of good practice in awareness-raising could be included next time.

Afterwards evaluation forms prepared by the course team were handed out. Participants were instructed to return completed forms prior to the farewell party. The team, the educational advisor and the European Youth Centre were thanked for their input.



Then the official part of the course ended with the “Certification ceremony”, in which participants handed certificates to each other, offering kind words about the person to whom they gave a certificate. It was an exciting and touching activity, although everyone felt sad knowing they would have to say goodbye soon.

APPENDIX I. Useful links

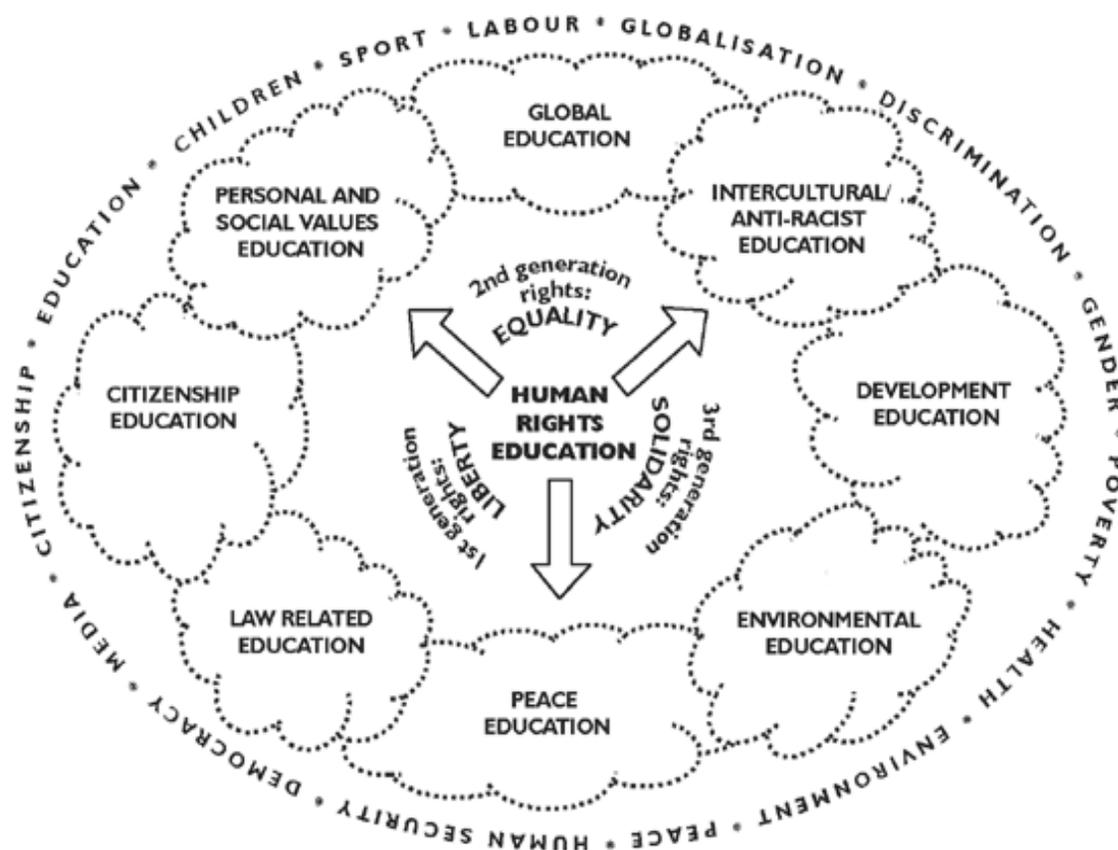
Youth Department of the Council of Europe and more:

- Website of the Youth Department of the Council of Europe (activities, training calls, new publications, etc.) http://www.coe.int/t/dg4/youth/default_en.asp
- Compass, Manual on Human Right Education / in various languages: <http://eycb.coe.int/compass/>
- T-KITs (Training Kit on Organisational Management, Intercultural Learning, Training Essentials, Evaluation, Funding and Financial Management of Youth Organisations, Social Inclusion, Project Management...) / in many different languages: http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T_kits
- Contact for publications / materials presented at the study session : Muriel JULIEN (Ms) Information Officer, European Youth Centre Strasbourg, muriel.julien@coe.int
- European Youth Foundation / project grants / deadlines / applications, more on: <http://www.eyf.coe.int/fej/>
- Integration of People with Disabilities / Department on Social Cohesion and Integration of the Council of Europe. Action plan and more, on : <http://www.coe.int/t/dg3/disability/>
- www.coe.int
- www.coe.int/youth
- www.coe.int/compass
- act4hre.coe.int
- www.training-youth.net
- youthpeace.coe.int
- Enter.coe.int
- www.eyf.coe.int

APPENDIX II. Human Rights Education

The **definition of Human Rights Education** for the Council of Europe Youth Programme is: "...educational programmes and activities that focus on promoting equality in human dignity, in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities"

Human Rights Education and other educational fields



APPENDIX III. Youth in the Council of Europe

The structure of Council of Europe:

- Committee of Ministers
- Parliamentary Assembly
- Congress of Local and Regional Authorities
- European Court of Human Rights
- Human Rights Commissioner
- Secretariat General

Youth Department:

- European Youth Centres - Budapest, Strasbourg
- European Youth Foundation
- Partnership with European Commission
- Intergovernmental cooperation
- Partial Agreement on Youth Mobility

Youth Policy:

“the aim of the Council of Europe youth policy is to provide young people, i.e. girls and boys, young women and young men with **equal opportunities** and experience which enable them to develop the knowledge, skills and competencies to **play a full part in all aspects of society**”
(Council of Europe Agenda 2020)

Structure for Youth Policy:

- Advisory Council on Youth
- European Steering Committee on Youth
- Ministerial Conferences
- European Steering Committees
- Congress of Local and Regional Authorities
- Parliamentary Assembly
- Committee of Ministers

More information: www.coe.int/youth

APPENDIX IV. List of participants

	Country	Organisation	First Name	Last name
1.	Russian Federation	Fund of Assistance for Children and Youth	Alexandra	Lemesova
2.	Italy	-	Andrea	Pietrini
3.	Spain	Bonaventura CV	Beatriz	Guash
4.	Switzerland	Jugehorig	Claudio	Nicita
5.	Lithuania	-	Donatas	Pocesiunas
6.	Italy	A.Fa.Mu.T.	Francesca	Silleni
7.	Russian Federation	FADCY Raduga	Irina	Ivanova
8.	Slovakia	SOMNED Solidarity of HoH youth	Jurai	Variny
9.	Poland	EHOH	Katarzyna	Dziedzina
10.	Poland	Academic Circle of the Deaf and HoH students Surdus Loquens	Magdalena	Rosowicz
11.	Bulgaria	Association of Parents of Hearing Impaired Children	Mina	Bukurova
12.	Russia	Fund of Assistance to Disabled Children and Youth	Pavel	Chernousov
13.	The Netherlands	SH Jong	Sara	Kwekkeboom
14.	Belarus	Belorussian Association of the Deaf	Volha	Hrystenka
15.	Russia	Fund of Assistance to Disabled Children and Youth	Natalya	Kondratyeva
16.	Israel	Bekol	Daphna	Dobrenko
17.	Indonesia	Sehjira Deaf Foundation	Angkie	Yudistia
18.	Uganda	Uganda Association of Hard of Hearing	James Rwampigl	Aniyamuzaala
19.	Italy	AFAMUT	Marco	Branchinelli
20.	Finland	The Finnish Federation of Hard of Hearing	Jesse	Oikarinen
21.	Finland	Kuuloliitto ry	Jenna	Juntilla
22.	Spain	University of Barcelona	SHEILA	Cristobal
23.	Spain	Aransbur	Marta	Munoz Siguenza
24.	Spain	ASPAS Madrid	Angela	Ibanez Castano
25.	Turkey	Istme Engellier ve Aileleri Dernegi IED	Alper	Cosgun
26.	Spain	Bonaventura CV	Cristina	Ortiz

APPENDIX V. Daily Programme

	Sunday 20th	Monday 21st	Tuesday 22sd	Wednesday 23th	Thursday 24th	Friday 25th	Saturday 26th
8.00-9.00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.00		Energiser	Energiser	Energiser	Energiser	Energiser	Energiser
9.00-10.30		Introduction to the study session / Expectations	Needs of the HoH and sharing realities	UN CRPD, the EU Disability Strategy and other tools for lobbying	Good practices in awareness raising	Open space	Networking + follow up
10.30-11.00		International coffee break	International coffee break	International coffee break	International coffee break	International coffee break	International coffee break
11.00-12.30		Introduction to the CoE DYS Group building and getting to know each other	Needs of the HoH and sharing realities Human rights education and social rights	UN CRPD, the EU Disability Strategy and other tools for lobbying Expert input	Tools	Open space	Networking + follow up
12.30		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14.30-16.00		Group building and getting to know each other	Human rights education and social rights	Expert input	Free time	- Intro to the EYF - Resources	Evaluation
16.00-16.30		International coffee break	International coffee break	International coffee break	Free time	International coffee break	International coffee break
16.30-17.30		Intercultural learning	Human rights education and social rights	Introduction to awareness raising	Free time	Action plan	Closing
17.30-18.00		Reflection group	Reflection group	Reflection group	Free time	Reflection group	
19.00-20.00		Dinner	Dinner	`Dinner	Dinner in town		
20.00 -->	Welcome evening			Organisation market			

