

# Keeping the World Accessible & Inclusive Through Policy-making Perspective



**Report of the 12th study session held by  
the International Federation of Hard of Hearing Young People (IFHOHYP)  
in co-operation with the Council of Europe**

**European Youth Centre Strasbourg  
11-16 March 2019**

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.

## Acknowledgements

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### Team

Pavel Novikov, Russia - Course Director

Paulina Lewandowska, Poland

Ece Saygi, Turkey

Ediz Tekok, Turkey

Hanna Mullis, Sweden

and Karina Chupina, Russia/Germany as External Educational Advisor, CoE Youth Department

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## Executive Summary

The overall aim of the IFHOHYP study session was **to develop effective advocacy skills for our rights as hard of hearing young people through the use and production of policy and media tools**. The building of advocacy competencies was incorporated in study session through:

- Building self-confidence, public speaking, argumentation skills and utilising trust-building skills towards finding allies to help defend their rights
- Exploring human rights and Human Rights Education
- Building knowledge about UN CRPD and applying its mechanisms
- Developing media literacy and critical thinking skills, social media advocacy skills
- Developing policy and media tools/strategies to advocate for HoH rights and accessibility needs in order to be fully included in the society

Study session is one of the core IFHOHYP activities in realising these educational goals, particularly given the goal in IFHOHYP 2016-2020 strategy plan that 2/3 of IFHOHYP members will be able to clearly define the UN CRPD and explain its significance in their advocacy work to promote full inclusion in society.

The study session was attended by 36 hard of hearing participants from 17 countries, including Israel, Canada and Uganda.

Participants were provided with comprehensive information on the UN Convention on Rights of Persons with Disabilities (UN CRPD). They deepened their understanding of the UN CRPD, its applications, such as the Optional Protocol and Shadow reporting, and learned how to use these tools to their own ends.

They were informed on how to advocate *more* effectively for their rights as hard of hearing persons, particularly by using media tools and skills in disseminating hard of hearing perspectives on rights and accessibility. The group was equipped with skills in media literacy to be able to address mistreatment and exclusion. Participants learned about how the media is able to influence society and how they themselves can create messages that can also impact society, e.g. challenge common misconceptions about deaf and hard of hearing people, raise awareness about rights and participation in civic life, and lastly, learn how to recognise when these rights are not being respected. In Media Literacy sessions, participants understood such aspects as framing, manipulation, fake news, analysis of the information in the media, hate speech, and could partially develop some of the related media literacy skills including critical thinking. Study session also contributed to building such media literacy related competences as developing and bringing forward advocacy messages through the use of a variety of media (not only social media).

Participants were further informed about how to use social media to advocate for their rights. Media is often inaccessible for our demographic, particularly online audiovisual media that is not required to be closed-captioned. The study session problematised this reality, helping participants realise that inaccessibility does not have to be inevitable.

The key outcomes of the study session were media and policy tools developed by the participants with the aim of advocating for disability rights of HoH youth and developing content for the promotion of the positive image of HoH youth in the media, such as: Videos on breaking stereotypes and challenging prejudices, Empowerment of HoH Youth, How to communicate with HoH people, Guidelines on communication with HoH people, Guidelines on policy development with state authorities, Policy recommendations on captioning, Awareness-raising poster in digital and paper copy version.

This report outlines the aims, structure and outcomes of the sessions for the participants, IFHOHYP and the Council of Europe. As a result of the conclusions presented in the report, IFHOHYP hopes to continue developing the project Gone2Hear on international mobility for young people with hearing loss and better assist members in their communication strategies through improved contact between the federation and its member organisations.

## Introduction to IFHOHYP Study session

Hiya readers!

Welcome to our report of the study session that **IFHOHYP** hosted in cooperation with **Council of Europe's Youth Sector**! Our study session took place between **March 10-17, 2019**, and was titled **"Keeping the World Accessible & Inclusive through Policy-making Perspective"** – a study session to encourage our enthusiastic participants to be more active as young people, both at their local organisations and in our international federation. It took place in European Youth Centre Strasbourg, France, the very first building of Council of Europe for *only* young people to make the world better.

Here, you will find detailed information on the study session's aim and objectives, what we have done during the study session, who the participants were, and finally, evaluation and outcomes of the study session.



To begin, let us introduce you to IFHOHYP very briefly and why we do those activities. IFHOHYP stands for **International Federation of Hard of Hearing Young People**, an international, politically and religiously independent, non-profit organisation to bring all hard of hearing youth organisations around the globe under the same roof. Our federation actively works to empower hard of hearing individuals, acknowledge our rights and raise awareness to the broader hearing world on young people with hearing loss.

IFHOHYP consists of a board of 6 people and committees who are the backbones of the federation – we are the study session committee below!



Study session team, from left to right: Hanna Mullis, Ediz Tekok, Paulina Lewandowska, Pavel Novikov, Ece Saygi, and our educational advisor, Karina Chupina

IFHOHYP hosts different activities – one of them being this study session. If you would like to learn more about IFHOHYP – make sure to check out our website! <http://ifhohyp.org/>

If you have noticed our study session title earlier, we have dived into policy making and accessibility as our main goal. Why did we host this study session on these topics?

1. All of our member organisations agree that we have one common problem – that is there is a lack of accessibility and inclusion in the society for hard of hearing people. This is a serious problem and we need to look for ways to improve this situation.
2. The previous point also comes from lack of awareness by both the societies and our governments – to get our governments’ attention, we need to learn how to use policies effectively that works out for both parties.
3. Our members are striving to take an action – but don’t know how to speak up or defend their rights.

Because of the above reasons, IFHOHYP study session Committee has organised the study session to achieve this aim: **To develop effective advocacy skills for our rights as hard of hearing young people through the use and production of policy and media tools.**

In order to achieve our aim, we have set a few of objectives.

At the end of our study session, we expected the participants to be able:

- To have developed media literacy skills – to engage, access, critically evaluate and use media effectively in their advocacy work
- To identify misinformation, discrimination, manipulation, disability hate speech and abuse in media – and how to address it
- To identify which media tools (images, social media, videos, documentations etc.) are needed for different purposes
- To advocate for disability/HoH rights to external parties through public speaking, writing, building social media strategy for their organisations and campaigns
- To be able to identify discrimination and use UN CRPD, Optional Protocol and CoE Disability strategy 2017 - 2023 to address discrimination
- To be able to create the content for promotion of the positive image of young hard of hearing people

We believe that we have managed to achieve our objectives and aims and hopefully you will also agree as you read more about our study session!

## **Profile of participants and relevance of study session to the Council of Europe**

### **Profile of the participants**

In total, 36 Hard of Hearing and d/Deaf (DHH) participants, including 5 team members, attended the study session. They were representatives from 16 national organisations, 2 regional organisations, and four participants from organisations that are not members of IFHOHYP, from a total of 17 countries, all of whom are active on hearing loss issues in their countries. Participants were primarily from member states of the Council of Europe, although there were also participants from Canada, Uganda and Israel. This means that DHH people from 4 continents came to this event: from Europe, America, Africa and Asia. Not all of those national organisations were members of the IFHOHYP, but after the study session, several organisations have begun efforts to join IFHOHYP, a testament to the importance of study sessions in IFHOHYP’s operations. The majority of participants were under 30 years old, with the average age of the participants being 26.5. The group had a good gender balance, with 18 male and 18 female

participants (including preparation team). The full list of participants and organisations is presented in appendix.

In accordance with the call, participants had to be:

- primarily hard of hearing young people aged from 18 to 30 who were actively working/volunteering in organisations on issues of hearing disability; other applicants who were actively involved in work on hearing loss issues or applicants aged over 30 were also welcome to apply.
- able to communicate and work in spoken English without the help of another person (speech to text and International Sign interpreters will be present).
- motivated to develop a project/training related to youth, inclusion and hearing disability in their organisations or communities after the session.
- interested in raising awareness about hearing loss and concerns of hard of hearing youth.

## **The link of the session's theme to the Council of Europe**

IFHOHYP study session contributed firstly, to the Council of Europe Youth Sector priority on “access to rights and human rights education” (through learning about human rights, ways to fight for disability rights and in part, learning through human rights), and, secondly, to the priority of “building inclusive and peaceful societies” (working on media and policy tools that should help improve inclusion of HoH in the society and make it more accessible and inclusive).

This activity placed emphasis on an anti-discriminatory approach where participants shared their experiences as hard of hearing (HoH) and d/Deaf (D) young people fighting discrimination and exclusion. Unfortunately, a sphere in which exclusion and discrimination can and does occur is within the media. As DHH young people, we rely more and more on media originating from the internet. Audiovisual media in this medium is often not captioned, presenting a barrier to inclusion. Further, misinformation, prejudices, stereotypes and outright lies about hearing loss and our rights in our countries can spread quickly on both social media and the regular media. The study session's goal was achieved because participants developed strategies to ensure that social rights and social inclusion are a reality for them. The prep team provided participants with knowledge about their rights so they understood what constitutes discrimination and how they can fight against it in an effective and peaceful way utilising the technology available. Further, they learnt basic media literacy competencies to foster critical thinking skills and the ability to speak out against misinformation. Now, after the study session, participants are able to apply what they learned – in their advocacy work at their communities, beginning with concrete and realistic personal action plans they developed during the session. All the above, aligned with the priorities of the Youth Department, mainly a “rights-based approach to youth policies”, responds to the standards and principles of the Council of Europe's human rights instruments and the UN CRPD.

The Council of Europe Youth Department has contributed to the content of the study session's programme. During this event participants became familiarised with the structure, functioning and priorities of the Council of Europe and its Youth Sector, in particular the work of the European Youth Centres. Participants were also introduced to the resources of the Council of Europe (such as the Manual on Human Rights Education for Young People “COMPASS”) and received publications of the Council of Europe Youth Sector as well as the manuals and publications of the CoE-European Commission (EC) Partnership in the Field of Youth, which they could take home.



## Programme day-by-day

### Monday 11 March 2019 - Teambuilding and Human Rights day

#### Welcome session

The study session 2019 was opened by its Course Director Pavel Novikov. Participants were told to introduce themselves by their name, country, organisations and occupations, and to show their sign language name. Ms. Sarah Walter of the Youth Department Secretariat introduced Council of Europe and wished participants a successful and enjoyable study session. The external advisor Karina Chupina then asked participant groups to take a Kahoot quiz about Council of Europe. During the quiz, Karina gave background information on each of the correct answers, which served as a way to teach the participants about the Council of Europe's primary operations. The first session ended with the information from the team about the study session's general rules and reimbursement forms.

After the international coffee break (where each coffee break was served with a sample of national cuisine snacks by the participants from their countries of residence), the session started with the opening speech video by IFHOHYP President Bowen Tang. Bowen stated that this year's study session is quite diverse with the 17 member countries spanning across 4 continents: Europe, North America, Africa and Asia. He also emphasised the importance of use of the opportunity to educate government officials and policy makers, with the upcoming EU elections. Participants were informed by Pavel about the aims and objectives of the study session and its general programme. Participants were asked to write down their expectations, fears and needs towards this study session on post-its, and then stick their post-its on the wall of the plenary room. Most participants expected to meet new people, to have fun and to learn about inclusion. Some participants feared that the study session would be too intense. And participants also wished to learn more about media-related topics.

#### Group building

Before starting the session on Group building by Ediz Tekok, an energiser called "Whoosh – Aboing" was shortly played to raise participants' energy levels. Participants were asked to play Will-o'-the-wisp to build trust among participants. One person stands in the center of a circle of 7-8 people who stand with their hands on the level of the chest and palms up open towards the person in the centre, and the person in the centre keeps their eyes closed and falls onto different sides whereas the people in the circle gently push them towards the others, and so on. After the energiser was completed, the group began with a game called "Stepping Stone". Stepping Stones game's purpose was to emphasise the importance of communication in teamwork. On the floor, there were paper balls ("stones") on tape band ("river"). The aim was to be able to cross the river with all group members. Participants were divided into 2 groups and each group discussed on how to cross the river without leaving any person behind. After this game, the groups shared their solutions and experiences. While one group said that it was easy for them to communicate because one person found the solution and explained to the others, the other group needed more time to arrive to a common decision.

#### Human Rights Education

Before the last session of the day, the energiser "Ping-Pong" was played. Then the session facilitator Ece Saygi shared with the group the definition on Human Rights by Universal Declaration of Human Rights (UDHR) and by Council of Europe. The concept of human rights was discussed with participants and examples were given. In the "Flower power" activity from COMPASS, participants were asked to give examples of "basic needs", "esteem", "personal fulfillment", "personal security", "financial security", "health, "friendship" and "family", and the importance of human rights was discussed. Then the activity "Playing with Pictures" from COMPASS was conducted. In this activity, several pictures were scattered on the floor and participants were asked to pick up a picture on the floor that they felt best related to

an article of the UDHR that was read aloud by Ece. A number of articles were read aloud and participants were asked to explain why they connected the picture they chose to the article that was read aloud. In the end, the activity “Where do you stand?”, also from COMPASS, was carried out to let participants see diversity and complexity of opinions about human rights issues, to develop argumentation skills, empathy and also respect to the opinions of others even if they are different. The room was divided by mask tape on the floor, into two sections: Agree or Disagree. Participants were asked to find their position in one of the two parts of the room after they read the statement on the screen – and then to explain why they agree/disagree with it. Those who were not sure or had a position “I don’t know”, had to stand in the middle on the mask tape. Statements were provocative or ambiguous on purpose, and some examples were: “We aren’t born with rights; we get them”, “It is not the government’s job to make sure that people get hearing aids”, “Disability rights are only for rich disabled people”.

### **Reflection groups & Organisational market**

After the sessions ended, participants were divided into “Reflection groups” of 5-6 people where each group had a conversation with a team member to share their feelings about the day and give feedback about the day’s sessions. These groups continued for the rest of the study session immediately following the daily programme. In the evening, participants arranged an Organisational Market where they had a chance to present the activities, structure and aims of their hard of hearing organisations at home.

### **Outcomes of the day:**

- The group got to know information about the Council of Europe, its Youth Sector and how Youth Department contributes to inclusion of young people
- The group built better contact and trust with each other in order to be able to work together for the rest of the week
- Participants got to know each other and each other’s organisations
- Participants started thinking about their rights as HoH youth in the context of human rights framework

## **Tuesday 12 March 2019 - Advocacy & UN CRPD day**

Tuesday was the day devoted to the advocacy theme. The preparation team led advocacy-related sessions on the topics such as identifying and combating discrimination, introduction to social inclusion, and civil society as a force for change. Following this, we were honoured to have a United Nations guest speaker, Rados Keravica, who provided an engaging session on the Rights of Persons with Disabilities and how to use the UN CRPD Optional Protocol and Shadow Reporting in IFHOHYP advocacy work.

### **Identifying & Combating Discrimination**

The aim of the session was:

- to understand what discrimination is and the basic discrimination-related concepts
- to share knowledge on a given discrimination-related topic
- to exchange experiences of discrimination

The participants were divided into groups of six in which each chose a leader. Teams were asked to exchange experiences in their respective countries in relation to different types of discrimination, for example, institutionalised discrimination, indirect and direct discrimination, and positive and negative discrimination. As a result, participants gained a better understanding of their experiences of discrimination and came to understand the necessity for advocacy initiatives such as advocacy work on the UN CPRD, and the need to take active participation in advocacy.

## **UN CRPD & Optional Protocol**

After the international coffee break with Georgian food, for the energiser game, the participants from Russia ran a sign language game with Rados Keravica, which allowed to learn about sign language and to communicate along the way. Rados Keravica, also a person with a disability, came to present the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD). The aim of this session was to understand that the Convention on the Rights of Persons with Disabilities is there to help protect against discrimination of people with disabilities that happens everywhere in the world. The governments that ratified the Convention, stated Rados, have a legally binding obligation to make human rights a reality for people with disabilities.

After the first part of Rados's input, participants divided into four groups to discuss which items were most important to them as hard of hearing individuals, in the following articles: Article 2 (Communication), Article 5 (Health), Article 9 (Accessibility), Article 21 (Freedom of expression), Article 27 (Work & Employment), and Article 13 (Access to Justice).

Participants prompted interesting conversation about implementation of the Optional Protocol, shadow reporting as it pertains to the Committee of the Persons with Disabilities, and implementation measures in national legal, policy, budget frameworks both internationally and regionally. Participants had open conversation about the monitoring, implementation, and complaint filing processes as well as concerns relating to submitting shadow reports and avenues of filing complaints under allied organisations.

## **Introduction to social inclusion**

After the international coffee break by Finland, Hanna presented the social inclusion theme. The aim of this session was to inform participants about inclusivity, a key characteristic of the UN CPRD, and to distinguish benefits and challenges related to exclusion, integration, and segregation. Participants shared personal experiences of segregation and integration in schools of Germany, Finland and Poland, and compared advantages and disadvantages. Hanna reminded us that despite exclusion creating broken social bonds, it can empower excluded individuals to actively participate for change. Anniina shared that being socially inclusive means feeling you are part of a community, bonded, together by a common identity and shared values where you feel you matter as an individual.

Groups that were formed in Part 2 workshop joined together again to discuss what their respective organisations can do to be socially inclusive.

For the energiser, participants stood up and passed around an imaginary ball across the room to exercise spatial awareness and body language communication.

Due to a change in Day 2 schedule, there could be no input on the Council of Europe Disability Strategy 2017-2023, and the remaining time was given to allow for in-depth conversations about social inclusion and the UN CPRD Optional Protocol. Participants were reminded of the basic principles behind Day 2 study session focus — advocacy for disability rights for those with hearing loss.

Reflection groups took place in various designated areas throughout the EYC with members of the study session team leading constructive discussions about this advocacy focused study session day.

## **Outcomes of the day:**

- Participants explored and understood the concept of discrimination and various types of discrimination
- They reflected about the concept of social inclusion and understood what it means in disability context; about space and role of their organisations in the work towards inclusion
- Participants gained a comprehensive understanding of the UN CRPD and how its mechanisms work

## Wednesday 13 March 2019 - Communication & Debates day

### Public speaking workshops

Hanna conducted her workshop on public speaking by first running a mock debate with team member Ediz on the question of whether science, technology, engineering and math (STEM) workplaces should introduce quotas to include more women in their workforce. The question was presented on the screen, and as the facilitator, Hanna made an opening statement followed by her primary argument. Ediz then made a counter argument and expanded with a new argument from his side. Hanna replied to his new argument and made one final argument. Ediz finished the mock debate by following the same format.

After the group finished the “mock” debate, Hanna opened the floor for reactions from people. Which argument was persuasive? Why? Comments ranging from body language to the validity of the arguments were made. The facilitators did not give any of their own responses to the participants’ observations to allow the participants to speak freely.

Following the open discussion, Hanna gave a short presentation on three topics. First, Hanna shortly discussed why public speaking skills are crucial to our advocacy work. Then, Hanna introduced the “burger” model of argumentation – the top bun is the opening statement; the lettuce an argument, cheese – counter argument, meat – argument and sauce – a counter argument; and the bottom bun is the concluding arguments. Following the presentation of the simple argumentation model, Hanna gave some tips of what to look for when judging someone’s public speaking. These included tone, body language, the argument’s relevance, and checking for rhetorical fallacies like straw man arguments, which are arguments that refute arguments that the debate opponent did not actually make.

The slide show was concluded with one more short debate with team member Ediz, following the same format. Following the debate, Hanna left the floor to discuss again the strengths and weaknesses of the debate, this time with some “background” from the slide-show. After collecting feedback from the floor, participants were split into two groups of 6 debaters (3 per team) and the rest active observers who would “grade” the debate at the end given the criteria introduced during the lecture.

The debate was structured so that the facilitators actively consulted with debaters and observers in small groups as the arguments were being prepared so that people would remember the process.

In the end, the following issues were discussed:

*Which question was chosen and why?  
Outcome - specify which points were raised  
Any remaining questions from people? Proposals to action?*

Following the discussion, participants had a brief lunch where some departed to the European Parliament, which was right across the European Youth Centre in Strasbourg, on a pre-booked group tour, and others went on their own to downtown Strasbourg for some sightseeing for their free afternoon.

### Outcomes of the day:

- Participants exercised and improved their skills in argumentation, debating and public speaking
- Participants visited the European Parliament and had a chance to meet and talk to Helga Stevens, Deaf MEP

## Thursday 14 March 2019 - Media Literacy day

## **Media Literacy input**

Malwina Fendrych (PR & Program Manager Theodor-Heuss-Kolleg, Dialogue for Change & Aktywniej Wsi) led a working session entitled “Searching for patterns – a few words about media literacy and critical thinking” to help participants to understand media literacy and other themes such as technological and information literacy. This session had the aims of: making participants aware of the roles of different media in delivering information/content analysis and sensitivity to all information; learning how to identify Information framing and fake news; and using these tools for their purposes or fighting them. Malwina used graphics and picture messages to challenge the participants to think and make meaning out of the images she demonstrated and make independent decisions. We also used work in groups to discuss information framing in the media.

## **Using media tools for advocacy purposes**

The second part was led by Ece, team member, and the aim of this part was understanding media tools and their potential. We continued the discussion what participants can do in different cases of need of media. The example for discussion was in case of a positive talk with a minister and how best can we share the messages to target audience.

Various mediums, their abilities and means of use were identified. We discussed the concept of different target groups. Participants cited examples of successful media campaigns on disability; it was more of a moment of sharing experiences in media and disability reporting.

## **Using media by IFHOHYP**

The third part “More about IFHOHYP and Using media tools for IFHOHYP purposes” was led by Pavel Novikov (team member) in cooperation with Manuel Rohrbach (IFHOHYP vice president). There was a brief discussion about IFHOHYP and its media representation. This included brief explanations on changing the logo, updating the content of website and social media. One of the ideas was to use IFHOHYP platform as a way of comparison and sharing of ideas between the member organisations. We also discussed IFHOHYP’s campaigns and especially #Hear2Stay campaign which was developed during study session in Budapest in 2017. This session was actually a practising of the material learnt during former this day.

During breaks our participants decided to organise their own energiser, a non-formal debate about selling alcohol to 16-under aged.

## **Outcomes of the day:**

- Participants were able to understand what are Media Literacy, framing and critical thinking
- Participants understood the advantages of using media in advocacy
- Participants seemed to get more confidence in using media and social media media after the presentations

## **Friday 15 March 2019 - Media & Policy tools development day**

### **Social Media skills**

Friday was the day when the prep team continued on the media theme from Thursday. In the morning, Ediz began with the sessions on “Social Media Skills” and “How to advertise our message positively in social media”. Ediz gave information about the main social media platforms used the most: Facebook, Twitter and Instagram. Then he explained how often the posts should be shared, what kind of content on each social media platform should be included, and mentioned the golden rules that should be followed in every social media platform. Finally, he showed some good and bad examples of posts on each of the mentioned social media platforms.

## **European Youth Foundation input**

On the second session, a guest speaker from the European Youth Foundation informed everyone about their existing grants, rules of application and how youth organisations can apply for them. At the end of this session, participants split up to get their travel costs reimbursed.

## **Defining media and policy tools to work on**

On the last session of Friday, Karina was responsible for dividing participants into groups for the group work on developing media and policy tools, for the rest of the day. Participants first were asked to write down their thoughts and what they would like to produce as a result of the study session. After all notes were taken, Malwina and Karina grouped similar ideas and proposed the themes of group work and groups' composition. Participants were asked if they were okay with their groups and they could change them if needed.

At the end of the day, participants started working in their groups until the presentations next morning.

## **Outcomes of the day:**

- Participants got to know key nuances, rules, tips and tricks of using a variety of social media channels for their advocacy
- The group learned about the grants of the European Youth Foundation that could be helpful in their future work and organising youth projects and meetings
- The work on the key results of the study session – a variety of media products and tools and policy recommendations – was kickstarted on this day

## **Saturday 16 March 2019 - Finalising Media & Policy tools**

### **Working in groups on media tools - continuation from the previous afternoon's session**

Saturday morning started with completing and polishing the participants' group projects on media and policy tools. Some groups worked late at night in various EYCS' locations. During this morning session, participants had the possibility to consult with team members about their ideas and products.

### **Presentation of the group projects**

After a short coffee break, all participants and team members with Karina (external educational advisor) met in the plenary room for the first time that day. The chair for this day was Karina who, with Pavel, started the session with some practical announcements and explanations about the day. The second session was devoted to the presentation of the results of participants' work from the previous day and this morning. In total, 9 projects were presented and the last one, 10th was promised to be revealed a few weeks after the completion of the study session, as a surprise for participants. Each of these projects showed not only ingenuity, but also uniqueness. The participants presented the entire spectrum of possibilities of using media tools for actions for people with hearing loss (hard of hearing and deaf).

The results of group work are presented below:

#### 1) Kevin, Moses, Nicole, Mikael → a short video (**empowerment of HoH people**)

The idea of this group was to create a short movie through connection of 4 clips on where members of this group show their stories about empowerment. Two example clips:

- [What do you do to be Empowered? Kevin Shares his Story](#)
- [How do you become empowered? Moses shares his story](#)

2) Maxim, Anastasia, Nikolai, Artashes, Tatia → an awareness-raising video (**communication with HoH people**)

In this video, group members showed how to communicate with people with hearing loss. The video presented common mistakes that are made by people when they talk to peers with hearing loss, and showed how to improve the communication with a HoH person.

[Do it right! - How to communicate with hard of hearing people](#)

3) Mariam, Anniina, Ece → a guideline on how to do a flash mob **about hiring DHH people**

The aim of this tool was to create the guidelines for national organisations on how to do flash mob campaigns to encourage companies and employers to hire HoH and d/Deaf young people. With the help of these guidelines, the group wanted to raise the employment rate of DHH youth. Two tools were provided as an example on how to prepare awareness-raising campaigns by organising flash mobs.

4) Mustafa, Zeynep → a **TV (video) programme and newsletter**

This group created a sample episode of the TV programme "Morning with IFHOHYP" and a sample edition of the newsletter in which issues related to the Deaf and Hard of Hearing world are discussed: facts; news; curiosities, problems etc.

5) Manuel, Maria, Emir, Kristina, Ramune, Heiko, Karolina C. → a video on **changing attitudes**

This group created a video as a tool to change attitudes in the society about people with hearing loss: "We can do anything except hear". By talking about their backgrounds, jobs, hobbies etc. group members showed that they are not different from hearing people.

6) Karolina B., Leonie, Kave, Onur, Emir → an **animation video on accessibility of education exchanges**

It is a project of the programme which was created by the group. This programme helps HoH students, studying abroad at universities, to find local mentors. The aim of this idea was to encourage HoH students to study abroad thanks to availability of someone who will help to accommodate to the local environment.

[Gone2Hear](#)

7) Andrea Sabova → an example of **policy recommendations** to the government to provide subtitles and closed captions at all cinemas in Slovakia

This production is a guideline of a policy recommendation to specific branches of the government. The example recommendation called for the establishment of legal requirements for film companies and theatres to ensure that all movies (incl. national) at every cinema in Slovakia are provided with subtitles and closed captions.

8) Andrei → a **guideline on how to write an effective policy recommendation** to the government

Andrei prepared a guideline that shows step by step how to write a good and effective policy recommendation to your national government. This includes not only writing but also collecting information and data; doing research, examining the legislation and also hiring proper specialists or preparing an action plan.

9) Raviv, Ellen, Dora → an **awareness-raising poster** about communicating with HoH people

This group presented an example of the poster that can be used to raise awareness about the HoH's communication needs. The poster depicts pictures of the situations in which HoH people often find themselves and that make communication difficult. For example, the poster shows that HoH people need light to see other persons' faces to understand (for lip-reading) or quiet environment to hear better.

10) Tomasz and Vlad → a **survey** of the participants, presented by **two films** and **one multimedia presentation**

Tomasz and Vlad prepared two films and a multimedia presentation on the participants' opinions on the study session, their thoughts and comments on what had been learned. The aim of the project is to improve future non-formal education sessions in order to accommodate new approaches and opinions that were not taken into account for the study session's duration.

In working on these tools, an attempt was made by participants to use newly acquired skills and knowledge gained during this study session, such as public speaking, argumentation skills, knowledge of the UN CRPD and disability rights issues. In addition, they had the opportunity to present and develop their existing skills, for instance in drawing and design (a poster), programming (an animation), argumentative and persuasive writing (a recommendation) or filming close-ups with the use of mobile phone flashlights. The results of these work groups were presented on IFHOHYP's website, Facebook and Instagram.

**Personal Action Plans (PAP) - as an outcome of this study session**

The aim of this session was to enable participants to develop their own Action Plans on what they will do when they back home, as a follow-up of the study session.

The participants focused on completing the study session outcome - Personal Action Plans (PAP). Hanna conducted this session. Everyone received a piece of paper with a grid for an individual work. The instruction was to write down the things that participant wanted to take from the study session into their future work as hard of hearing advocates. Then the PAP were hung on the wall to present. During the allotted time later, everyone could read the PAP of other participants, leave a comment, suggestion, question, or propose a partnership in the idea implementation.

**Personal Action Plan**

	ACTION TO TAKE	RESOURCES NEEDED	DATE TO BE COMPLETED
PROJECTS AND PARTNERSHIPS			
HUMAN RIGHTS EDUCATION			
COMBATING DISCRIMINATION			
COMMUNICATION AND MEDIA WORK			

**Evaluation of the study session**

The aim of these sessions was to evaluate the course content, learning process and learning outcomes of the participants.

The evaluation session was conducted by Paulina. In the first part, participants were invited to stand up in the middle of the plenary room with a line representing the thermometer. When participants heard and/or read the name of each program element on the screen (i.e. "public speaking session"; "media literacy session with Malwina"; "atmosphere"; "the prep team") they had to express their feelings by choosing their position along the thermometer. The center of this thermometer (0°C) meant neutral feelings, the increased (+°C) temperature meant more positive feelings they had about this session. The decreasing (-°C) temperature indicated more negative feelings about this session or disliking this element. Comments from participants were very much appreciated. All the time the majority of the

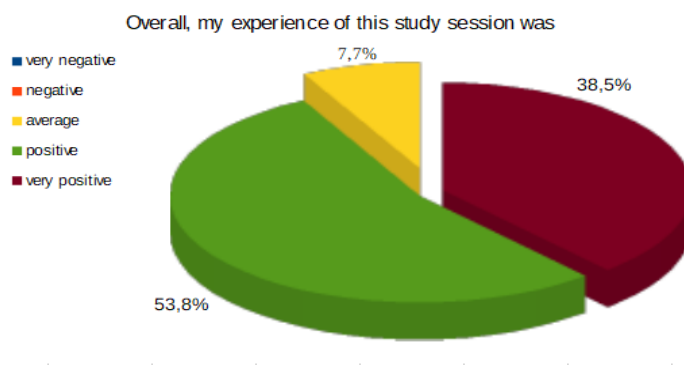


participants were on the “warm” side of the thermometer, so the overall feedback was positive. The participants really enjoyed the whole study session as an event, as well as particular sessions. There were some negative comments as for a few of the participants some topics were already familiar to them.



### Summary of the participants’ evaluations

Afterwards, an on-line evaluation was filled in by the participants.



Below there is a second part of this survey – the average rate showing in how far the aims and objectives of the study session were achieved.

Formal evaluation via survey (1 - not achieved 5 - fully achieved)		
AIM:	To develop effective advocacy skills for our rights as hard of hearing young people through the use and production of policy and media tools	
OBJECTIVES:	A	To have developed media literacy skills – to engage, access, critically evaluate and use media effectively in their advocacy work
		4,23
		4,08

	B	To identify misinformation, discrimination, manipulation, disability hate speech and abuse in media – and how to address it	3,77
	C	To identify which media tools (images, social media, videos, documentations etc.) are needed for different purposes	3,88
	D	To advocate for disability/HoH rights to external parties through public speaking, writing, building social media strategy for their organisations and campaigns	3,88
	E	To be able to identify discrimination and use UN CRPD, Optional Protocol and CoE Disability strategy 2017 - 2023 to address discrimination	3,92
	F	To be able to create the content for promotion of the positive image of young hard of hearing people	4,38

After the coffee break participants were invited to a Kahoot quiz. It was a mix of funny questions about the participants, IFHOHYP and questions to check the participants' knowledge gained during the study session. Afterwards, a prize was awarded to the winners.

Later, due to an extraordinary situation, the floor was given to a participant who had just found out that one of their closest friends had committed suicide. The friend of the participant also had a disability (not hearing loss), which led the participant to discuss disability rights advocacy by people with disabilities with the whole group in the plenary room, emphasising the importance of raising awareness of the rights and needs of those struggling with mental health issues, and on how important is it not to underestimate the challenges every person faces.

The official part of the study session was closed by the Course Director, Pavel. Pavel thanked participants for their hard work; Paulina, Hanna, Ediz and Ece for being a great team; Karina for her professional input and help, palantypists – Norma and Julia; and interpreters – Brigitte and Lissa for their high quality services.

But it was not the end, after the official closing, there was an unofficial one – farewell party during which everyone had a great time.

### **Outcomes of the day:**

- Participants got to know each other's media production and policy recommendations, and started developing ideas on which project they would like to work together or how to continue work on the developed media and policy tools
- The production was very creative and meaningful, and the team started discussions on how to best apply the produced tools in IFHOHYP advocacy
- Personal stories of disability and mental health issues touched everyone and made everyone realise the importance of disability rights work

### **Results and conclusions of the study session for the participants**

The prep team believes that this study session achieved its goals. It received positive feedback and evaluation from the participants.

An important result of the study session was that many participants indicated that they got a better understanding of the human rights. They became familiar not only with the UN CRPD but also with

using its practical tools and mechanisms (Shadow reporting, Optional Protocol) – the UN CRPD is now less of an abstract concept/ document to them than before the study session.

The discrimination topic was important for participants, as they use internet and media on daily basis and often do counter discrimination and exclusion online. The attendees shared different situations of discrimination and social exclusion in their countries and a variety of approaches to combat discrimination.

Participants also became familiar with the concept of Media Literacy (framing, manipulation, fake news, analysis of the information in the media, hate speech) and could understand and partially develop some of the related media literacy skills. Media Literacy competencies also include skills in public speaking, argumentation, and bringing advocacy messages through the media (not only social media), and study session largely contributed to building these skills.

In the end, the key outcomes of the session were media and policy tools developed by the participants with the aim of advocating for disability rights of HoH youth and developing content for the promotion of the positive image of HoH youth in the media, such as: Videos on breaking stereotypes and challenging prejudices, Guidelines on communication with HoH people, Guidelines on policy development with state authorities, Policy recommendations on captioning, Empowerment video, Awareness-raising poster in digital and paper copy version. For more details, please see pages 23-25.

The main learning points for the participants were strengthening their personal competences in developing and using advocacy media tools that follow rights-based approach. This includes not only a fundamental knowledge framework, but also the ability to apply advocacy awareness and concrete skills to addressing DHH policy issues and putting forward basic advocacy actions. As a result of the session, participants also prepared their own personal action plans to implement in their national organisations.

Participants stated in their evaluation forms that they had got a lot of knowledge that can be used individually and in their organisation. They stated that they will use the acquired knowledge in their organisations to battle against misinformation and discrimination. They also indicated that the objectives of the study session successfully matched most of their personal learning objectives (see diagram and table on pages 26-27).

## Outcomes of the study session for IFHOHYP and Council of Europe

By the end of this study session, participants were able to:

- ✓ Describe and interpret the intentions and objectives of the UN Convention on the Rights of Persons with Disabilities
- ✓ Identify different forms of media advocacy through critical thinking, training on framing arguments and media tools that serve different needs and goals
- ✓ Evaluate current social media strategies, for example our #hear2stay initiative, as well as other contemporaneous campaigns in groups to assess successes and failures of different approaches
- ✓ Review different techniques used in advocating towards decision-makers in local and national governments
- ✓ Discuss strategies for “going viral” in social and traditional medias
- ✓ Develop the ability to communicate and persuade, using rhetoric and public speaking
- ✓ Analyse the role civil society plays in developing a more inclusive world – promoting our interests to others outside IFHOHYP’s traditional target groups, holding decision-makers accountable, building social capital to bring more attention to disability and human rights movements worldwide

The acquired skills and knowledge enable IFHOHYP and its member organisations to become more efficient in organising campaigns and in developing advocacy messages through the media. The experience our participants got from this study session will be useful in future activities for IFHOHYP's policy-work development and increasing our presence, visibility, advocacy and impact in online and offline events relating to youth and disability issues. Furthermore, the non-formal sessions on UN CRPD and the Universal Declaration of Human Rights not only assisted in participants' awareness of their fundamental rights, but also gave a framework in which participants could contextualise the difficulties in accessing rights and being a full participant in democracy as young people with disabilities. This has raised participants' capacities to evaluate the state of legislation as it applies to them, as young people and as people with disabilities, furthering the Council of Europe's work in strengthening the rule of law in Europe. These newfound capacities can later be channeled into further work with other disability organisations like the European Network on Independent Living (ENIL) and collaborations on the mobility of young people with disabilities in Europe with the Inclusive Mobility Alliance.

By addressing the organisational and individual capabilities of hard of hearing young people, the study session has improved participants effectiveness in carrying out policy and media-related work individually, within their local organisations, and with IFHOHYP. Themes to continue include the relationship between media literacy and policy advocacy, with a specific focus on creating and analysing media in relation to our rights and whether they are being protected or violated. IFHOHYP will therefore create a special policy group to undertake this work in staking out what positions to take and how to best communicate to stakeholders. IFHOHYP would further like to develop its member organisations' competencies in human rights training and monitoring and access to civic participation, competencies of which many of the participants have taken home with them following the study session.

As outlined in the beginning of this section of the report, many new skills and competencies were attained under the course of the study session. The trainings in the texts and contexts of UN CRPD and UDHR have given participants the tools to challenge any bias that presents itself in traditional and social medias as well as the ability to create new discourses on youth, disability, and hearing loss in particular, that can be used across media tools after needs and ultimate goals. This training represents a base of knowledge that participants can then proceed with in their campaigns to affect policy initiatives and outcomes. After getting started with media literacy projects, participants also learned how to monitor, evaluate and follow-up with the inevitable strengths and weaknesses that emerge during every project's life cycle. Steps on connecting media literacy and communication to policy initiatives and campaigns were discussed, with two participants ultimately creating their own projects to make a pitch for more hearing friendly environments. Lastly, the characteristics of civil society, and IFHOHYP's position within it, was analysed in several of the sessions by participants to understand the role that the youth civil society has in affecting change, and to underline the importance of our perspective within the broader movement of increasing levels of participation, inclusion, mobility and access of rights to young people in Europe.

## **Follow-up activities**

On the final day of the study session, participants presented their proposals for affecting change through campaigns and lobbying aimed at politicians and other stakeholders. Following the presentation, three main follow-up activities emerged:

### **Gone2Hear**

Gone2Hear is a project aimed at empowering youth who want to make use of mobility projects such as Erasmus+, but feel hindered by their hearing loss. In this project, IFHOHYP would create a database of young hard of hearing volunteers in specific cities to provide mentors to youth interested in experiencing life in another city and country. Further cooperation with other youth disability organisations that are currently running a similar project is a good opportunity with a good probability of making this project a reality.

### **Consistency in social media outreach**

Participants analysed and engaged with IFHOHYP's social media activity thus far and concluded that there is much to be done both within IFHOHYP and within their own organisations. Participants created personal action plans to further their own plans to create a consistent and engaging social media strategy as that has shown to be highly valued during the group evaluations of IFHOHYP's social media tools and strategies.

### **Internal forum for member organisations**

IFHOHYP is a federation of its member organisations, but some participants expressed a concern that IFHOHYP's advocacy work is not coordinated well enough with its members, resulting in advocacy that is not as inclusive as it could be. A project that was proposed to better communication between member organisations in the spirit of transparency and inclusion is to create a centralised forum for a liaison from the IFHOHYP board and (1) representative of each member organisation to discuss desires for future projects and strategy in current undertakings on a regular basis. This follow-up activity will be the first to be carried out of the three, with the forum hopefully rolling out by August 2019.

# Appendices

## Appendix 1 - IFHOHYP Study session programme, 11-16 March 2019

Date/Time	Arrivals	Team Building - Human Rights	Advocacy	Communication	Media	Media	Finalization							
07:30 - 09:30	Sunday - March 10	Breakfast ☕	Tuesday - March 12	Wednesday - March 13	Thursday - March 14	Friday - March 15	Saturday - March 16							
Monday - March 11								Breakfast ☕	Breakfast ☕	Breakfast ☕	Breakfast ☕			
09:30 - 11:00	Arrivals	<ul style="list-style-type: none"> <li>Welcome and round of introductions</li> <li>COE Presentation - IFHOHYP Presentation</li> <li>Technical Info</li> </ul>	<ul style="list-style-type: none"> <li>Identifying &amp; Combating Discrimination</li> <li>Live-Active Role Playing Game (LARP)</li> </ul>	<ul style="list-style-type: none"> <li>Public Speaking</li> <li>Rhetorics parallel workshops (2x15)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Media Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Social Media Skills</li> <li>Advertising our message positively in social media</li> </ul>	<ul style="list-style-type: none"> <li>Work in groups: social media campaign; media tools; policy tools; other</li> </ul>							
11:00 - 11:30								<ul style="list-style-type: none"> <li>Aims and Objectives; Programme Presentation</li> <li>Expectations, fears and needs</li> <li>Ground rules of Study Session</li> </ul>	<ul style="list-style-type: none"> <li>UN CRPD &amp; Optional Protocol Workshops</li> </ul>	<ul style="list-style-type: none"> <li>Public Speaking</li> <li>Rhetorics</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Media Literacy</li> </ul>	<ul style="list-style-type: none"> <li>EYE grants (20 min)</li> <li>Work in groups: social media campaign; media tools; policy tools; other</li> </ul>	<ul style="list-style-type: none"> <li>Presentations of Group Works</li> </ul>	
11:30 - 13:00								Lunch ☕	<ul style="list-style-type: none"> <li>Team Building Games and Activities</li> </ul>	<ul style="list-style-type: none"> <li>UN CRPD</li> <li>Optional Protocol</li> <li>COE Disability Strategy 2019 - 2023</li> </ul>	<ul style="list-style-type: none"> <li>Public Speaking</li> <li>Rhetorics</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Media Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Work in groups: social media campaign; media tools; policy tools; other</li> </ul>	<ul style="list-style-type: none"> <li>Personal Action Plan for participants on outcome of this Study Session</li> </ul>
13:00 - 14:30														
14:30 - 16:00								Coffee Break ☕	<ul style="list-style-type: none"> <li>Human Rights Education</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Social Inclusion</li> <li>Civil society as a force for change</li> </ul>	<ul style="list-style-type: none"> <li>FREE TIME</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Groups</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Groups</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Groups</li> </ul>
16:00 - 16:30														
16:30 - 18:00								Dinner ☕	<ul style="list-style-type: none"> <li>Reflection Groups</li> </ul>	<ul style="list-style-type: none"> <li>FREE TIME</li> </ul>	<ul style="list-style-type: none"> <li>FREE TIME</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Groups</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Groups</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Groups</li> </ul>
18:00 - 18:30														
19:00 - 21:00								Dinner ☕	<ul style="list-style-type: none"> <li>Organizational Market</li> </ul>	<ul style="list-style-type: none"> <li>FREE TIME</li> </ul>	<ul style="list-style-type: none"> <li>FREE TIME</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Groups</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Groups</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Groups</li> </ul>
21:00 - ...														
Welcome Evening		Organizational Market		FREE TIME		FREE TIME								
Paulina & Ece		Ece & Ediz		FREE TIME		FREE TIME								

## Appendix 2 - IFHOHYP Study Session Visibility links

### Before Study Session:

<https://www.facebook.com/ifhohyp/posts/2226669777385072>

<https://www.facebook.com/ifhohyp/posts/2226648887387161>

<https://www.facebook.com/ifhohyp/posts/2222593807792669>

<https://www.instagram.com/p/BsTd8qVHOHv/>

<https://twitter.com/IFHOHYP/status/1073048171251683328>

### During Study Session:

<https://www.facebook.com/ifhohyp/photos/a.707103296008402/2327885230596859>

<https://www.facebook.com/ifhohyp/posts/2325649504153765>

<https://www.instagram.com/p/Bu8XojiH7xR/>

<https://www.instagram.com/p/BvFHHT0njRK/>

<https://twitter.com/IFHOHYP/status/1106891382516535296>

<https://twitter.com/IFHOHYP/status/1106144977598537728>

<https://twitter.com/coe/status/1106115770998767616>

<https://twitter.com/IFHOHYP/status/1105752475557154816>

### After Study Session:

<https://www.coe.int/en/web/youth/-/crown-prince-of-norway-visits-the-european-youth-centre-in-strasbourg>

<https://www.facebook.com/ifhohyp/videos/1360495370742021/>

<https://www.facebook.com/watch/?v=275738563373479>

<https://www.facebook.com/ifhohyp/photos/a.211652862220117/2364868366898545/?type=3&theater>

<https://www.facebook.com/ifhohyp/posts/2352697398115642>

<https://www.facebook.com/ifhohyp/posts/2342099519175430>

<https://www.facebook.com/ifhohyp/posts/2336349493083766>

### Appendix 3 - List of Participating Countries and Organisations

	Full name	Country	Organisation
1	Mikael de Vries	The Netherlands	SH-Jong
2	Mare Andrei-Dumitru	Romania	-
3	Heiko Burak	Germany	Bundesjugend
4	Kevin Wieser	Switzerland	Jugehörig
5	Karolina Blaszk	Poland	Papillon
6	Vladislav Kolesnikov	Russia	Fund of Assistance to Disabled Children and Youth (FADCY)
7	Maria Skoczyńska	Poland	Papillon
8	Elen Sargsyan	Armenia	The Voice of Silence
9	Leonie von Berlin	Germany	-
10	Kristina Morkunaite	Lithuania	Lithuanian Association of Families with Deaf and Hearing Impaired Children PAGAVA
11	Tatia Datashvili	Georgia	Aures Foundation
12	Hüseyin Onur İPEK	Turkey	İED - İşitme Engelliler Ve Aileleri Derneği
13	Mustafa Emre BİCİ	Turkey	İED - İşitme Engelliler Ve Aileleri Derneği
14	Anastasia Samoylova	Russia	Fund of Assistance to Disabled Children and Youth (FADCY)
15	Raviv Marcus	Israel	Bekol - Organisation of Hard of Hearing People in Israel
16	Anniina Kauppila	Finland	Kuuloliitto ry
17	Serwadda Moses	Uganda	Uganda Federation of the Hard of Hearing UFHOH
18	Artashes Hovhannisyán	Armenia	The Voice of Silence
19	Mariam Darbaidze	Georgia	Aures Foundation
20	Nikolai Efutin	Russia	Fund of Assistance to Disabled Children and Youth (FADCY)
21	Andrea Sabová	Slovakia	-
22	Dora Kajtar	Hungary	National Association of Deaf and Hard of Hearing
23	Ramunė Triušytė	Lithuania	Lithuanian Association of Families with Deaf and Hearing Impaired Children PAGAVA
24	Karolina Czaban	Poland	Association of Hard of Hearing and CI Users – SUITA
25	Tomasz Olender	Poland	Association of Hard of Hearing and CI Users – SUITA
26	Manuel Rohrbach	Switzerland	Jugehörig
27	Emir Music	Germany	Bundesjugend
28	Kave Noori	Sweden	Unga hörselskadade



29	Nicole Leung	Canada	Canadian Hard of Hearing Association
30	Isaev Maxim	Russia	Fund of Assistance to Disabled Children and Youth (FADCY)
31	Zeynep Çakır	Turkey	-
32	Paulina Lewandowska	Poland	Association of Hard of Hearing and CI Users – SUITA
33	Pavel Novikov	Russia	Fund of Assistance to Disabled Children and Youth (FADCY)
34	Ece Saygı	Turkey	İED - İşitme Engelliler Ve Aileleri Derneği
35	Ediz Tekok	Turkey	İED - İşitme Engelliler Ve Aileleri Derneği
36	Hanna Mullis	Sweden	Unga hörselskadade
37	Karina Chupina	Russia/Germany	CoE Youth Department <b>External Educational Advisor</b>
38	Malwina Fendrych	Germany/Poland	MitOst e.V. Berlin <b>Expert</b>
39	Radoš Keravica	Serbia	ENIL Youth Network <b>Expert</b>
40	Stefan Manevski		<b>Supervising EYCS Educational Advisor</b>
41	Jackie Lubelli		<b>EYCS secretarial assistant</b>