



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

## Tune up Your Organisation: Fight for Your Rights



Report of the study session held by  
IFHOHYP in co-operation with the  
European Youth Centre of the Council of Europe  
17 – 22 November 2014, European Youth Centre Strasbourg



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.



**Report of the 10<sup>th</sup> 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  
17 – 22 November 2014**



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Tatevik Margaryan – Educational Advisor

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## **Who We Are**

IFHOHYP is an international non-governmental federation for national and regional youth organisations that are dedicated to hard of hearing young people throughout the world and is independent of sex, race, religion, nationality and politics. First established as a Committee in 1968, it changed its name to a Federation. Our greatest priority is improving the quality of life of hard of hearing youth worldwide and advocating for their rights at all levels of society. The work of IFHOHYP is guided by the UN Convention on the Rights of Persons with Disabilities.

IFHOHYP works on advocacy, awareness-raising, and educational levels providing personal and professional development opportunities for members. We strive for empowerment of hard of hearing young people, for visibility and representation of youth with disabilities in European and international youth and disability rights work. We raise disability awareness on national and international level through activities run by, with and for hard of hearing young people aged from 18 to 35.

IFHOHYP was the first international youth and disability organisation to actively cooperate with the Council of Europe, an intergovernmental organisation that works toward human rights, democracy and promoting cultural dialogue. Often we have been the only voice of youth with disabilities in political and advocacy discussions on the global level. IFHOHYP works closely with an Advisory Council on Youth within the Council of Europe which is a statutory body comprised of 30 youth NGO representatives that can assist in developing the agenda of the youth sector and other sectors of the Council of Europe. IFHOHYP is an associate member of the European Disability Forum and an observer member of the European Youth Forum where it was the first disability youth organisation. Since 1990s IFHOHYP is actively involved in the UN World Youth Forums, UN World Youth Conferences. It was represented at the UN High Level Meeting on Youth (2011) and received the UN Special ECOSOC Consultative status in 2013. We cooperate with Global Partnership on Disability and Development, IFHOH, EFHOH, and International Disability Alliance. IFHOHYP started as a small international federation of a few member organisations, most of them in Europe. Today IFHOHYP constitutes more than 20 organisations from Europe, Canada, Asia and Africa; its focus shifted from social and peer support activities to international advocacy, non-formal education training and human rights work. Since 2000s, thanks to its quality educational projects IFHOHYP started expanding its membership in Africa and Asia, and the amount of members is increasing.

## **Our Mission**

- To promote equal rights for hard of hearing young people. Hard of hearing young people have the right to a good education, freedom of choice, the right to equal treatment on the labour market, necessary technical aids and support.
- To defend the interests of hard of hearing young people and express them towards international bodies.
- To serve as a platform for cooperation and exchange of information between organisations of hard of hearing youth.

- To encourage a better understanding of hard of hearing young people and their problems among the general public.

## **Background of the study session**

As part of the IFHOHYP annual work programme, a youth conference should take place to empower hard of hearing youth workers and their organisations from different European countries with skills and methods to raise awareness and access to social rights in their respective countries. The organisers of the study session, both the IFHOHYP board and the planning team, also wanted to provide an opportunity for hard of hearing youth organisations within and outside of Europe to connect, to strengthen their organisations, and in extension, the voice of hard of hearing in Europe. As a result, the 10<sup>th</sup> study session: *Tune up Your Organisation, Fight for Your Rights* was held.

Accordingly with the IFHOHYP Strategy 2009-2014, IFHOHYP's organisational development goals are to make communication and exchange of information within as well as outside of IFHOHYP, more effective and efficient; to provide continuous training to hard of hearing youth in order to empower them to work towards their full participation in society. In terms of advocacy, our aim is to train multipliers and active citizens who are able to develop strategies on access to decision-making and implement them, allowing themselves and others to fully participate in the decision-making processes through contribution to the European Disability Forum, the European Youth Forum, the International Disability Alliance, and the UN CRPD Committee policy work. All the external advocacy goals can be achieved only by capacity-building and improving sustainability of IFHOHYP member organisations internally, as well as by close cooperation/co-working with the majority of hearing people and mainstream non-disabled youth organisations, thereby striving for the ultimate goal of IFHOHYP – full inclusion in the society. For hard of hearing youth who face challenges in managing their regional/local organisations, it is difficult to find energy and motivation to continue voluntary work on a long-term basis, not to speak of managing sustainable participation by hard of hearing youth, or finding educational opportunities to improve their management skills, advocacy skills or disability rights work on an international level.

The increasing size of IFHOHYP (from 9 countries in 2004 to 26 in 2012), changing needs and situation of its member organisations (in part due to the crisis and less financial support) as well as the growing amount of emerging organisations of hard of hearing youth, call for improved management of processes both on the international and membership levels, as well as passing on the tools to member organisations. Furthermore, some youth organisations are on a verge of closure because of lack of funds or pressure from the adult chapters (Germany). In order to achieve our strategic goals, we found it crucial to organise the study session with a focus on organisational development. This activity was built upon previous study sessions, in particular on “*Putting hard of hearing youth on the Map of Europe*”; “*Building communication for hard of hearing youth: breaking down barriers and stereotypes*”, and the preceding study session “*Striving towards policy impact, awareness raising and access to social rights*”. This study session had a great impact on needs assessment within IFHOHYP and its planning of policy work. Needs were identified with member organisations which then set the

foundational basis of planning for the 10<sup>th</sup> study session with a theme on “*organisational development: from improving youth participation and strengthening youth organisations in disability rights work to enhancing social inclusion on regional, national and international levels*”.

## **Aim and objectives**

The aim of the study session was to empower young hard of hearing leaders with competences needed for organisational development in order to enable their sustainable participation and disability rights work on local, national and international levels.

The objectives were:

- ✓ To explore and analyse what it means to run, develop and manage the organisation by, with and for hard of hearing youth: what challenges and risks are specific for youth disability organisations?
- ✓ To identify the most urgent needs of hard of hearing young leaders in organisational development and disability rights advocacy;
- ✓ To share experiences and exchange examples of practices in organisational development, capacity-building and policy/human rights work;
- ✓ To identify tools needed by participants for consolidating organisations and sustainability of participation by hard of hearing youth;
- ✓ To facilitate partnerships between young people with disabilities and other minority or marginalised groups;
- ✓ To equip participants with skills and competencies in organisational management, such as: self-management, decision-making and problem-solving, teamwork, leadership, strategic planning, conflict management, coaching, and mentor systems;
- ✓ To provide participants with an opportunity to explore human rights education and the No Hate Speech Movement campaign methods as effective disability rights advocacy and anti-discrimination tools that can be applied within and outside participants’ organisations.

## **Outcomes**

The outcomes of this study session were primarily made visible by the creation of four videos promoting the issues faced by deaf and hard of hearing youth, as part of the No Hate Speech Movement campaign. These videos were uploaded on the IFHOHYP website: <http://www.ifhohyp.org/?p=705>. By the end of the session, eleven project ideas were developed in cooperation by thirty-five participants; most of them are related to the empowerment of hard of hearing youth with skills necessary to be active citizens. Examples include English language courses, recruitment of volunteers through motivational communication techniques via coaching and/or mentoring, personal and social development of hard of hearing youth from building teamwork and group dynamics. There are also projects related to accessible communications, networking opportunities between hard of hearing youth and other disabled youth in Europe, promoting the visibility of hearing loss. The immediate impact of this study session is the ability to provide a non-formal educational setting in which participants can share experiences and exchange ideas about their projects.

The participants learned about concepts of human rights, social inclusion, coaching and mentoring, online movement against hate speech, and other competences to help them build a strong foundation where they can start a campaign to influence policy makers in order to defend their rights and interest as deaf and hard of hearing people. There were many ample opportunities for networking, so participants could engage in discussions, sharing their experience work from their own hard of hearing organisations in their countries. Participants formed strong relationships and bonds to the extent that they came together to develop common project ideas and practices to be applied to their countries. Eventually, committees were formed to continue this work to take the next step forward in ensuring voices of deaf and hard of hearing youth are heard worldwide. It is with great sense of pride that we were able to achieve the intended outcome: whereas participants could plan and develop concrete strategies to tune up their organisations and raise awareness about hearing loss on local, national and international levels.

## **Problems and issues faced by deaf and hard of hearing youth**

Despite the huge progress achieved in the recent years in the quality services and technology, deaf and hard of hearing youth still face many barriers in promoting their social inclusion which became a growing issue affecting their daily lives. This study session covered a wide range of life aspects where social inclusion lies within and aimed to create forum for discussion and exchanging on how hard of hearing youth are working to improve the quality of life in their countries. Representations from different countries with a variety of inputs helped to stimulate discussions and exchange of practices and ideas amongst participants.

### **Identifying barriers**

Discussions with participants illustrated both the similarities and differences in definition of social inclusion. Participants exchanged stories and experiences with good practices and tools to promote services and enhance social inclusion. There was a consensus among participants that social inclusions is when deaf or hard of hearing youth feel respected on the social level, which means providing services for deaf and hard of hearing in order to have good access to education, health, leisure facilities. These sectors were explored in terms of their limited support of services available.

#### **Education**

Participants highlighted the issues of communication barriers where technical equipment, like induction loops or speech-to-text translation are not available in many counties like Turkey, or small cities and regions where these services are even heard of. The participants also pointed out the issue of interpretation provision. For example in Russia, they offer only 40 hours of free interpretation in the whole year. This is insufficient to assure their access to the information and it also limits free choice to choose your own education. Some colleges or universities may not have communication access available and thus deaf and hard of hearing youth are forced to choose options where there are services available. For those who do attempt to go through the

programme, the journey is most difficult and they are placed at a disadvantaged compared to their peers.

## Health

In the medical sector, there is agreement that there is a certain amount of accessibility at hospitals and clinics but this accessibility varies in different levels. For example in Canada, there is always a possibility to miss your name when you are called up through the announcement. Another issue that affects the quality of services is the lack of priority. For instance, in Germany, your bank account must not be more than 2600 Euros if you apply for insurance reimbursement from purchasing hearing aids, FM systems or hiring sign language interpreters. In Turkey, patients have to pay their own costs for interpreters that many could not afford. As a result, they attempted to communicate with doctors, leading to many misdiagnosis or incorrect prescriptions, further complicating their health issues. In Sweden, on the other hand, sign language interpreters are provided at any time. In Russia, even though the law recognises the right of hard of hearing people to get hearing aids, it remains theoretical more than practical and it is believed that there is an issue of budgetary measure to put a limit on the provision of services.

## Cultural and Leisure Life

Subtitles are not available in local language, including foreign films which are most often in English. There is no accessibility in understanding the instructions for a variety of sports (i.e. horse-riding, swimming). Inadequate communication access at public facilities, such as airports, where it is difficult to hear the announcement, adds to the anxiety of deaf and hard of hearing youth in knowing where they should be going.

## **Transition to Development of Solutions**

After sharing of experiences, participants moved to exercise human rights and what they can do address the social inequality. Both deaf and hard of hearing youth face the same issue, which is accessibility to communication and information. However, they each require different support. For hard of hearing, there are additional standards to consider like the acoustics of the room or speech-to-text translation. For deaf people, they need sign language interpreters and access to adequate lighting to be able to see the person. Solutions were then brainstormed to address these issues faced in each sector.

## **General Communication Solutions**

It is important that to make the people aware of hearing problems, as they do not know normally how to react, neither how to communicate with people that are deaf or hard of hearing. Hard of hearing and deaf people should educate the people around them about communicating with them.



One important solution is to improve awareness of the problem in the family, and among friends, and for example to learn and to teach the sign language. There are problems sometimes in the background noise, for example from TV, from music, from radio.

Another problem is lack of access to new technologies, for example Skype. One of the solutions is to improve the development of technology, for example giving more economic bonus for researching solutions to these problems at university. It is also important to have well-lighted places. Because both deaf and hard of hearing people need to see the face and the body of the speakers. Internet connection must be more stable and all countries should increase their Internet bandwidth, because some of service can serve via online such as Skype, interpreting or palantyping.

## Education

Education is the most important thing to change attitudes. It has to start from the very small ages in kindergarten to teach the representation of the disabled people and to consider them as a full person. Non-formal education also has a major role.

The major communication issue in education is that the access to technical equipment such as to have hearing aids, induction loops or FM systems. The second major problem is that teachers and our colleagues in the classroom do not have information how to communicate with us. Hard of hearing and deaf people, and their organisations should work on this problem, and they should visit schools and universities to provide information about communicating with hard of hearing and deaf people.

- ❖ In Czech Republic, a university uses speech-to-text software to save lectures.
- ❖ Most of the countries try to avoid to have special schools for hard of hearing and deaf people. Generally, they prefer to support hard of hearing and deaf students via interpreters and speech-to-text services in mainstream schools. This is a good thing because it provides equal education to the all people. If hard of hearing and deaf people want to learn sign language or want to improve their speech or written language, the governments can provide additional courses, or classes, but not separate schools.

## Health

One of the most important problems of hard of hearing and deaf people facing is going to the hospital for medical examination. Most of the countries do not have interpreters, note takers or any supportive communication devices in the hospitals. Hard of hearing and deaf people want that their medical problems be identified or solved, they would like to explain this to the doctor, but they have communication problems with them.

- ❖ Canada provides a medical kit to all hard of hearing and deaf people, if hard of hearing or deaf people cannot for any reason have communication, note taker or Sign Language interpreter, they will bring this medical kit with them, and in the medical kit they have a sign that "I am deaf" with a symbol. This helps the doctor to know how to communicate with deaf people.

- ❖ In Sweden, the interpreter service has a priority list, where visits to the doctor are very highly prioritised. One can almost always get an interpreter to go to the doctor.
- ❖ It is also noted that if a country ratified the Convention of the Rights of People with Disabilities of the United Nations, hard of hearing and deaf people can go to the court, on the basis of human rights. A deaf person in Germany went to the court to ask for a free fire alarm in the buildings, and he was successful. After this example, Germany changed its insurance rules to include fire alarms for hard of hearing and deaf people.
- ❖ Spain has just started to provide an online remote interpreting service for the hospitals. Online services are easier to provide, they requires less resources than actual interpreting at hospitals.

### Leisure

The most important problem about theatres, cinemas and TV is subtitling. Some countries could solve this problem to provide online subtitling. This can also apply for sign language interpreting. This is a cost effective solution, and it does not require a lot of technical equipment at cinemas or theatres.

### Speech-To-Text Service

One of the common problems in some countries is that although these countries provide free or very cheap speech-to-text service, it seems there are not enough speech-to-text service providers in these countries.

- ❖ These countries should try to have more speech-to-text service providers. Government and NGOs should work on this problem.
- ❖ Palantyping is the most effective way to provide speech-to-text service, but it is only available for English. For other languages, alternative speech-to-text systems can be used, such as velotyping and stenotyping.
- ❖ Automatic speech-to-text computer programmes should be improved. They are not working well on group works, or in noisy environments. However, they could be improved.

### Politics

Participants suggested that young hard of hearing and deaf people should be more active on political levels. Russian participants explained that the culture and the problems of hard of hearing and deaf people should be presented by themselves. In governments and governmental organisations, there is a need to have more hard of hearing and deaf people who understand the problem.

## Projects ideas

During the study session, participants developed the following project ideas.

1. Special Fashion in the Russian Federation

The idea is to have a fashion exhibition with disabled people as models. This could raise their self-confidence and make them less worried about wearing glasses or hearing aids or use wheelchairs. The project will raise awareness of different images of people with disabilities and change the attitudes of society.

2. Centre for Experiencing Disability in the Russian Federation

This is a centre for people who have no disabilities. They could come to the centre and experience how it is to have a disability. With this project, the society's awareness can be raised through interactivity and education.

3. Meeting on an Island between Sweden and Finland

This is a joint project between Swedish HoH association and Swedish Speaking Finnish HoH association for young people. This meeting will allow young people to learn about leadership and empowerment, and of course to meet others who are in the same situation.

4. English course in Washington DC, USA.

This is a two week English course, which will be arranged by four countries: Armenia, USA, Canada, and Italy. This project will be implemented in cooperation with the Gallaudet University, in Washington DC, USA. The Gallaudet University's buildings will be used for accommodation and courses. Every country can send six people as students to join this course. The students that are interested to be interpreters will learn the international sign language.

5. Deaf Art Exhibition in Istanbul, Turkey.

The plan is to arrange a big exhibition of deaf artists' art work and also the people who would come to view the exhibition would be all types of people, so disabled and non-disabled people. Visitors could pay a small entry fee and be able also to buy art works. That money would then be used to help hard of hearing, deaf and disabled people to go to university.

6. Cultural Centre in Istanbul, Turkey.

The aims of this culture centre are to solve hard of hearing and deaf people's unemployment problem, to raise awareness about hard of hearing and deaf people in the local society, and to provide a small and free library that contains books about hard of hearing and deaf culture. The staff of the cultural centre will be hard of hearing and deaf people mostly.

7. Exchange week between the Netherlands and Germany

The main idea is that the German and Dutch associations are going to start a programme of sports, cultural and educational activities.

8. Spanish sign language theatre festival in Madrid

The aim is to create a theatre that is accessible for deaf people.

9. Summer camp for hard of hearing from Finland and Poland

This summer camp will take place either in Poland or in Finland, with the aim to improve participants' English skills, their self-confidence and form friendships.

## **Communication as a key to success**

Communication for hard of hearing people can be improved through technology (FM system, hearing aids/cochlear implants), signs or even sign language. The study sessions of the IFHOHYP are crucial opportunities to learn from each other, as the facility offers many ways of communication support such as palantypists, so the spoken language was transferred to a big screen in an awesome speed or the fixed microphone system in the plenary. For many participants, this way of access to communication was completely new. This time, we even improved the opportunities to understand the spoken language by one more form of visualisation: the translation into sign language interpretation. This year, we were also happy to be able to invite more sign language users in order to mix the variety of backgrounds and facilitate learning from more perspectives. Indeed, there was a learning process visible from sepsis in the beginning to projects not only across countries but also across ways of communication (sign language users and oral language using participants).

Full access to communication was not only an offer by the Council of Europe and IFHOHYP but also a crucial learning point for both the participants' group and the team members in this study session. For the participants, it meant to be more flexible in the ways of communication. For group activities, participants were reminded of ways how to communicate with each other, such as writing notes or asking the palantypists or the sign language interpreters to support the communication.

During the week, participants also learned to adapt to the situation. They went to the city centre and sat together in a restaurant, first as groups of their own comfortable communication way, but later on they mixed and chatted along easily with the support of mobile phones and pieces of paper. In the end of the week, the participants were free to choose any partner for future projects, and then we could see that they teamed up for the same aims, independently from their preferred languages. This is an effect which we could also recognise from the IFHOHYP study session 2011, when participants from specific members were reluctant to have signers in this group. They felt endangered as the group of speaking hard of hearing people. At the reflection group, it turned out that those participants started a very deep process on their own identities and parts of the changes could be seen only by the end of the week, when they not only had taken part in the "sign language evening", but also talked differently about the two girls who very easily integrated themselves into that group of 2011. Both of the signing girls and one of the critical girls came back in 2014 – even if we advertised use of sign language interpreters – and were open-minded to each other. Finding different, flexible ways of communication among the study session group became a success one should not underestimate in the times when social inclusion should be realised – not only by non-disabled people but also by similar minority groups with different ways of communication.

For the preparatory team, the challenge also included another aspect. In the feedback session, the variety of channels of communication was named as one of the greatest successes of this study session by the participants. It was the first time for the team to manage not only communication between team and two palantypists, but two sign language interpreters, too. The needs of several

groups had to be taken into consideration before the study session, during and afterwards. The communication with the communication support of four people has not been established before and we learned to give access to the Dropbox account for the palantypists and both the sign language interpreters. Going with the flow of the programme also meant to balance out sticking to the planned programme so the communication support could prepare for the next day and the setting of the venue (smaller groups, bigger groups, room changes) – and the flexibility to reorganise everything but on time, so other people could prepare, too.

One of the most important outcomes of this study session which was the first one to realise such a broad range of communication ways was a feedback session which gathered all of the issues between the participants, the group of the team members, palantypists and sign language interpretation. We found most of the things could be handled more easily next time if the following recommendations can be taken into consideration.

### **Slower communication**

It was mentioned by both the participants and the interpreters that the communication in the plenary was a bit slowed down sometimes which influenced also the flow of the programme. Assignments needed to be repeated by either team members in plenary or participants during the group activities. In the feedback session at the end of the session in which the course director (Juliane Große), the external educational advisor (Tatevik Margaryan), the palantypists (Norma White and Julia Jacobie) and the sign language interpreters (Oliver Pouliot and Maya de Wit) participated, we recommended that:

- ❖ The participants' group should be limited to 27 participants next time to make communication easier among participants, and also for the interpreters (also more space than for 5 team members + 1 expert + 30 participants + 4 people for communication support)
- ❖ Lack of technology should be reduced by changes of batteries every day for the flexible microphones in the plenary
- ❖ More safety about working technology
- ❖ Less distraction of participants because of non-working equipment
- ❖ More reliability for good interpretation services as interpreters need sufficient sound quality to be able to work
- ❖ There should be more time planned for group work as communication ways need to be found first among the new group before starting the actual work.

### **Preparation and reflection phase / co-working with interpreters**

For preparatory meetings, palantypists and interpreters should not only be available for communication support for the team members. These meetings should also function as a venue for getting to know each other between team members and interpreters, and their individual way of talking. Both groups of communication support should be included in the discussion of the topic and methodology of the upcoming study session. This way, they can also support the planning of

room conditions for proper interpretation (where should be sign language interpretation, where the screen for the speech-to-text-service). Team members would be relieved from planning that all alone.

On the arrival day, there should be a meeting between all the interpreters and the team members for further information about the latest programme, general information exchange.

This study session had a very fruitful feedback session between representatives of the team and all the interpretation services. This should be established in order to guarantee an ongoing evaluation process and better working conditions for everyone in the next study session.

### **Communication during the week and in advance**

This study session showed that for managing so many interpreters, there should be a function within the team in charge of the communication between team and communication support. In advance, this information flow should include sending the participant list to all the interpreters as soon as possible. For an improved communication service, it should be marked for sign language interpretation who requires that service so sign language interpreters and the participants could get into contact about specific needs (about covering-voices, for example).

There should be one representative both from the interpreters' team and the preparatory team to exchange materials and news about the upcoming day(s) before and during the study session.

There should be a reliable way to share information (DropBox, e-mail, short personal talks every day during the session).

### **E-mail info package about International Sign Language in advance to participants**

One suggestion to reduce information load in the beginning of the study session was to include an extra-file to the information package for the participants which should contain:

- ❖ Information that there is sign language interpretation at the study session (as a reminder, even if it was mentioned in the application form)
- ❖ Pictures / one short introduction of the palantypists / ISL interpreters
- ❖ Rules of communication with an interpreter.

### **Set of Communication Rules**

Rules of communication should be set in the beginning of study session:

- ❖ Information should be given about the communication situation with palantypists and interpreters - there should be "rules of communication" (pay attention to announcements and tasks)
- ❖ One rule: keep hand microphone to mouth or clip it somewhere; talk straight into microphone and do not watch the palantyping while talking (head is away from mic then)
- ❖ Pay attention to announcements and tasks.

### Working hours = flexible

Working hours are flexible. If interpreters do not have to work through an entire session (because of group work), they could be asked to work in the evenings. There was a miscommunication about fixed hours. Please do NOT communicate to participants we have to stop a session because of interpreters. In general, interpreters are flexible and working hours can be discussed day by day by representatives of the team and the interpreters. Important point: the needs of interpreters and sign language interpreters might be different, so this needs to be discussed on a regular basis in order to avoid miscommunication.

### Interpretation at reflection groups

In addition to flexible working hours, we discussed the issue of a regular communication support at reflection groups. We learned that at former study sessions, participants were not happy to see their individual and private thoughts on big screens and shied away from active participation.

Alternatives are:

- A) reading the text via WiFi on Smartphone or Tablet -> App: "TeamViewer"
- B) Organising smaller screens for smaller group.

Sign language interpretation could be suitable for groups who are able to understand International Signs, but not for the majority of the group. In order to make the group more flexible and used to communication among each other, a mix of groups with both signing and speaking participants should be preferred.

To put it in a nutshell, the study session raised awareness about communication issues on many levels. We started on a high level and got positive feedback about that. But as the recommendations which are listed above show, there is still a lot to do and we will be happy to improve our skills in further study sessions. Two things were made possible to be discussed at the study session which would not have been able to be discussed without proper support:

#### 1) Do hard of hearing and the deaf young people have the same needs?

This could be proved by many projects planned by groups of mixed communication preference.

#### 2) Why do deaf people have so much space in communication?

Hard of hearing participants could see and feel the abilities of the deaf to express their opinions and needs in a stronger way and learned to speak up more for their wishes and dreams. This also can lead to stronger facilitation and development of the respective organisations at home.



## Useful materials and links

1. Compass - Manual for human rights education for young people. [www.coe.int/compass/](http://www.coe.int/compass/)
2. Priorities for the youth sector of the Council of Europe 2014-2015  
<http://www.coe.int/en/web/european-youth-foundation/coe-themes-and-youth-sector-priorities>
3. <http://www.management-mentors.com/resources/coaching-mentoring-differences>
4. *How to Win Friends & Influence People* – Dale Carnegie

## List of Participating Organisations

Organisation	Country
The Voice of Silence NGO	Armenia
Canadian Hard of Hearing Association	Canada
Czech Union of Deaf	Czech Republic
Finnish Federation of Hard of Hearing	Finland
Svenska Hörsselförbundet rf	Finland
Bundesjugend	Germany
A. Fa. M. U. T.	Italy
SH-Jong	The Netherlands
Surdus Loquens	Poland
Romania Connect	Romania
FADCY	Russian Federation
All-Russian Society of The Deaf	Russian Federation
Madrid Federation of the deaf (FeSorCam)	Spain
Aransbur	Spain
Unga Hörselskadade	Sweden
Jugehörig	Switzerland
Deaf academy for education and sport	Tunisia
Cochlear Implant Association	Turkey
Hard of Hearing People and Their Families Association (IED)	Turkey





## Daily programme

### *Sunday, 16 November 2014*

20:30 Arrival of participants/Welcome evening

### *Monday, 17 November 2014*

09:15 Introductions, expectations and programme

10:45 Break

11:15 Group building activities

13:00 Lunch

14:30 Presentation by national groups of social inclusion in their countries

16:00 Break

16:30 Presentation by national groups of social inclusion in their countries

18:00 Reflection groups

19:00 Dinner

21:00 Organisational sharing and intercultural party



### *Tuesday, 18 November 2014*

09:15 Non-formal education and its role in HOH community

10:45 Break

11:15 Non-formal education and its role in HOH community

13:00 Lunch break

14:30 Presentation by national groups of social inclusion in their countries

16:00 Break

16:30 IFHOHYP Presentation

18:00 Reflection groups

19:00 Dinner



**Wednesday, 19 November 2014**

- 09:15 Human rights education
- 10:45 Break
- 11:15 Strategic planning
- 13:00 Lunch break
- 14:30 Organisational development/motivating people
- 16:00 Reflection groups
- 16:30 Free afternoon in the city
- 19:00 Dinner



**Thursday, 20 November 2014**

- 09:15 No Hate Speech Movement Campaign
- 10:45 Break
- 11:15 Creation of videos against hate speech
- 13:00 Lunch
- 14:30 Creation of videos against hate speech
- 16:30 Free afternoon
- 19:00 Dinner in the city



**Friday, 21 November 2014**

- 09:15 Creation of videos against hate speech
- 10:45 Break
- 11:15 Competences market (coaching, mentoring, teamwork)
- 13:00 Lunch
- 14:30 Fundraising
- 15:30 Project management
- 17:00 Break
- 17:30 Development of project ideas
- 18:00 Reflection groups
- 19:00 Dinner

***Saturday 22 November 2014***

- 09:15 Development/presentation of project ideas
- 10:45 Break
- 11:15 Presentation of project ideas
- 13:00 Lunch
- 14:30 Presentation of the Council of Europe publications and materials
- 15:00 Final evaluation
- 19:00 Dinner and farewell party

