

**International Federation of Hard of Hearing Young
People
(IFHOHYP)**

www.ifhohyp.org

Study session
held in co-operation with

European Youth Centre Strasbourg,
Directorate of Youth and Sport, Council of Europe

European Youth Centre Strasbourg
12-19 October 2003

**"Building communication for hard of hearing
young people: breaking down barriers and
stereotypes"**

REPORT

Dear reader,

This report seeks to provide an overview of the IFHOHYP Study session held in October 2003 in European Youth Centre, Strasbourg, France. The overall aim of this study session was to increase participation of hard of hearing youth in the civil society and empower hard of hearing youth in informing society about their needs, at local level as well as on national and European level.

The objectives were to help participants in building their self-confidence and improve competences in addressing disability concerns to the public, to assess participants' communication needs and explore variety of communication methods for hard of hearing youth; to develop personal communication skills and provide communication tools for effective participation in group work and in organisations. This report is aimed to draw attention of organizations and institutions in European youth work to the challenges hard of hearing young people face in personal and organizational life. It also aims to serve as a reference material on methods possible to use in trainings run by and for hard of hearing youth.

At this study session, 29 participants from 14 countries were present (30 participants from 15 countries were expected). It was the biggest number of countries and organisations of hard of hearing youth ever participating in IFHOHYP study sessions since 1994.

Many thanks to Educational advisor Yael Ohana, Arturas Deltuva and the EYCS Secretariat for their educational and technical support, for their guidance and bringing quality to this study session.

Thanks to all participants for a great time and learning in Strasbourg!

*On behalf of the Team,
IFHOHYP Study Session course director
Karina Chupina, Russia*

International Federation of Hard of Hearing Young People – IFHOHYP

Study session "Building communication for hard of hearing young people: breaking down barriers and stereotypes"

European Youth Centre, Strasbourg, France, October 12-19, 2003

What is IFHOHYP?

IFHOHYP is the only international non-governmental federation for national and regional youth organizations that are dedicated to hard of hearing young people throughout the world and is independent of sex, race, religion, nationality and politics. IFHOHYP was founded in 1968 and today is comprised of organizations from mostly European countries. IFHOHYP is committed to promoting equal rights for hard of hearing young people at all levels of the community and specializes in meeting the changing needs of hard of hearing young people. We strive to improve quality of life for hard of hearing young people and their integration into society. We raise disability awareness on local, national and international level through activities run by and for hard of hearing young people aged from 18 to 35.

IFHOHYP main activities are Annual General Meetings, annual Summer Camps in member countries, English language international courses, Training Courses and study sessions for youth leaders, exchanges between member organizations.

Background to the study session theme:

Communication is one of the major problems facing youth groups and youth organizations in their work, and is especially difficult for hard of hearing youth. The lack of communication skills and self-confidence resulting from hearing impairment makes hard of hearing less visible on a scale of local and international youth work; it hampers the efficacy of hard of hearing youth work in non-governmental structures – in addressing the needs towards various bodies and authorities, in lobbying, interacting with governmental structures and simply in business conversation with donors, project officers, politicians and other key figures supporting NGO activities. On the other hand, people often don't know how to deal and communicate with hard of hearing people – this may result in frustration, intolerance and conflict for both hearing-disabled and non-disabled members of community.

In the age of information it is necessary to keep pace with political and social developments. Keeping up with changes in reality is difficult for hard of hearing youth who lack access to information, communication and thus to institutions and society processes. Majority of hard of hearing people turns out to be outsiders in society life. In turn, society has formed the stereotype that hard of hearing minority is complacent with life in their own secluded environment, that sign language and a number of privileges compensate for their disability - this stereotype is equally common in countries of different level of economic, cultural, ethnic and social development.

In light of this, the aim of the study session was: To increase participation of hard of hearing youth in the civil society and empower hard of hearing youth in informing society about their needs.

Objectives through which the aim shall be achieved:

- ☐ To help participants in building their self-confidence and improve competences in addressing disability concerns to the public
- ☐ To assess participants' communication needs and explore variety of communication methods for hard of hearing youth
- ☐ To develop personal communication skills
- ☐ To provide tools of communication for effective participation in group work and at the organisational level

Main subjects to be covered, were:

Input Phase:

- Communication is the Dialogue: from personal to interpersonal, organizational and intercultural level
- Communication and interaction problems: coping with conflicts
- Input from lecturer on complexity of communication for hard of hearing people and how to deal with this challenge
- Forum Theatre – building self-confidence and transformation of participants' experiences

Skills Learning Phase:

- Conflict management, Group facilitation, Team building, Leadership, Communication and Public speaking workshops

Multiplication Phase – looking into the future:

- Negotiation process
- How to combat negative stereotypes?
- Fundraising and Lobbying
- How to learn from different realities and different experiences of the Western and Eastern European countries; exchange of good practices and ideas

The International study session Team was composed of

- Arturas Deltuva, Lithuania - External Trainer, Pool of Trainers of the Directorate of Youth and Sport, Council of Europe
- Karina Chupina, Russia – course director
- Jennie Westh, Denmark
- Markku Kunnas, Finland
- Ervinas Klimavicius, Lithuania



OUTLINE

Sunday 12th October

- Arrival
- Icebreakers
- Welcome Party

Monday 13th October

- Visit to the **European Parliament**, Strasbourg
- Introduction: aims and objectives of the study session
- Presentation of IFHOHYP
- Presentation of the Council of Europe
- Getting to know each other
- Needs and expectations
- Group building
- NGO fair

Tuesday 14th October

INPUT PHASE:

- Identification of barriers and stereotypes by hard of hearing and society
- Forum Theatre – building self-confidence and transformation of participants' experiences
- Reflection group
- Intercultural evening

Wednesday 15th October

- Lecture on "Complexity of communication for hard of hearing people and how to deal with this challenge" - by Jan Gronborg, President of Pastoral Care for Hard of Hearing, Denmark
- Workshop by Jan Gronborg: "Listen While You Speak"

SKILLS LEARNING PHASE:

Workshops:

- **Conflict management**
- **Leadership**
- **Team work**

- Reflection group

Thursday 16th October

- Visit to the **Council of Europe**
- Study visit to the local NGO for disadvantaged youth - L'Etage
- Free afternoon and dinner in town

Friday 17th October

Workshops:

- How to combat negative stereotypes?
- Fundraising
- Communication technologies
- **Open Space Technology:** What else do you want to discuss?

MULTIPLICATION PHASE:

- **Multiplication:** How to multiply the gained knowledge from the Study Session?
- Work in Multiplication Groups

Saturday 18th October

- Presentation of the working groups
- Evaluation of the study session

ANNEXES:

I. Participants' projects

II. Speech by Jan Gronborg "Complexity of Communication for hard of hearing people" – provided by palantypist (speech-to-text reporter)

III. Letter to Mr Peter Lauritzen, Head of Department of Education, training, research and communication, Directorate of Youth and Sport

IV. Article about the study session from the website of the Council of Europe Youth Sector

V. Informal report by the study session Report Committee

VI. Mind Maps - How to Listen While You Speak, by Jan Gronborg

Sunday 12 October

Icebreakers and Welcome evening



At first Karina, the course director, welcomed everyone arrived, told us about the IFHOHYP study sessions that took place in European Youth Centre before, and introduced the Team to participants. Then Markku started ice-breaking exercises to relax the newcomers, get to know each other in friendly atmosphere. Markku gave participants the ball of rope and asked them to throw it to each other: while throwing the ball, participants had to say aloud their name and an adjective which characterizes themselves and begins with the first letter of their name (for example „my name is Anna and I am

Active“), then they threw ball to another person and said aloud name and an adjective belonging to that person, and so on in the circle, faster and faster, memorizing all names and adjectives. In the end all of us had a „network“ in our hands made of ropes from the ball. Then Markku asked us to untangle this network and that was quite difficult – idea behind this was that in IFHOHYP study session we are building communication, strong bonds and networks for future which are difficult to untangle.

Then Ervinas created a "Map of Europe". He asked participants to make the „map of Europe“ by locating themselves in different corners of the room that symbolised Europe, and to tell to the group their name, country of origin, city and say a few words why their country and city are so special.

Arturas introduced a Poncho exercise. Participants were asked to take a flipchart paper and cut a hole in it for head, thus making a paper



poncho. This poncho was divided into 4 areas: Me and Where I live, My NGO and work, My hobbies, My Dream. In these areas accordingly participants drew and wrote what they wanted to tell to others. Then all of us walked around in ponchos, pointed at each other, kept asking questions on what is drawn on ponchos and thus learning more about each other and ourselves.

This way communication started which had smoothly flown into a welcome party. Atmosphere was good and promised a friendly work together for the coming week.

Monday 13 October

Welcome!

Karina opened the Study Session with a visit to the **European Parliament** in Strasbourg and an arranged tour around the Parliament. Participants could learn about the structure of European Parliament and how it works, from a guide who did his best to improve our understanding by his deliberately excessive articulation. It was the first time in history if IFHOHYP study sessions when a visit to the European Parliament was arranged.

Introduction to the study session

Jennie gave an introduction to the study session, its aims and objectives, and presented the program of the week. The Social and Report committee were formed purpose of which was to organize free time events throughout the week and prepare a report on the theme and activities of the study session.

Presentation of IFHOHYP

Karina made a presentation of IFHOHYP with handouts and information on the philosophy of organisation from its founding until today, and how it has changed. The emphasis was made on the stage of development IFHOHYP is going through now – changing from a single issue organization (mainly summer camp activities) to the multiple issue organization - and beginning to have more educational + political impact today. This is achieved through widened network of contacts with various European institutions, such as the Council of Europe and European Youth Centre in Strasbourg, membership in European Disability Forum and growing number of IFHOHYP members.

Notable was participation of non-European guest from Israel, Yuval Roger, who came to IFHOHYP activity for the first time, and the Bulgarian participant, Yana Domuschieva, currently studying in the U.S.



Palantypist Norma White from the UK was introduced – the entire study session was to be conducted with her help. Norma was already helping us at the last IFHOHYP study session in 2001. After this, the Team participants introduced themselves in a round of names.

Palantype (text-to-screen service) was provided from the very beginning of the study session and was of great help to all participants. Words are rendered in text through combination of sounds by a palantypist and appear on large screen – which makes it easy to read and follow all discussions.

Presentation of the Council of Europe

Arturas Deltuva gave a presentation of the Council of Europe and Directorate of Youth and Sport, its history, aims, priorities and structure.

Needs and expectations

Arturas asked all participants to think about the questions:

- What is this study session for me?
- What I want to happen here?

- What I don't want to happen here?

Then participants were asked to come together in small groups and make joint presentations.

Here is the summary of just a few statements by participants. Participants wanted:

- to learn how to raise awareness about issues of hard of hearing youth
- to improve organizational skills
- to improve communication skills
- to break cultural and communication barriers, better interaction
- to gain self-confidence and appreciation of each other
- to learn how to organize trainings on communication and self-confidence
- to learn methods of breaking stereotypes and explore ways to help each other at organizational and personal level
- to develop and sustain networking among participants

Groupbuilding

We started group building, run by Arturas Deltuva and Karina Chupina. The aim of the group building was to let participants feel each other during active exercises, to explore and to understand principles of effective work in our group for the rest of the week.



The group was divided in two, and both of them were supposed to go through the same exercises depending on how much time it takes a group to complete an exercise. First exercise was a *Line-up*. The group should have locate themselves and stand on the same line (e.g. the edge of the side walk): they should stand accordingly to alphabetical order of their names. If some one falls done from the edge – group starts from the very beginning. In Karina's group participants had to carry out this exercise without talking. Nest exercise was the Electric fence, which later got a very funny name with the Report committee: Sheep Jump Over the Electric Fence. Participants were to try passing over the top of a rope fence of approximately 1 meter high, without touching it and without using any materials. During the execution of the task they should keep hands together and form a chain of hands. This was also done for safety. When the chain breaks or the fence is touched, the whole group had to start all over again...*The last exercise was the Chocolate River*. Group task was to get to the other side of the river. In order to cross the river only marshmallows that can float may be used. That is the only way how to cross the river. For marshmallows pieces of paper were used.

The discussion in plenary then followed – about how people felt during the exercise, what made them feel this way and why they still tried to continue – or why some people preferred to drop out of the process. The exercises were reflected with the questions what was effective in our work? What did I like in it? What I didn't like in a way we work together? What can be improved? And finally, How should we work together? During discussion we explored different roles of people in the group, styles of behaviour and thinking, and talked about what is needed for successful group work. This was an emotional exercise for most participants, but it was well worth that. Half a day devoted to groupbuilding showed its results in closer work, involvement and sharing between participants during the whole study session.

NGO fair – presentation of each organisation

In the evening participants decorated the walls with the posters of their organisations, leaflets, brought tapes, video and other information to hand out and share with each other. Ervinas interviewed participants and showered them with questions. Everyone contributed to the NGO presentations with such an energy and interest (new people from Israel and Czech Republic definitely kept a level of interest high) that talks and sharing continued beyond midnight.



Tuesday 14th October

Jennie admitted she was very nervous because it was her first day in chair, but she was also confident because she prepared it well with the detailed programme on paper, what to do, when and how.

INPUT PHASE:

The day was also a beginning of the Input Phase in our programme.

The first part of it was "Identification of barriers and stereotypes towards hard of hearing people". Aim of this session was to find and identify barriers and stereotypes in ourselves and society through participants' discussions in 5-6 small groups. After discussion, groups were to present their work in the plenary.

Jennie divided participants in groups where they had to discuss and identify barriers and stereotypes from two different perspectives:

- ❖ **Barriers and stereotypes of society towards hard of hearing people**
- ❖ **Barriers and stereotypes of hard of hearing youth towards themselves/experienced by themselves**

What is the cause of barriers? When the time came the groups met in the plenary again and made detailed presentations. It was amazing how many barriers and stereotypes were found similar in different working groups – despite the obvious difference in cultures, gender and age...

"Identification of Barriers and stereotypes by hard of hearing and society"

STEREOTYPES AND BARRIERS IN RELATION TO OURSELVES	STEREOTYPES AND BARRIERS OF SOCIETY TOWARDS US
<p>1. COMMUNICATION</p> <ul style="list-style-type: none"> ◇ afraid to start talking with hearing people because of the fear of misunderstandings ◇ small vocabulary: due to hearing loss and sometimes, limits in special education, we have a lesser vocabulary than that of majority ◇ we do not always know how to pronounce words correctly (where to put accents, etc.) 	<p>1. COMMUNICATION</p> <ul style="list-style-type: none"> ◇ People are afraid that we will not understand them and therefore avoid communicating with us; or communicating with us in short phrases, "simplified" way which limits full communication and exchange of ideas ◇ People are tired of repeating when we don't hear ◇ They don't know <i>how</i> to communicate with us ◇ People ask themselves what is wrong because they hear us speak in different way ("hard of hearing" accent)
<p>2. INFORMATION</p> <ul style="list-style-type: none"> ◇ it is more difficult for us to obtain information in accessible formats ◇ this also relates to traveling information (announcements in the waiting halls, airports, train stations) ◇ due to lack of access to ongoing information, there are difficulties at school/university/college, in education itself as well as in the informal activities and communication with peers 	<p>2. INFORMATION</p> <ul style="list-style-type: none"> ◇ People don't always realize that they should help in passing important information to us, and to apply their efforts to this
<p>3. SOCIAL LIFE</p> <ul style="list-style-type: none"> ◇ Most of us can't discuss such things as music, new songs, contents of TV programmes, ◇ It is more difficult to make friends and takes more time ◇ We have the same daily issues to solve as our non-disabled peers but they are more complex because of added/underlying problems connected with hearing disability 	<p>3. SOCIAL LIFE</p> <ul style="list-style-type: none"> ◇ Think that we are stupid if we haven't heard of something/someone which/who is known to them and knowledge of which/whom is very normal to them ◇ People don't always take into account that there is hard of hearing person in their company/group who may need extra attention
<p>4. WORK</p> <ul style="list-style-type: none"> ◇ Not every job is possible and suitable for us ◇ Problems to find job; refusals to be hired due to hearing problem ◇ When hired, we face problems at work place 	<p>4. WORK</p> <ul style="list-style-type: none"> ◇ it is natural that companies prefer to hire hearing people

This work in groups has led to further "classification" of stereotypes and barriers in relation to life realities of hard of hearing young people.

STEREOTYPES	BARRIERS	REALITY
<ul style="list-style-type: none"> • Hard of hearing people are reserved and close to others. • They are afraid to make friends • They are not able to show their potentials • Sometimes they don't even try to show and develop their potential => hence overall stereotype of the low culture of hard of hearing people • People think you are stupid • Because you can't hear, people think you can't speak • People don't give you responsibilities; they think you are incapable • Hard of hearing people also have stereotypes about modes of communication with/of other hard of hearing people <p><i>General attitude to hard of hearing:</i></p> <ul style="list-style-type: none"> - Pitiful approach - HoH are: - Shy - Stupid and lazy - Bad (or no) work -> no money - Lonely - They can't be as good at work as normal people are 	<ul style="list-style-type: none"> • Cinema/video understanding • Phones • Loudspeakers • Noisy background in social places • Words in music (can't understand them) • Theatre • Fast speech • Lack of self-confidence • Being object of stigmatizing, scapegoating, being badly joked about 	<ul style="list-style-type: none"> • afraid of questions when speaking to hearing public (that they will not hear the question asked) • afraid of being taken for mentally retarded/stupid • feeling uncomfortable when others stare at their hearing aids • some feel uncomfortable to admit that they are hard of hearing, in a talk with normal hearing person • Hearing problem is invisible, and hearing people forget to make sure that hard of hearing understood them • Phone conversations, especially business ones: we can't ask a person to repeat more than 2 times and have to pretend that we have understood everything. • Incapable to follow announcements in public places

The main consequences of the common stereotypes were singled out:

- Hard of hearing people have to work and do 5 times as much than hearing people to prove that they are capable
- Hard of hearing people are stronger (or , on the contrary, unmotivated to take control of their lives)

Forum Theatre

We started Forum Theatre – building self-confidence and transformation of participants' experiences - by Simone Hellenen, Forum Theatre expert from London. First she gave an introduction to what the Forum Theatre - Theatre of the Oppressed, is, about its author Augusto Boal, and where the method came from. We discussed the meaning of the "Oppressed" and listened to how the Theatre of the Oppressed can help disadvantaged young people. The main problem during this workshop was the communication problem



(again communication!). Speech to text reporter was not available in the first part of the Forum Theatre as equipment was not convenient for installation in the spacious room where the Forum Theatre was supposed to be held. Hence participants were not sure that they understood everything. Because of this, sometimes they were over-cautious and slow to answer Simone's questions. After lunch the equipment was installed, our palantypist Norma came to help, and people could follow everything said, on the screen. That, in turn, created another difficulty: people were busy with reading on the screen and had to read it before they could reply. This slowed down the group dynamics while Simone would have liked a faster pace - but that wasn't possible. Later we were split up in groups. Small groups had to discuss and remember a negative experience/situation from their life – at work, home or study – where they felt oppressed due to hearing problem. Then they had to choose one situation that fitted all group, and represent it as a theatre play. We got an hour or so to work with this. The aim of the presentation was to perform and show other participants the negative episode, then willing spectators could break in and suggest their solution to the situation, also through theatre performance. Simone felt there was too little time so we were suggested to use after dinner time and continue our work then. The biggest interest and involvement of participants came especially when theatre shows were playing. Everyone got the idea and there were many volunteers who "intervened" in the staged situation and tried to improve it.

Overall Forum theatre was a success, but it could work even more efficiently if all participants had a more equal command of English. All participants admitted that Forum Theatre is a very useful method - especially so for youth with disabilities - and should be used back home in their organisations. There, run in native language, it will have even more in-depth approach, even better group dynamics, involvement and thus, more explicit results.



It was the first time when such a method was used with hard of hearing youth at IFHOHYP study sessions, and it worked very well. Many participants and the team are now planning to run Forum Theatre trainings in their organizations. In a way of its presentation by Simone, Forum Theatre appeared not only to provide personal learning for participants, but was also very much a method where participants were trained for running such theatre forum sessions in future.

Reflection group

Objectives of these small groups were:

- To give participants an opportunity to share personal experiences throughout the week in a familiar group
- Take notice of developments and learning during the week (for the team as well as for participants themselves)
- Name difficulties and post questions and requests
- Review group dynamics of the study session
- Continuously review the 'bigger picture' of the study session as a whole

The main idea with the reflection groups was to give the participants an opportunity to talk together and express themselves in a small forum. From the beginning Jennie divided participants in small reflection groups. Each group had a "leader" from the Study Session team. Jennie tried to create groups with a balance of people from different countries and sex, and also had to think of those people who don't have good English skills so they could be together with a least one person from their own country. The last criteria were if people's personalities match.

The first time Reflection groups met, was on Wednesday afternoon. We were talking about the best and worst things at the Study Session. In general people enjoy being at the session. Some felt the programme was too full and was hard work and other liked it they way as it was flowing.

It was nice to meet people in a small group and talk with them in a more confidential, trusting way. It was possible to ask them deeper questions about how they felt and how they coped with their feelings, why the Study Session was hard for some and was not for others, how some workshops touched the inner self of participants. Reflection group is a good way to reach people on a more personal level.

Intercultural evening

A joyful evening with delightfully food and drinks the participants from the various countries has brought with them to the Study Session.

The main idea is let the participants show what they like from their own country. Each country present what they have brought with them and afterward people can taste it all.

It is a good way to let the participant tell a little about their own country and it is also a good social event.



Wednesday, 15th October

"Complexity of communication for hard of hearing people and how to deal with this challenge" – lecture by Jan Gronborg, President of the Pastoral Care for Hard of Hearing, Denmark



This was the first time when hard of hearing expert was invited to the IFHOHYP study session. Only hearing experts were involved before. Jan brought with him an integral and very honest view at hearing problem and its consequences. For some participants his lecture was a shock but at a time an eye-opener on reality for hard of hearing people. Team is sure that long-term effect of this "shock" is positive. Jan focused on such issues as perception of hard of hearing person by others in a group, group dynamics with a hard of hearing person involved, importance of speech therapy and image, intuition and non-verbal communication, and other.

Jan also raised crucial issues of being able to listen while one speaks, and how to give public speeches with a hearing loss. Some of the key points of Jan's speech can be seen from the mind-maps in Annex VI. Entire Jan's speech is provided in the Annex II, also as an example of the palantypist's reporting.

"Listen While You Speak" - Workshop by Jan Gronborg

After the lecture participants were divided into several groups of 5 people: A, B, C, D, E. A was supposed to tell B about his/her hometown (5 minutes), B had to ask questions if needed, while C, D, E are silent observers who later had to tell: what did A choose to tell – and why; what did B choose to ask and why; where was A's attention and where was B's attention; what did A mean to say to B; to localize disturbing channels in communication; to tell others what really happened between A and B and the group during process;

Through this exercise participants were supposed to analyse the way communication went in groups and reflect on what could be improved; to question themselves whether the words were important? What were the most important factors for successful communication?

Jan's input and workshops marked the end of the **INPUT PHASE** chapter.

Meanwhile, during the break, Ala Buceatchi, Vanessa Cole and Greet Penneman were interviewed by the local French radio station about their experience in European Youth Centre, its facilities and what does it mean for them to come here and participate.

SKILLS LEARNING PHASE started:

Participants signed in advance for the following workshops:

- **Conflict management**
- **Leadership**
- **Team building**

CONFLICT MANAGEMENT

Ervinas asked us to give the examples of conflict situations which ever occurred in our lives. That's what we've got:

- Envy from other people's side
- When hearing people call us "deaf"
- Ignorance from hearing people's side
- Conflicts between employer and employee (about salary, working conditions, ect.)
- Conflicts between colleagues at work.

Participants produced a scene of conflict, had to perform it and show applicable ways of managing a given conflict situation. For example, one scene was about the conflict between hearing person and hard of hearing person who pumped up TV's volume loud, so it bothered hearing people in the surroundings/at a hospital/at guests.

LEADERSHIP

The workshop was run by Karina. The aims of this workshop were:

- To explore the concept of leadership from the general perspective as well as from the perspective of the hard of hearing leader in youth activities;
- To develop participants awareness of different leadership styles, questions of ethics in leadership and the characteristics of leaders;
- To develop participants understanding of power and power relations in leadership in different situations.

Confrontation exercise

The room was divided into 2 zones: a positive (agree) zone and a negative (disagree) zone.

The participants were given 6 controversial statements concerning leadership. The task was to choose agreement (+) and disagreement (-) zones where participants moved accordingly. Those who had no arguments and could not choose any side were supposed to stay in the middle and keep silent.

Statements:

1. Leadership is a natural gift
2. Hard of hearing people have advantages to become leaders
3. Leadership is about games of power
4. Leaders try to avoid taking risks
5. Leadership means delegation of the tasks
6. Leadership is being able to communicate

After each question, a certain number of people tell their opinion and after this all participants were offered to change their position if they wish.

The whole exercise makes the participants think about the different topics discussed and make them realise that there might be different opinions even when it seems to them that their own opinion is the only one. It makes them realize controversy of opinions and expressions.

Then small groups were divided into sub-groups and were asked to work on the following questions:

- What do you think you need (to improve) to become a leader?
- What is your idea of a leader? How would you like to achieve it?

Confrontation exercise and the questions that followed it, evoked an intense discussion and interesting conclusions that sometimes were no less controversial than the statements given before. While doing their assignments, participants identified their role models in leadership and explained the reason why they considered those people as leaders.

WHAT DO YOU NEED (TO IMPROVE) TO BECOME A LEADER?

Here are just a few results of a discussion:

- ❖ to be a creative person and have enough knowledge in your field
- ❖ to be able to proactively use all information that reaches hard of hearing young people; to be able to get in touch with their intuition
- ❖ good body language, skills of visual imagination and playing images so as to inspire idea/concept of a leader with hard of hearing youth, through their imagination
- ❖ To be charismatic and energetic personality
- ❖ To be a good psychologist and to understand people's needs
- ❖ To have a good command of English and other foreign language
- ❖ To be able to quickly react, take decisions and solve problems timely
- ❖ To be diligent with all people
- ❖ To be able to behave and act positively, with the use of body language
- ❖ To be able to cooperate
- ❖ To be able to organize people and resources
- ❖ To have steel nerves
- ❖ To be able not only to act, but to listen to others
- ❖ To be self-confident/act self-confident
- ❖ Good listener and speaker
- ❖ Charismatic
- ❖ Powerful in taking decisions
- ❖ Knowledgeable of human nature and psychology
- ❖ Creative
- ❖ Be able to learn from other leaders too
- ❖ Be good in teamwork
- ❖ Sense of humour
- ❖ Sensitive



As hard of hearing young people, what do we need to become leaders?

- ❖ Good education and training
- ❖ To increase self-confidence
- ❖ To work on speech and communication skills
- ❖ To be respected
- ❖ To be strong
- ❖ To improve command of English
- ❖ To have your own strategy and have will to achieve it + plans/ideas on how to achieve it
- ❖ To have interest in personal development and self-improvement (be better than yesterday) and gain new results
- ❖ Good conditions for work (technical as well as psychological)



One participant confessed: "I don't like to be a leader because to continue being a leader, a lot of compromises are necessary. I also think that hard of hearing person can't be a "real" leader, because hearing is too important in human relations and work assignments" -> a leader should be someone who is in love with *power*, but who also has high culture, deep values and ethics.

Thursday 16 October

Study visit to the **Council of Europe**. Participants watched a movie about the history and values of the Council of Europe, but even with the induction loop brought by the Team, few people could comprehend the contents as no subtitles were available. This has proved again the necessity of access to information for hard of hearing people and challenges of communication. However, participants could find and take with them a lot of useful information about Council of Europe and its activities, also in the field of disability, at the CoE Information Point.

Lunch at a downtown restaurant, Study visit to the local NGO for disadvantaged youth - L'Etage. Free afternoon and dinner in town allowed participants to share complexity of communication in a noisy background – still with lot of fun and good laughs.

Friday 17 October

Workshops:

- **How to combat negative stereotypes?**
- **Fundraising**
- **Communication technologies**

I. HOW TO COMBAT NEGATIVE STEREOTYPES?

This workshop aimed to explore the questions such as:

- What is the perception of the participants of themselves as young people with hearing loss?
- What is the difference in perception of hearing disability by hard of hearing youth and by „normal“ hearing youth?
- What are the needs, perceptions and situations of hard of hearing youth among the participants?

- How to find an approach to working between hard of hearing minority and hearing majority and combating stereotypes?
- What examples of overcoming barriers can we relate to?

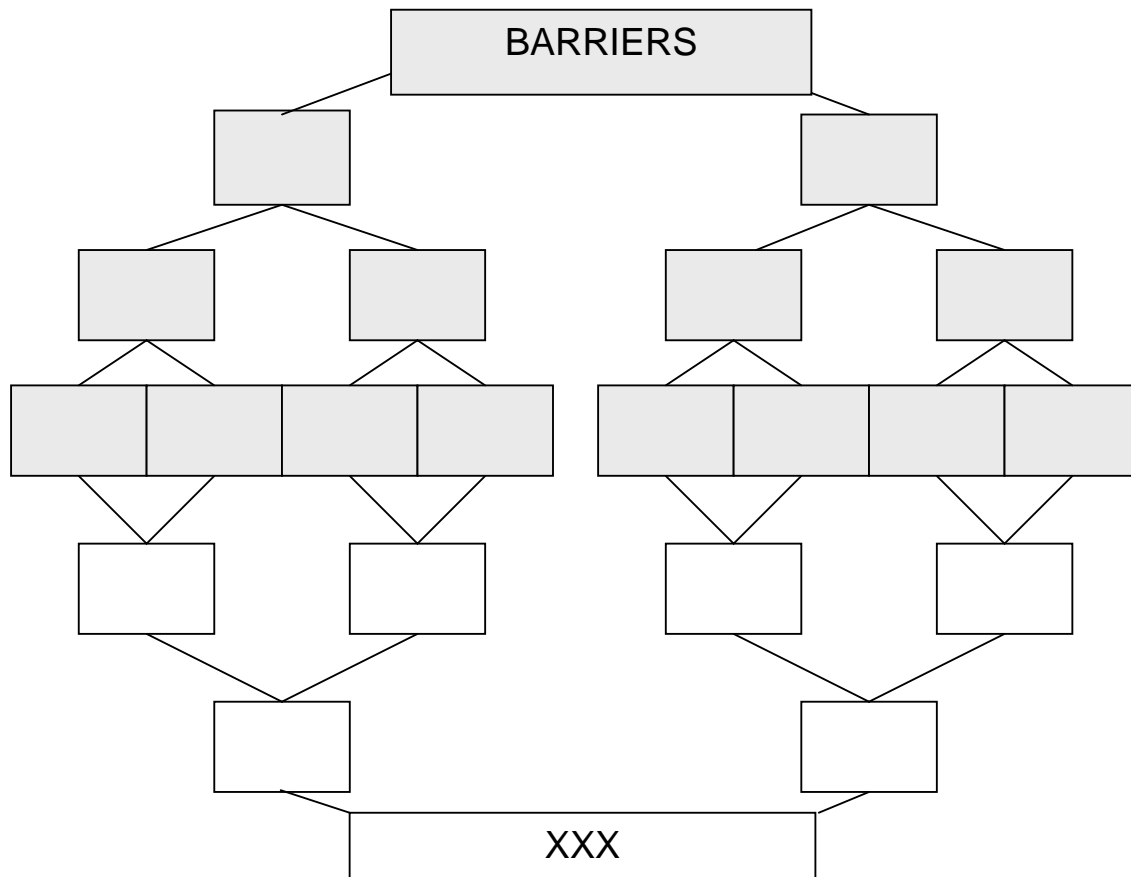
DNA exercise:

-Each participant received a sheet of paper with a diagram (in a form of a diamond) but only with the first rows of boxes and is supposed to fill the boxes in with values they connect with the word the box comes from. e.g. from Communication.

-As a second step participants are asked to fill the boxes starting with the words in the middle row and come down to the last and only remained box in the "diamond" diagram. This procedure would again lead to a final word individual for each participant.

-Then follows a discussion in groups. Within the group each participant explains his/or her point of view.

Participants may come to the conclusion that the word Communication means something completely different, which depends on the personality, background and life experience.



Group 1. Stereotypes we want to fight: *"Hard of hearing people are stupid"*

Indeed:

- they can be often better educated than hearing people
- they may have developed more talents which is a compensation for their disability

What we can do:

- Make a catalogue with stories by hard of hearing people from different walks of life, people who have different jobs: this will make clear that Hard of hearing and deaf people can also be teachers, educators, lawyers, despite their disability
- Inform society through public events with hard of hearing young people – talk shows, wheelchair dance with HOH people
- Encourage hard of hearing young people to go in for sports as a means of both integration and raising awareness of hard of hearing youth abilities, establish platforms and events for hard of hearing sports representation (such as Deaflympics, Special Olympics, etc.)

Group 2. Stereotype *"Hard of hearing can't study at normal school"*

What we can do:

- In practice and not in talk, encourage integration of hard of hearing youth at schools
- Ensure communication (technical devices included) accessibility in public and private spheres
- Provide peer education to disabled people and teach them how to produce favorable impression and show their potential
- To encourage mass media to involve disabled people in productions of articles, TV and radio programmes, other
- Deaf and hard of hearing should receive hearing aids free of charge in all European countries as it is done in some countries already

Group 3. Combating prejudices and stereotypes, such as *"Hard of hearing=stupid=incapable=unable to speak and express themselves"*

We face barriers, such as

- low self-confidence and self-esteem
- misunderstanding

Scenario:

- 1) At the bank: a hard of hearing client talks to a bank employee behind the glass – he/she needs a bank operation, but can't hear instructions
- 2) Bank staff thinks he/she is stupid/dishonest/mentally ill
- 3) Hard of hearing person is really depressed.

What we can do:

The tactics: I must explain my hearing problem in advance so that the bank staff understands my situation, becomes more willing to help me and employs another way of communication with me.

What is important in achieving your aim:

- Body language and ability to behave to win over bank staff disposition:
- friendliness
- take time to negotiate/talk to bank staff
- be open with respect

Group 4. Stereotype to break: “If you can’t hear, you can’t speak”

What we can do:

Solutions ->

- Awareness-raising through media (TV, Radio, Newspaper)
- Conferences, seminars, trainings
- Theatre in the street/animation
- Show an example in a group of your friends (e.g. introduce a new hard of hearing person to them and involve him into talk; this will prove that hard of hearing can communicate, and that support in this from a group will be only appreciated).

II. COMMUNICATION TECHNOLOGIES WORKSHOP

Markku Kunnas and Jennie Westh were responsible for this workshop. The idea was to give information and share experiences about the helping technology for the hard of hearing people. We sometimes met HoH who didn't know much about the different kinds of technology there is made for HoH. It is known that technical company products are usually not promoted at the study sessions, but in this case technology is considered as the unique means of communication! What would we be without technology?

There was 10-15 persons in both workshop group. Jennie and Markku provided information about:

1. **Shake Awake**, the vibrating alarm clock
2. **Induction loop** in various purposes: the loop can be used in mobile phones (Nokia LPS-products), in group situations (Comfort Conference for hearing group's speeches e.g in meetings, portable loops for bigger situations, etc.)
3. **Sennheiser Radio transmitter and receiver** for educational purposes: student hold receiver and teacher the transmitter
4. **Alarm systems**: many companies provides special alarm systems for hard of hearing people. When door bells or telephone rings, there can be lamps in rooms which inform it.

And many other devices were mentioned too.

Participants were already familiar with the products of technology for hard of hearing, but still they felt that there is a lack of information about the products. One solution to solve this issue was to collect the information about the companies which provides all kind of equipments for hearing into a one national database and spread information to other hard of hearing.

Also an idea of contacting more than one company could be wise: the price can be lower in the other company and specific wanted technology item might be designed for other purposes. There was also discussion about the text in domestic movies and tv-programs. In many countries there was so, that the almost all foreign language programs were translated with a text in a screen. But a hard of hearing can't hear the domestic language program and there is a huge need of increasing text in a screen when a domestic program runs. Therefore Team decided to make a formal questionnaire with signatures of all participants, that should be submitted to IFHOH organization. IFHOH is supposed to advise and answer how they plan to provide texts in the domestic programs.

The workshop was considered as useful and informative, but for many people from Western Europe these issues were rather familiar. On the other hand, for participants from Eastern Europe, for example, some technical devices were completely new and vital to learn about.

In the workshop we were starting with telling about induction loop and demonstrated a model of it. We also talks about FM and induction loop for mobile phones. Later on we talked about common problems about technology around in the different countries. We found out that it is very different from country to country how much people know about the various kind of technology who can help HoH people to hear better. We gave people copies of the papers and gave them information about which homepages they could search on.

What is FM

FM is a wireless communication technology which is very common today for an uncountable number of applications and situations all over the world, whenever communication is in the focus of interest. Other examples of the use of the FM technology are:

- Cablefree telephones
- Walky-talkies
- Baby monitoring systems

An FM System for hearing instrument users works identical. It consists of a transmitter, which picks up the voice from the speaker and sends it via radio waves, wireless, directly to the tiny FM receiver, which is connected to the personal hearing instrument.

Why FM is important? Even with the best hearing instruments, most hearing-impaired notice that they have difficulty hearing in certain situations as, for example, using a telephone, watching television, during a business meeting, or in a restaurant. Using an FM system makes communication in all these difficult situations much easier. (From the website: www.phonak.com)

Induction loop for mobile phones

The Nokia LPS-3 is a device that enables interaction between a hearing aid and a digital mobile phone. The Nokia Inductive Loopset LPS-3, is easy to use and gives people who use a T-coil equipped hearing aid the freedom to talk on a digital mobile phone. It consists of a wireloop which goes around the user's neck and connects to the bottom of the mobile phone. The loopset transmits speech from the phone to the hearing aid in the ear. As in the Nokia LPS-1, the product also has a built-in microphone and thus provides full hands free operation for the user. Furthermore, it offers users the optimal audio level and diminishes background noise, making it easier to carry on a conversation in a noisy environment. The Nokia LPS-3 introduces an answer button which provides ultimate ease of use: answering or ending a call can be done easily simply by pressing the Answer button. All the t-coil equipped hearing aids support the induction technology, which has been used for decades in banks, churches, and other public premises to assist people who are hard of hearing. The hearing aid captures the signal supplied from the loop when it is on the T or MT-mode.

From the website www.nokia.com

III. FUNDRAISING WORKSHOP

This workshop was run by Ervinas. He introduced Internet resources for fundraising, in particular he focused on the possibilities to raise funds through grant applications to the European Youth Foundation and the EU YOUTH programme. He ran brainstorming session where participants explored ways of fundraising other than grant applications. Ideas were settled in chart with funds resources (internal organization, private, governmental) and funds access (local, national, international). Then discussion followed on which fundraising actions are the most suitable for "Breaking barriers & stereotypes...." projects. The list of "Crazy ideas for fundraising" and Internet resources was also distributed.

Open Space Technology: What else do you want to discuss?

Jennie handed out papers with background information about what Open Space Technology is:

Open Space Technology

OST was "invented" in by a consultant Harrison Owen in the mid-1980s. He saw that the people coming to meetings, conferences and seminars were actually doing the best and most innovative work in the breaks – not in the actual formal meetings. From this insight he set out to formulate a way of working that would capture the freedom and energy apparent in the breaks and turn it in to an useful way of organisation meetings.

Contents in OST

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

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

This means that an OST session often will be part of a larger programme as it builds on the principle that everyone who participates in an Open Space session must be passionate about the topic and willing to take responsibility for creating things out of that passion. If you e.g. are having a meeting about the future of your organisation you know that all the participants have an opinion about this subject – but in other cases it might be useful to have some seminars and lectures before you start the OST session, so participants have some common knowledge to base upon and work from.

But the idea of OST goes further than this! OST also means that the participants themselves decide *what* they want to work with, *whom* they want to work with and *how* they are going to do it! Furthermore, during the OST session the participants can, at any time, freely move around the different groups and find a place where they can contribute and learn!

But you have to remember 4 principles and one law!

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

1) Whoever comes are the right people.

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

2) Whenever it starts is the right time.

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

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

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

4) When it is over, it is over.

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

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

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

How to do an OST session

When you want to arrange an OST session you can divide the process into 3 stages. In the first stage you the problem or subject is presented and the participants are allowed to come forward with their input on the matter of interest. This is in other words a kind of a brainstorm. The different suggestions can be written down on paper or a blackboard. When people can divide into groups and work with the subject that they find interesting. In this second stage people work accordingly to 4 principles and the law of two feet as described above. It means that people freely can move around and see that is happening in the different groups and stay the place they find most beneficially. In the final stage the participants present the outcome of the session.

The main thing to remember is that the OST session should be like a coffee break where people can wander around discuss with different people – and maybe even just sit in a corner and think. As an organiser it important to let the participants work by themselves. You should not try to control the process as it will destroy it – after all the greatest benefit with OST is that the organisation can end up with something new and complete unique - and in this process experience the vast resources unlocked in the participants.

All together this workshop works out nicely. The participants were a bit confused in the very beginning, maybe I (Jennie) wasn't good enough to explain what it was about. Some participants took it seriously and other were making fun of the topics but they all worked well in their own way.

The topics proposed for discussion, were:

- Being/growing up in a family as a hard of hearing person/relationships between hard of hearing – hearing young people
- How a hard of hearing person can relax (hard of hearing are always so tense when listening, they need to learn relaxation techniques)
- Youth exchanges in Europe between hard of hearing youth organisations
- and others; even such topic was proposed as Windmills in Holland

The results and key ideas of some discussions were later incorporated in the Multiplication phase projects.

MULTIPLICATION PHASE:

Multiplication: How to multiply the gained knowledge from the Study Session?

The phase was introduced by Arturas and Markku who guided participants in forming groups that would work on Multiplication projects. The session started with brainstorming on possible themes for Multiplication projects after which participants divided themselves in groups according to their interests. Participants were asked to prepare present their projects in any creative way they wanted. Presentation should have not been longer than 5 minutes and should have covered at least the following key points:

1. **Idea of project**
2. **Aim**
3. **Objectives**
4. **Actions to be taken**
5. **Plan of Action**

6. Draft budget
7. Who is doing it

Saturday 18 October

Presentations of the working groups. Descriptions of proposed projects can be seen in the annex.

Evaluation of the study session

The whole evaluation was run by Karina and was meant to let the participants share together the process of their personal development throughout the whole study session.

Sea Harbour

The whole group met in a circle. On the floor there was a drawn virtual sea containing islands, fishes, boats, thunderstorms, sunk ships, sharks, harbours, etc. that symbolise various feelings and situations the participants could have gone through during the study session. Everybody had to build his own boat (using various materials like paper, balloons, magazines etc.) and draw a path expressing his personal view of how he experienced the course. In opposite corners of the sea, there were two harbours – one was called

«*I want* to build communication with other people, organizations and donors, with various actors of society», and the other -

«*I am ready* to build communication with other people, organizations and donors, with various actors of society».

Everybody should have explained his/her "journey" and indicate whether he reached or not the second harbour and why. This was the evaluation of the *process* that participants went through during the week. Next exercise was meant to measure and evaluate the *result* participants got by the end of the study session.

Flower Garden

On small flowers cut from paper of different colours, participants wrote an answer to the question : "What have you learnt during this study session?" These paper flowers were then folded, put into the bowls with water and then "blossomed" – opened up. So that all participants could walk around and read them. It was an emotional, beautiful and relieving exercise which at the same time allowed participants to identify and

share their best learning points.

Then participants came back to plenary for final discussion where everyone was allowed to say last comments about study session. We were asked to finish the sentences

- " *I feel that...*"
- " *I believe that...*"
- " *I hope that...*"



Floor was given to participants to say their last comments and express themselves. Team presented a gift to the palantypist in a way of thank-you for her hard and helpful work.

Closing of the study session by the Team followed and handing out individual evaluation forms. Filled in evaluation forms later served as admission tickets to the Farewell party.

At the farewell party certificates were awarded, last wishes to each other written, the spirit and success of study session and new friendships celebrated.

Conclusions:

- Self- confidence and self-awareness has improved a lot in general, participants started thinking more about their psychological handling of hearing disability.
- Participants' contribution was seen as active and emotional. There was a good balance between group and personal learning; the programme provided for mutual learning situations which worked very well
- It was easier for participants to identify with the theme of this study session in comparison to previous study sessions – communication is vitally and equally important for all participants
- Participants are motivated to multiply skills and knowledge gained at this study session in various ways in their organisations, and want to improve image and status of hard of hearing youth in society in various ways
- It was noted that next study session could have a more political perspective or devoted to organisational development
- According to most participants, it was a bit of an overwhelming program, but well organised and responding to their needs
- Easy and challenging tasks were balanced well. Lack of English language skills by participants disturbed a little, but despite this, group dynamics eventually developed in a very good way. Learning English throughout the week was one of the most important issues in participants' assessment of their personal development. Participants' motivation increased, as well as did the feelings of togetherness, belief for the future and generating ideas. Self-confidence has improved a lot in general.
- Participants are discovering more (new) approaches to handling their hearing disability. They got more patience, will to communicate, acquired new methods and communication skills to adapt through various means on a personal level and in their organisations. Self-awareness and acceptance of one's own identity as of a hard of hearing person have increased with most participants as well.
- Study session has undoubtedly contributed to better communication between current IFHOHYP members and to the will of some European and non-European organizations to become official members of IFHOHYP (Slovakia, Israel, Czech Republic, etc.).

Learning points: Team noted an increased personal development of participants throughout the week, stressed their improved ability to communicate, especially in English as foreign language study is not always accessible for hard of hearing youth due to social situation/limits of specialised education in some countries.

Team became aware that small workshops/working in small groups is good if not the best way to work with hard of hearing youth..mostly because usually it is difficult for us to follow in big groups. Such an approach gives them a better opportunity to work with each other, be able to listen, understand and generate ideas.

Through this study session, IFHOHYP aimed to improve communication between IFHOHYP members and increase involvement of new young leaders from member and new non-member countries. The activity helped to introduce new countries/representatives of new countries to IFHOHYP – namely Israel's organization for hard of hearing and experience of working with hard of hearing in the United States.

Expected follow-up: Apart from projects designed at the study session, there is a plan to create webforum where people can communicate, share ideas and contribute their own experiences from various countries. This will build a better + more effective network of hard of hearing young people, so that we stand together and are strong.

EYCS external trainer: His role was in being the link between EYCS and team members, informer, thinker. Trainer with positive attitude, honest and open to alternatives. Arturas added a lot to readiness for alternatives, maintaining flexibility, feeling of trust and comfort in the team. As I was a co-ordinator of the teamwork and the session, I especially enjoyed Arturas's support, integrating all ideas and his ability to adjust to the group. A funny and good thing was that by the end of study session participants already perceived Arturas as member of IFHOHYP.

Additional comments:

- A request letter on behalf of IFHOHYP board members and IFHOHYP study session Team was left to the Head of Department Peter Lauritzen. It asked for installing flash fire alarms in every rooms connected with main fire alarm, so that hard of hearing people – and not only hard of hearing - could see the alarm and leave the building. A fire alarm happened during the study session and none of participants could hear it.

.....
Feedback from participants: some remarks from evaluation forms:

**Progressive production of aims + Objectives. Varying degrees of on a very subliminal level intensity + enlightenment.*

**The structure was very good! The different phases were very clear*

**Excellent, I was surprised! Didn't expect all that even from a preview of the programme*

**I didn't expected that much so this was a positive surprise*

**I receive more information than I expected.*

**Structure was very varied but necessary for break of stereotypes*

**Some days were too heavy, others a bit too easy*

**It was extremely exhausting but I think it had all important components.*

**The program was very good and filled with workshops, lecturers etc. learned so much in this study session!*

- * A good selection/balance about theory and practice*
- * Exercises were organised as building bricks in a very good order*
- * I like very much Forum Theatre. The next time deep more this activity please!*
- * Pity that some people couldn't speak English very well, it cost time and energy to explain 3-6 times*
- * I got better work in workgroups, better (more) leadership, so that I can teach another hard of hearing; better English language skills*
- * I increased my self-confidence, improved my English skills by practice. It's a lot, I think!*
- * I could see that I have accepted my own handicap. Some things were not new anymore, but always handy to realize after some time.*
- * Got absolutely higher self confidence, higher awareness of my disability*
- * For me the first time in my life I would communicate and establish relationships easily. Now I know I can do it.*
- * I obtained a motivation for leading and development skills for breaking barriers of hard of hearing people. It changed my own stereotypes in my life and in next future.*
- * I don't trust anymore my stereotypes*
- * It was good to watch people initially shy + quiet gain confidence to make attempts to participate more, make their voices heard, to contribute to the group task*
- *Trainers were well ready what to do*
- *Thanx about the flexible leader teams*

ANNEX 1

PARTICIPANTS' MULTIPLICATION PROJECTS

Project 1. Idea of the pilot project:

Training session on communication for hard of hearing young people

Why do we want this project?

- To multiply learnt information at the IFHOHYP study session

Why do we need this project?

- To improve communication of hard of hearing youth in our organization and to support each other

Aims:

- To teach hard of hearing people different communication techniques
- To improve services for hard of hearing people

Objectives:

- To exchange/share information, experience and ideas on how to build successful communication and self-confidence
- To organise a meeting where members of hard of hearing youth organizations could meet and strengthen bonds within/with organisations
- To produce a full report of the meeting for distribution

Draft budget:

20 participants + 4 trainers= 24 persons

24 persons x 25 Euro x 2 days

Material – 150 Euro

Total= 1350 Euro

Support from European Youth Foundation

Who is doing it

The trainers of the organization, trained participants of the IFHOHYP study session

TRAINING SESSION ON COMMUNICATION FOR HARD OF HEARING YOUNG PEOPLE - DRAFT PROGRAMME-			
	1st day Friday	2nd day Saturday	3rd day Sunday
a.m.		-Energiser - Presentation of the day - Forum Theatre "Stereotypes and barriers faced by hard of hearing youth"	- Energiser - Workshops <ol style="list-style-type: none"> 1. Team building 2. Leadership 3. Conflict management
p.m.	- Arrival - Welcome party - Ice breaking - Expectations	- Lecture on communication techniques - Training workshop for beginning trainers Reflection groups	Workshop presentation - Reflection groups - Final evaluation

Project 2. **Winter camp in Lapland for Dutch and Finnish hard of hearing young people**

Idea:

- Cooperation between the two countries
- Learning sports together as a means of integration
- 5 days for young HOH to meet in March

Aim: strengthening contacts between hard of hearing young people from different countries through sport and intercultural learning, and their involvement

Objectives:

- to provide opportunities to learn sports and team building
- to learn more about each others' cultures through sports, games and cultural evenings
- to see Lapland

Actions: fundraising, contacts, co-operation between the two organizations, website and advertisements, the main organizers have to be found and named.

Plan of action:

1. Finding place and accommodation.
2. Contact persons.
3. Advertisement (through website, etc.)
4. Informing about the camp and finding the participants
5. Setting the programme

Budget: about 600 Euro per person. Part of the funds could be applied for/obtained from the EU through grants related to sports and integration, from the European Youth Foundation, Finnish and Dutch companies, IFHOHYP.

Who is doing it: Noora, Katja, Heidi, Johan, Gerard, Markku + IFHOHYP members

Project 3. "Utopian" project: "Support hard of hearing candidate in parliamentary elections"

Aim: to lobby hard of hearing people's rights

Actions:

- Select a hard of hearing young charismatic and experienced leader from hard of hearing organization for running for a parliament
- Fundraising
- Promotion and PR (mass media programmes, ads, newspaper interviews and articles, radio/TV talk shows)

Draft budget: 50 000 Euro.

Who is doing it:

- Hard of hearing organization
- PR agency and PR specialists, image makers, political technology specialists

Project 4. Multiplication Project «European student network for facilitating the Quality at EU Universities and the integration between HoH and Hearing people».

Idea of Project:

European student network for facilitating the Quality at EU Universities and the integration between HoH and Hearing people.

Problems encountered by HoH people at Universities

- Problems with group working with other students (no effective teamwork)
- Teachers doesn't know how to communicate (necessary quality assurance)
- Cannot follow the classes (necessary good note-taking)
- Lack of information (necessary autonomous student network for systematic information exchange)

Aims

- To facilitate HoH learning at University
- To raise the University Didactic Quality

Objectives

- a Website using UTQA software (University Total Quality Assurance)
- an autonomos service on Internet for EU student network

Actions to be taken

- Fundraising
- Prepare UTQA web software for EU network

- Prepare server
- Publicity through students

Plan of action (approx)

- October-December 2003: fundraising
- January-February 2004: prepare software and server
- March- December 2004: service run in Slovakia
- March- December 2004: service run in Finnish

Draft budget (approx 1 year)

Web housing 1 year		€ 5000
Workmanship		€ 21000
UTQA licence		€ 2000
TOTAL		€ 28000

Who is doing it

Niccolo' Disperati (Italy) <nico@unionestudenti.it>

Heidi Koiste (Finish) <heidi.koyste@kolumbus.fi>

Marian Koval (Slovakia) ing.koval@centrum.sk

Glossary and explanatory notes:

What is UTQA?

It stands for University Total Quality Assurance.

It's a set of web software tools for helping the Quality at the University. It comprehends the following main modules:

1. LessonMonitor
2. DidacticArchive
3. DynamicIndicator

What is "autonomous" service?

It's a service that is maintained by students themselves, for reciprocal help in university studies.

Thus, UTQA provides a set of tools for empowering student to be more autonomous in studies, by exchanging didactic materials within the university and with other european universities, assessing the quality of university lessons and didactic material. For collaborating in building new learning materials.

How exactly this will facilitate HoH integration?

HoH people find difficult to follow lessons, so they can benefit from the DidacticArchive where they can download quality material, and where students and teachers collaborate to the development of new material. HoH people should find easier to keep pace with other people, with also the help of LessonMonitor.

For more info on UTQA, see <http://www.utqa.net/ifhohyp>

Project 5. Palantype service for hard of hearing in Bulgaria

Maria Pantaleeva and Yana Domuschieva worked on two projects but presented one:

The 1st project is called the **Palantype Project**. Together with their colleagues who writes software they would like to develop a palantype service available to Bulgarian hard of hearing and deaf people. The plan is to program a regular computer keyboard to work with the Cyrillic stenography system. This will happen through a software Yana's colleague offered to do for free. It's better to work with a regular computer and not a steno machine, because computers are cheaper. The second part of the project is to train Bulgarian stenographers to work on these keyboards and to provide palantype to people with hearing disabilities. The third part of the project is to make the service available to people who need it. This is going to cost money and we are hoping to apply for funding from many sources, including the government and local disability organisations. This is a long-term project, Maria and Yana expect that they will need at least a year and a half to do get to the point where we have several trained palantype providers.

2nd project: We would like to have the news, entertainment and youth programs captioned on the national television. We are planing to work closely with the people involved in the "Friends" Foundation which Maria started as well as with journalists and technicians from BNT, the national TV. We anticipate that the funding for this type of service will come from the television itself, but we will be also looking for funding from Bulgarian Youth projects and the government. Our role will be to encourage and provide background information on how this is done as well as to provide the TV with information on what people with hearing disabilities would like to have captioned. In short, we would like to be the connection between the HoH and deaf communities and the television.

ANNEX II

"Complexity of Communication for hard of hearing and how to cope with this challenge" - lecture By Jan Gronborg from the file provided by the palantypist. (Can be also seen as an example of palantype-reporting)

JAN GRONBORG: Thank you. If I stand I will probably, you will probably see me better.

So, thank you for inviting me. Let me just briefly introduce who I am. Well my name is Jan, is this one correct, who is listening to this one? Who is wearing this one.

Okay, is it on now, can you hear me now? Okay.

I am the president of international federation for pastoral care to hard of hearing and late deaf persons. That's worse than IFHOHYP, what a name. Any way, my basic education is as a thea lo gee, I'm a pastor. Then, I have taken a lot of communication and public speaking et cetera so the last 12 years I have trained persons in public speaking, mainly pastors from my home country, working closely together with an actor.

Also for the last 17 years I have been working full-time with hard of hearing and late deaf persons as a personal Counsellor and as a pastor. So, when Karina talked with me about what to do here she said, "Communication", I said the complexity of communication because it's a very complex issue. Karina said something about public speaking too. I don't know why, I mean she is a great public speaker but she still wanted me to say something about public speaking. I will sort of mix the two, the complexity of personal communication, specially for hard of hearing, and some advise for public speaking, and those two issues are connected as I see it.

This is the main outline of my presentation. First, something about how others look at hard of hearing people and I can see that you know all about that. Then, I have called it straight lines are godless, and the last struggling for attention.

Can you see this? Some of you can see it. Any way, I begin here and go clockwise round. Last year I was in a restaurant in Budapest with a friend of mine and there was not much room in that restaurant, so two ladies came and asked could they sit at our table, of course they could. We got to talk and just had a conversation. It was a noisy room. My friend has a very good hearing, I'm hard of hearing, that meant of course that he was laughing more than I was, he got hold of more than I did of what they said, of course, like you know how it is to be hard of hearing in noisy surroundings. So, gradually the two ladies turned more and more attention to my friend, not because he was more interesting than I am - definitely not! , because there was a contact he understood immediately, he laughed at the right moments. So the conversation turned out the way that these kind of conversations normally do. I slid away from the centre and he was in the centre, that was okay because the ladies were not that interesting, what is not okay is that this kind of situation happen all the time when you are hard of hearing. If you study group dynamics you can see that there is a group having a conversation, there may be four, there may be 8 people in the group. If you study them from the outside you will normally notice that most members of the group, when they say something they are addressing one specific person. So there is one central person in the group, normally, where the others address their speech to. Who is that? Not someone who was elected the leader, but it's the most interesting person maybe, or it is the person who responds in the best way, who immediately laughs when you say something funny, whose eyes show that there is connection. The person in the centre, the person that the others address is normally not hard of hearing. Why not? Because the hard of hearing person is struggling to grasp what is said. So he looks tense, not relaxed and, you know. The hard of hearing person will often look very tense and he will hesitate before he dares to laugh at something funny, because it might be something he misunderstood. So, he is definitely not a good listener. He is not perceived as a good listener. You can see that, because he's tense he doesn't respond immediately. So, he's not in the centre.

Of course that is bad, the hard of hearing person actually needs people to look at him when they speak, but they don't, most often they don't. They look at the one who they feel mostly connected with. The connection to the hard of hearing is damaged.

The thing is that whenever we are with other people there is a constant unconscious evaluation going on on many many scales, so whenever we talk with someone we evaluate them, not consciously, but unconsciously. We put them on scales, so and so intelligent, has so and so much empathy, so much intuition. We put him on a scale of humour and we have ideas about his education level or her education level. Social level, we have an impression of how confident the person is, how mature the person is, and how understanding the person is. When I talk to someone I can look at, I can see from his face whether he understands me as person or not; I think. All these evaluations, of course, it's not something that we are thinking about, but the person that we are with is

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put somewhere on a scale in our, in our mind and we sort of have an image of that person. That has nothing to do with what we know already, it's our impression. It's our intuition.

The summary of our unconscious conclusions, our impressions is what we call intuition. Intuition is very important, it's something very good to have intuition and to follow your intuition. That's normally something that we say, I have my intuition and I need to follow it. That's true, you do. The thing is, the problem is that our intuition does not know that discrimination is bad, our intuition discriminates. My intuition, if I'm Scandinavian and I know very little, I have seen very few black people, for instance living in Scandinavia, when I see someone with a black skin, black hair and they say something to me, then my intuition may tell me a lot about that person which is not true, because I see and I read too much from the black skin not being used to it. Fortunately now we have many colours also in Scandinavia, but in my childhood it was like that. Seeing someone with black skin meant that, intuitively I thought I knew a lot. If you tell a joke or say something ironic and one of the persons in the group looks skeptical or distant or.... even if if you know that they are hard of hearing your intuition will tell you that they are lacking of humour, maybe lacking of intelligence, lacking of understanding, so you will place them lower on the scales even if you know with your brain that they are hard of hearing, because your intuition does not know that discrimination is bad.

So, that means that the hard of hearing person will very often and most often I would say be placed lower on the scales of all these scales than, than if the same person had not been hard of hearing. That is a daily life experience for hard of hearing persons, you know that.

The intuitive evaluation of a hard of hearing person is based on, for instance, can they quickly catch my points, no, they can't. Even if I know why it means that if I'm an employer, if I'm your boss and I need to promote one of my staff, which one will I choose? Well I choose the one that I can speak with easily, the one who laughs at my jokes, the one who nods understanding before I even finish my sentences. Will it be the one who looks like this...., and take sometime before he gives me the right answers? I would say that the hard of hearing staff member has to be a lot better than the hearing staff member to be the one that I promote. Also employers follow their intuition. You can come up with the best graduation papers in the world and the employer may unconsciously suspect that you got them the way Heidi got hers yesterday. Unconsciously he knows he can read but he follows his intuition, of course he does. Can you blame him. We follow our intuition and intuition discriminates. That's tough, that is the reality that we are facing and we can't change that reality so easily, because that would mean sort of taking all the unconscious that is happening, taking out the intuition and only following our brains and we don't, others don't.

There is a special point here that I would like to mention in this group because I feel that it has been mentioned too little in the world of hard of hearing. That is the question, how do hard of hearing persons speak? Roz Barker is an Australian psychologist who made a dissertation describing how the surroundings, the surrounding world look at people who are hard of hearing. She found out that the more that you can hear from a person that is hard of hearing the lower you would place that person on the scales, and these are her scales, these there are scales that she used. So, she actually tape recorded a bunch of voices saying the same text. From some of the voices you could hear that this was a hard of hearing person, some of the voices you could hear very clearly and it was the same words. She asked a lot of people to estimate where, how intelligent, how well educated et cetera et cetera the person speaking. You could really tell the difference, even if you say the same words, if your voice shows that you are hard of hearing they will not, they will not estimate you to be on a high level of intelligence, education et cetera it is not just a matter of what you say it's how you say it. It is so totally unfair, but it is the real life. How can you change it? I have a good friend, Danish woman who was deafened for 15 years until last winter when she got a cochlea implant. After she got her cochlear implant, already one week after it had been, the tone of her voice and her language was so changed. It was so changed and everybody kept telling her, "Oh, how beautifully you speak" and she did. She pronounced the Danish words totally correctly and her voice was a lot more natural than it was before. This lady said, "You have been deceiving me for 15 years, always telling me how well I have spoken. When I have asked you my husband, my friends, my mother, my father, every time I have asked you how do I sound you have said 'Perfect, perfect', you have deceived me for 15 years" and she was right. She was right. Now, she will be able to get a job again, she is a computer specialist. Now people trust that she actually is skilled, qualified. They instinctively did not trust that before because she sounded strange and she didn't know. She could have done something about it if she had known.

So, I would say to each of you ask your hearing friends for honest advice and don't accept them to pretend, don't accept them to be dishonest. In most countries it is possible to get speech therapy and anyone more than moderately hard of hearing should demand to get speech therapy on a regular basis to develop his communication skills as well as possible.

I have seen that so often that people who are hard of hearing or late deafened they don't ask for speech therapy, why not? When I ask them, "Have you had speech therapy?", they say, "No I didn't know that, when a new word comes up that I didn't know before I just

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ask my husband my wife how to pronounce it, then I learn it, it's okay." They think it's only a matter of learning to pronounce new words. It is not. For a normal hearing person you calibrate, adjust your language, your speech, your pronunciation every minute, every time you open your mouth you can hear how does it sound compared to how the neighbour sounds and you can adjust, and you do, that's how language grows. It is not developed once and for all. So pay attention to that properly. Each of us can do more. I would then say it might be an idea also to ask a psychologist or people with psychology skills, "How do you think it has affected me to live in a situation where I am chronically underestimated on all scales, on a lot of scales? How shall I deal with that?" .

I'll skip these two, if you have questions you can ask me about schools and prisons in the US, but that's an interesting issue - we only have today.

So, what can the hard of hearing person do? That I think, you know, because I've seen it yesterday and I have been reading those posters and I don't think that I can tell you anything about that which you don't know already. It's so impressive what you have written on those folders, on those posters and what you did last night, I saw, it shows that you really are getting hold of your situation at least.

So, I will just run through it in communication situations don't be defensive or insulted. Be honest about your hearing loss. Don't cheat, never cheat. You maybe can't read this but it says, would you rather be seen as stupid or as hard of hearing? A good friend of mine said when because she had seen a lot of hard of hearing persons with tiny little hearing aids, letting the hair grow so it's invisible, it should not be seen that I'm hard of hearing, people are not allowed to know. A friend of mine said, "If we don't know you are hard of hearing then how do you think that we explain to ourselves that you don't laugh at our jokes, that you take as much time to understand what we are saying, how do you think we explain that to ourselves?", yes, she is right about that. There is an important thing, everybody has a lot of non-verbal communication. The person who is speaking and the person who is listening. The non-verbal communication from the listener, is even as important as the non-verbal communication from the speaker. In groups and in public situations. The non-verbal communication of a hard of hearing person is different from hearing persons in many situations. When someone, when someone stares at you, you are speaking and someone is staring at you like getting closer, is she flirting with me, is that a flirt or what, am I that interesting? I'm so sure that you have all been in situations like that, that someone misunderstood your stalling. You are getting closer, your eye contact, someone has misunderstood that. That has brought you in embarrassing situations, or, if it's not a flirt, if it's the same sex it's a bit too personal. If someone gets too close to me I step back a little, it's unpleasant if someone gets too close unless

I know why. When you give up understanding what I say or you simply get tired before the others do and your eyes get lazy then do I, who is speaking, interpret that as, "Oh you are not interested in what I'm saying, you are not interested in me?", maybe I do, or, "No, she is arrogant or he is arrogant, he just leans back and looks uninterested, oh, that's an arrogant shit". She doesn't have that word, oh she does. That's a good Palantypist. Or is it just slow, is he just slow in his perception. If I, as a hard of hearing person am honest and outspoken about my hearing loss I can prevent these misinterpretations, so that they don't think I'm flirting. I have to remind people again and again about this hard of hearing situation, because I'm struggling against their intuition, their intuition tells them that I am too interested, arrogant or flirting, what ever. I have to be out spoken again and again even if they know. I move closer to you, sorry, because I can better hear if I do that. I need to tell them again and again. Take initiatives. Yes. You know that, don't wait for others to accommodate you. If you are going to have a meeting, a board meeting, if you are the first one to suggest a meeting place then maybe you will not meet in the most noisy restaurant, maybe you will meet in a calm place where you have a chance. If you wait for others to take the initiatives then you will have to live with what ever they come up with. From the beginning of a meeting or a get-together arrange the lights, the seats et cetera do that from the beginning. You know your needs. Don't wait until you are really pissed, because if you do that you will not be able to do that in a friendly way. Yes. Well, simply taking initiatives means that you are coping better. Be positive, that's what Markku did last night with the Professor, he was - this is almost what he said, "Professor you are so interesting, I simply must hear what you are to say", most professors and most people will love to help you. If you are in a group and you are getting the outskirts of that group because things are not developing in a way that hard of hearing can follow that you can maybe turn the situation around and say to the most speaking person, "That was, that was interesting. I'm not sure I got it all because my hearing is bad, but this I really want to know, tell me again", like Markku did. Most often it works because an interested person is an interesting person.

Well, now it's time to show my tee-shirt. Do you know German? Can you read it.

NEW SPEAKER: Yes.

JAN GRONBORG: (German) that is a thesis of a famous Austrian architect, imagine an architect trying to avoid straight lines, you should try and walk on his floors, it's wonderful.

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Also in communication it's true that straight lines are godless, straight lines do not work. Maybe I can, no, it's not long enough. If I try to communicate something to you, my words are like this, going from me to you. I can imagine that if only I expressed myself clearly enough my words will go in a straight line from here to there and be understood exactly the same way here as they are understood here, but some of you come from other countries than I do, so you put other meanings into the words than I do. Heidi is getting tired so she is skipping something. Karina was up until 3 am this morning so here's what she is, here's what she is thinking of while she is listening to me, that also influences the picture in her head. There is a boy and a girl over there who are in love with each other and they are... others, there is another boy who is a little bit jealous of the first boy so... as for me my stomach hasn't really been very good since the day before yesterday, so that influences the way that I speak, influences the way that I move. My face, my face looks pale, you see that and you don't know why. Is he nervous? Does he never get out? Is it his stomach? You don't know. There is a lot of impressions going on, also why, the guy is wearing a jacket, does he normally, is he normally a suit and tie man? Don't know so, the words in the straight line is only part of what is communicating. You see, if I think that my words is all I say then then I deceive myself, I say a lot more than my words, from who I am, how I look, from what I do while I speak. You hear a lot more than I say, because what you hear depends also what is in you and what is between you and me and what is among you. So, here I have an image here, I have an image in my head that I'm trying to share with you. I use my words for that consciously, unconsciously I use a lot more. The result is an image in your head which is not the same as this one. There are 35 images and 35 heads, it's never the same.

Communication is not a straight line, it's a web, a spider's web. When we communicate we share this web. You know, some of you are Catholic, any Catholics present? Yes. Good. A Catholic knows what excommunication is, right, what is it to be excommunicated.

NEW SPEAKER: Sent away from the church.

ARTURAS DELTUVA: To be sent away from the church.

JAN GRONBORG: Yes, to be sent away, to be sent out of the community, you are not allowed in the common space. The church is a common space, the excommunication, excommunicated person is not allowed in the common space. So, if you know that ex communication is to be kicked out of the common space, the shared space. You know that communication is to be inside shared space, that shared space is the web.

That goes for public communication, it goes for private communication, it goes for writing. Communication is sharing. Also you know that the shared space is seen from the side where you are. So, the side, the things that I see in a shared space, it's not the same things that you see. So, when we come to public speaking sometimes we talk about one way communication. It does not exist. There is no such thing as one way communication. Therefore, anyone who speaks privately or publicly should, at the same time be listening, listening to what is in the web, what is in the shared space, who is on the other side. If you go on a television, if there is a television camera that you are talking to, then some people think that this is one way communication because I'm actually speaking to 10m people whom I can't see, whom I have definitely no contact with. There is no communication the other way. Well, if you have that

feeling you are not good on television, because if you, if you want to be good on television you must learn to communicate with the camera. You can see that on some people on television how they flirt, they make love with the camera as some people say, you make love with the camera. There is really a dialogue between that person and the camera, and we are allowed to watch that dialogue going on. If there is no dialogue it's boring.

So, I have written that there is a narcissism that is necessary. Narcissism meaning - yes, do you want to say something.

Yes, narcissism means that you need to watch yourself in a mirror, in some mirror. The others around you are, your mirrors in which you look at yourself and watch yourself. You may love what you see, you may hate what you see, but that is what you are looking for, yourself in the mirrors that are.

That is what a good television person does, uses the camera for means of his narcissism.

Actually, in public speaking your eyes are my mirror. I can see in your eyes now that you are actually tired. So, why don't, why don't I make just one minute break while you get up and stretch. Just stay here, stand up and do what I do. Okay. Come on, high, the ceiling is right there, come on grasp it, down. Yawn. Arms here, right, back, 1, 2, 3, 4, 5. 12345. Okay. You may sit down.

So there is no one way communication in public speaking.

I wrote here,

"Be attentive", when you speak in public sometimes people tell you you have to concentrate on what you are doing, focus. You can't be distracted but I would say that that is wrong. You must let yourself be distracted sometimes. You know, in modern military language weapons, the modern weapons, the modern missiles search for a target, there is a radar searching for a target. You find the target. When you find the target on the radar you

lock, you lock the radar on the target. Then you are ready to fire. That is what concentration is. That is locking your attention on one target. If you do a public speaking you should not lock your radar on the subject. You should not lock your radar on the listeners, but you should be attentive, have attention which means have all the antennae out being able to watch what is going on. Otherwise, while you are concentrating on what you are doing the others are lost. So, you need to have a constant dialogue with the eyes in order to be present as a presenter.

Presence, it's so important. Must be there with your whole self. So, while you are setting your mind, you are setting your mind on the issue are talking about, are you setting your mind on the image that they have of you. Are you setting your mind on the audience, are you setting your mind on how am I actually doing? When I speak do I have my mind set on, am I a good speaker or what? You should never lock your attention on anything but keep the radar going, have your attention open for the issue, open for signals coming from the audience, open also for what is happening outside the audience. If there is a disturbance going on, if you have a manuscript and someone comes in through the door and drops his key on the floor and collects them and something happens there that distracts the rest of the audience the speaker will often simply not be distracted but he will keep speaking because he has his mind on what he is going to say and he's saying it, but he has lost the audience for a few minutes because they are somewhere else. If he had attention instead of concentration then he would be attentive to what is going on in the room, and he would, his attention would follow the audience down to the keys that I've dropped and follow the audience back and we would still be together. So, if the speaker is not distracted, when the audience is distracted then the speaker loses contact with the audience, so we need to be able to be distracted together with the audience. To become tired to go with the audience, in order to be able to let the audience follow us back to what we were talking about.

Public speakers should be - yes Markku.

NEW SPEAKER: May I ask a question? Did you mean that if, for example think about the project to the audience then someone come and drop a key, the speaker must pay attention to the key dropping and wouldn't be a little bit too embarrassing for the key dropper, too much attention from everyone.

JAN GRONBORG: It could be, it could be, but of course depending on the situation. I think that everybody in the room sees and hears what is going on down there, so it's not a secret that he dropped his keys, it's not a secret, we just pretend it's a secret by not saying anything, but pretending something is secret which is not is stupid isn't it, he's embarrassed any way. You can sort of disown the embarrassment as a speaker by saying, "Please welcome, take a seat we were talking about blah, blah, blah....", then you altogether go back to the issue.

We should always be aware that the audience does not hear everything we say. They don't hear everything we say and they definitely don't hear everything that we mean, which is not the same so they will in holes. They, fill in holes. They hear something, there are gaps, holes, from what they know already, from what they presume they put meaning into those holes. They do that from the situation. Well, this is a church so what I didn't hear is probably something to do with God. They do that with from what they expect from the person or from the issue. They also fill in holes from irrelevant matters like tiredness and hang over, so what they don't hear of the picture that I have in my mind they draw themselves their mind, meaning that the picture that they draw can be quite different from the one that is in my mind. That doesn't matter, actually, because the picture that is in your mind as a listener is never never the same as the one in my mind or in my manuscript if I have one. I should, as a speaker, just be aware of that, be aware that these are individuals and I do not have the power, the full control of the pictures that I draw in your mind. We do that together, that's exciting in communication.

The concept called channels. My words are one channel. If I have some ticks on my eyes that sends signals to you which is another channel. If I am talking about how something funny that I have experienced and I look like an iron man standing stiff, then my body is another channel which is not in harmony with my words. If I forgot to zip my pants and I'm speaking to you that is a channel that is distracting. It can be a lot and in public speaking we should look out for what ever disturbing channels there may be, annoying habits. The looks, the dress, the situation et cetera. The sum of the channels, some of the channels that go from me to you

is what is said, the words are only part of it. The sum of the channels that you receive is what is heard. So, thank God we never have full control of the communication.

Therefore, when sometimes I say, "Let my words speak for themselves", it is an illusion. That I think is a typical man/woman thing. That is what men say, women, I generalise. Women know words have to be interpreted. Men don't want to be interpreted. I can speak for myself, "Don't tell me what I feel". Of course we should tell each other what we feel, but we can't help interpreting when someone says something we always interpret. What we do is we catch all the signals, all the channels at the same time. We should do that. So, when a man, and that's typically a man says, "Let my words speak for themselves", he means please

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allow me to hide behind my words. Please allow me to hide behind my words, but my friend, if you want to hide behind your words you do not want to communicate. That is not communication. If you want to hide behind your words, you are still showing yourself as someone who wants to hide behind his words. That leaves you open to interpretation. So, if I have the illusion that my words can speak for themselves, then what I do is I, I lose control of what my person says, my person is probably saying something which is not correspondent with my words, because my person says, "I want to hide, I'm afraid of you, I won't let you in", that's what my person says. My words keep, yap yap yap yap yap, so what do you hear; a confusion of words and signals. It is like, in some of our countries when you watch a television Julia Roberts and another actor making a love scene, the subtitles tell something different to what the movie shows. Our words are subtitles. Our person is the movie. There has to be a connection there. There has to be harmony between our words and our person. We can't hide behind our words and think that we are still communicating.

If we just think that we are shy then you still should at least show that we are shy not try to pretend we're not shy. You know, a lot of people who seem very confident like very, very, confident are just trying to hide how shy they are. I've seen that so often. The person who have the hardest surface are trying to hide their shyness and their lack of real confidence, but they do, their channels do communicate a wrong impression, confuse the communication.

So if you are going to speak in public and you are dying of fear for the situation it may be a good idea to come up on the pull pit and say, "Oh, I'm afraid, I hope I'll get through this, this is what I'm going to say". That is better than just trying to show a person which is not you. Be the one you are. When you talk about acting the German word for 'Actor' is 'Showstealer', same in Danish, someone who shows off. It's not a good word. The English word is a lot better, it's someone who acts, an actor is someone who acts, who is the person who he impersonates at the moment, he does not show, he is.

I want to show you about channels. This one. This is great, it's a little book, made by an advertising company. The title of the book is, "Everything you say, everything you do". You will see this woman who sort of tries everything she can to signal perfection and she succeeds but her panties are scratching and she has to correct her stocking, so, 99% of her communication is perfect but what do you notice, you notice the 1% that is not perfect.

You can't do perfect communication, but what you can do is to be aware that you communicate with your whole self.

Struggling for attention. That's the last little point of what I'm going to say. So in ten minutes I'll let you off. One day in a book store in Copenhagen again I saw these tables with books, lots of colours, letters, headlines and very very exciting books. Looking, looking very exciting. All shouting out for my attention as a customer. In the middle of that table, among all the other books there was a pile of little grey books, very discreet little grey books, this one. It is just grey, small, red spot and something written with small letters. So, what did I do? I saw all these shouting books and this one that was different because it did not shout, and I did like this. What was the title? Struggling for attention. That was so bright, it was so brilliant to do like that. The author was struggling for my attention, and he won that struggle, because he was the only one that didn't shout.

When, when you speak in public I sometimes compare that to a conductor, a director and his, conductor, it's not director it's a conductor. That's the German word. It's a conductor and his orchestra. What we are trying to do here is trying to build up a web here in communication. My role is to be the conductor you R the orchestra. You are painting pictures in your head, I'm trying to manipulate you to paint the best possible picture, that reminds me of the picture in my head. I'm trying to conduct you to play music together with me. That is the role that a public speaker has, the conductor, the real music is played by the audience. So, the conductor, a good conductor, should give energy and inspiration to the audience to play their own music and to make that music sound good together.

I told you about this book. I see that there is an example of when a speaker, if you want to say something really important you can shout or you can lower your voice and if you lower your voice there is a tendency that people will come closer and sort of open their ears more. So, the more, the more I shout the more you have to withdraw because I'm coming too close, but if I want to be more intense sometimes I get more attention by becoming a little grey book with a red spot telling you you have to come closer to see what's in me. Sometimes that's very smart to do like that. When you talk you should not reveal everything that is in you. You should sort of show them the top of the iceberg, sort of always suggesting that there is more than I say, there is more than I show, and there should be more than you say and more than you show. If you tell an audience everything you know about a subject, they will know they have seen the whole mountain not the top of the iceberg. They don't get the dynamic from the feeling that oh there is a lot more than he tells, there is a lot more behind it. If he was to stay here for five days he would be able to show us the whole world. That is the aspiration that you could have. So, don't tell everything you know, don't show all your feelings, but let them sort of show as the top of the iceberg.

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Don't steal people's attention by speaking too loud or too much. If you are in a group, now we're not talking public speaking, if you are in a group, you know as hard of hearing just to speak a lot. As long as you speak you are not disabled, as long as you keep speaking all the time being hard of hearing you are in charge of the situation. The more you keep silent, the more you have to hear then you may lose the situation. So it's tempting to get the other's attention, a tension by speaking too much, but it's not a good idea. (telephone rings).

JAN GRONBORG: Coffee is ready, but we're not ready, yes.

So, even if you are tired now I still think there is a dialog going on between us. You are responding to what I'm saying, you are not saying anything you are yawning. That dialogue should have a chance, give the dialogue a chance. If I just keep on saying it, just keep on talking, talking and talking as a public speaker concentrate on what I say to you, the dialogue should have a chance.

Yes, my last point is this one: I normally say that you should listen while you speak. That goes for private communication, it goes for public communication, always listen while you speak. My question is can a hard of hearing person be a good listener? Of course, yes you can. I would say a hard of hearing person has the perfect, is in the perfect condition to be a good listener what is spoken. A hard of hearing person, listens with eyes, body, everything in here. A hard of hearing person knows my ears are not sufficient. Hard of hearing are used to listening without hearing. That is what a public speaker has to do, listen while you speak. A hard of hearing person can really be a good observer. That is what listening is about. Hearing is about the subtitles. Listening or observing is about the whole movie. Subtitles included. You need the subtitles, I know. Listening is different from hearing. That's why it's definitely important and possible to listen while we speak in private conversation and in public speaking.

That was it. After the coffee break, I said coffee break, everyone wake up, coffee break very soon, coming up. After the coffee break we would like you to be in groups of 5 persons and I'll shortly tell you what these groups should be about.

Can you see this? The 5 persons in a group, A, B, C, D, and E. The task is person A will tell person B about his home town for 5 minutes. Just tell person B about your home town in 5 minutes. Person B listens and when A has finished B can ask questions. Not more than another 5 minutes. C, D and E in the group shut up whilst they are talking. They are silent observers. That's all they do, they are silent observers while A tells B about his home town, and B asks a few questions about that. After that which will be maybe ten minutes C, D and E can talk and A and B shut up, totally shut up, they're not allowed to interfere with the conversation of C, D and E, they are to listen and observe. What they do is reflect on their conversations. Written a number of questions that they may, I say may talk about about to sort of describe their observation. You get a hand out of this one so that I don't need to tell you all about them. A and B here only listen, they can take notes, because probably they get wiser, get to know themselves better. Then you change roles, make as many shifts as possible because after the coffee break we start out in these breaks and then that will be 11.30 and at 12.20 we meet here for a short plenary session at last. Okay with that. So, I think there are hand-outs of these. (instructions distributed) now, it's true there is coffee. (applause) Karina tell me that please come here after the coffee break and you get the paper and get instructions on where to go. So, now go and have coffee and be back at 11.30.

JAN GRONBORG: Are we back, no more coffee? We changed the plans a little. It seems that there is a need to spend sometime asking questions here, or comments. I'm sorry that I did not foresee that. We will see how much time we will have left for the groups. Now, we shall start in the plenary with questions. I would say Johan had, he started out actually during the break asking, would you speak for yourself Johan.

NEW SPEAKER: I will repeat the question. Jan was talking about the ways that you can do as hard of hearing people to communicate better, but it cost a lot of energy. So I asked Jan other ways that you can communicate that cost less energy.

JAN GRONBORG: I would say my brief answer would be: if you are going to live your life as a hard of hearing person, the first thing you should do is get born into a good family.

1. A good supportive family. That's your first task. Get born into a good supportive family.
2. Make sure you have a high IQ.
3. Make sure you are in good physical shape. Exercise. Because life is a lot more demanding when you are hard of hearing. We do have a handicap. Even if some countries try to compensate they can't not do it fully. So, if you marry a normally hearing person make sure that your husband or wife really knows what it means to be hard of hearing. A hard of hearing husband may not be the best lover, because he's a lot more tired than his wife. That's a fact. That affects every aspect of your life. You need more energy. What can we do about that? Get more energy. Get in shape, get healthy food. Use all the good ways

that exist to get more energy, because we need it. There is nothing we can do to change that fact, not much at least; sorry.

NEW SPEAKER: Thank you.

JAN GRONBORG: Karina.

KARINA CHUPINA: I have a question. You mentioned intelligence quotient what about the emotional quotient. What about so-called emotional quotient?

JAN GRONBORG: I'm glad you mentioned that, very glad you mentioned that because I had a short point when I said, "Maybe you should talk with a psychologist about how does it affect me to live as a hard of hearing, to be underestimated by my surroundings et cetera, how does that affect me?"

Now, I need to tell about the schools in the United States. A friend of mine, a psychologist in the United States, Sam TRYCHIN, he was born hard of hearing and he has worked as a psychologist with hard of hearing all his life. He made a study in a large school in southern California, 2,000 students aged 5 to 17 years. Took hearing screening of them, 2,000 hearing tests. About 10% of them appeared to have some hearing loss. Most of them a minor, small hearing loss. Most of them did not know. Then he compared those, this group with the groups of students with learning disabilities who were treated for learning disabilities and behaviour problems, two other groups that were numbered in the statistics. Among the students with behavioral problems or learning problems it was almost 30% who had some hearing loss. Most of them small, most of them unknown. He explained that saying if you have even a small hearing loss you are not, you are not as much part of the 'We', the big 'We' the collective as the other.. You do not know what is going on, but you perceive differently and your position, your position is slightly different from the one of the others.

You respond to that situation by acting, behaving a little differently, just a little bit. Maybe you concentrate less because you don't hear so much. Maybe you speak too much. Maybe you get a noisy boy or what ever, but this small, this small change of behaviour puts you in a new situation where you are a little bit more different from the others, a little bit less part of the 'We'. So, that gets more and more. So you are, your development is influenced by something that you did not know of, the small hearing loss. If you and your parents and your teachers know that you have a hearing loss you can deal with it. There is a name to be put on. Why, why am I not so much part of the 'We' as the others are? If you don't have a name to put on it you don't know what is happening to you. Actually, Sam showed me statistics proving that in a large number of American prisons they have made hearing screening of the prison population. The average age of that prison population is 28 years. Thank you. The average age is 28 years, more than 25% of the prison population is hard of hearing. More than 25%. It should be 5% or 10%, but more than 25% is hard of hearing. Most of them did not know because it was a minor hearing loss. So, a hearing loss definitely affects your identity. If you know you have a hearing loss you should be aware of that and like, just like it is a good idea to demand to see a speech therapist, you should demand to see a psychologist, also if you are not in crisis. Do not wait until you get depression, do not wait until you breakdown. Talk with psychologists. Say, "What can this mean to meet?"

"What can I do about it?". Open your eyes. Open your eyes so that you will know what happens to you. Sorry. Yana you had a question too. Yana.

NEW SPEAKER: Oh you want me to.... do you want me to say it all over again.

JAN GRONBORG: I think it was a good question.

NEW SPEAKER: Okay. So, I took Jan back to the restaurant in Budapest with his hearing friend and the two ladies that came over to sit with him. I ask him, how could the situation have been different if his friend and the ladies had made an effort to include him in the conversation by repeating again and again what ever sentences Jan could not hear I ask him wouldn't that have made him a burden for the people at the table. How we can deal with that, and he answered....

JAN GRONBORG: That is right, it would have made me a burden. If I had said several times, "Please look at me whilst you are talking; could you talk a bit louder; can we move to another table?" They would have just gone, it would kill the situation. I simply have to accept being hard of hearing means that there are situations where I can't participate. I will have to live with that. I can't change it. I can get better hearing-aids, but they can't compensate for the noise in a restaurant. What I do in situations like that, often, is I say I'm sorry I don't want you to misinterpret what I'm going, but this noise is too much for me, I have a hearing loss so I just sit back and I enjoy my beer, it's not that I'm not interested in you, but I can't hear. So, I step out of the situation and I let the others know what I'm doing. Earlier, I would have this struggle inside, struggling not to get angry, struggling not to get angry with these people who did not accommodate my needs. Why don't they, they should et cetera. It's no good, it doesn't help. It only destroys my side of the situation. I have the struggle inside me saying, "Oh, I'm no good, this is a failure for me, another failure, oh....", what I mean is it's important to accept our limitations, accept that there is something that we can't do,

live with that. Some things we can't change. We can't change the whole world. We have to live in the world. Then we can look for our potential. Markku.

NEW SPEAKER: Do you know why in restaurant and pub there is such a loud music and other things? Often normal hearing say that it is too row de. In Finland we make research and it's just because the restaurant wants people to drink more, so no need for conversation, that's a true fact. In that situation, I would have said don't you think that there is a little bit noisy, shall we speak a little bit louder and change the situation altogether. .

JAN GRONBORG: It would be great if we could change that. It would be wonderful. Have you noticed what happens in the dining hall when 30 hard of hearing people are together? We speak louder and louder, at least 15 at the same time. We do it all the time. Yes I agree with you, it should be changed. The Danish rock festival with almost 100,000 young people for a week each summer, the last few years they have cooperated with the Danish association for hard of hearing, and ask us to come and sell ear moulds to protect the hearing, they are sold every summer at that rock festival, they could just turn down the music.

NEW SPEAKER: In Finland we have the same sort of project, 5 years, really good project.

JAN GRONBORG: Yes, Nadia.

NEW SPEAKER: My question is that what I'm speaking in public I'm really scared of questions that people may ask me after my speaking. How can I avoid that, because sometimes I'm scared that I won't hear the question for two or three times and that really scare me. What should I do in this situation? .

JAN GRONBORG: I know how you feel. Sometimes when I'm speaking someone interrupts me with some joke or some funny comment and I would love to be able to just punch back and go into a quick dialogue but I can't hear it, I can't hear what they are saying. So, it's the same here, it's difficult for me to here and understand what you are saying down there, so of course I look at the Palantype. Otherwise, what I do is to be honest about that. I say, "Sorry I didn't hear it and then ask someone close to me 'Can you repeat the question please?'" . If there is a microphone I always ask people to come to the microphone or the microphone comes to them for questions, because I want to hear it. Often I will repeat the question to make sure I have understood it correctly. I thought that you were going to ask what if they ask me something I don't know about. .

NEW SPEAKER: No.

JAN GRONBORG: But you were not, no. Still, it's again, it's again a matter of being honest, sorry I didn't understand that, ask someone close to me, can you repeat for me until I really understand it not pretend. Right, anyone else. Good. Now we have half an hour for the groups. (workshops group)

ANNEX III



IFHOHYP

International Federation of Hard of Hearing Young People

From Karina Chupina
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To the Directorate of Youth and Sport,
European Youth Centre Strasbourg

Dear Mr. Peter Lauritzen,

We are writing this letter on behalf of the participants and the team of IFHOHYP study session "Building communication for hard of hearing youth: breaking barriers and stereotypes", held in European Youth Centre Strasbourg on October 12-19, 2003. IFHOHYP is the only international non-governmental federation for national and regional youth organizations that are dedicated to hard of hearing young people throughout the world and is independent of sex, race, religion, nationality and politics. Our greatest priority is improving the quality of life of hearing impaired youth worldwide and promoting equal rights for hard of hearing young people at all levels of society. We raise disability awareness on national and international level through activities run by and for hard of hearing young people aged from 18 to 35.

There was a fire alarm in the European Youth Centre at 3.40 a.m. on Friday October 17, early in the morning. Very few of the team and our participants could hear the alarm at all as we can't wear hearing aids at night, and almost no one came down to reception. It was a shock for participants to learn afterwards that fire alarm had actually happened. We would therefore like to suggest that action is taken to equip the European Youth Centre with an alarm system suitable for hard of hearing people. This could be done for example by installing a flashlight alarm in every room that should be connected to the existing fire alarm system. It is the most efficient way to wake up or call hard of hearing people - and not only hard of hearing - as fast as only possible in such emergency situations.

We hope that you share our concerns and will support our proposal. Please see enclosed list of signatures in support from our participants.

Yours sincerely,
On behalf of IFHOHYP Board, IFHOHYP members and study session team

Karina Chupina
Jennie Marie Westh
Markku Kunnas
Ervinas Klimavicius

Strasbourg, 19 October 2003

ANNEX IV

Article about study session by Karina Chupina, posted at the website of Directorate of Youth and Sport,
http://www.coe.int/T/E/cultural_co-operation/Youth/1._News/100_article.asp#TopOfPage

Study session "Building communication for hard of hearing young people: breaking barriers and stereotypes"

By Karina Chupina, IFHOHYP

IFHOHYP is the only international non-governmental federation for national and regional youth organizations that are dedicated to hard of hearing young people throughout the world and is independent of sex, race, religion, nationality and politics. Today IFHOHYP is comprised of mostly European countries. Our greatest priority is improving the quality of life of hearing impaired youth and promoting equal rights for hard of hearing young people at all levels of society. We raise disability awareness on national and international level through activities run by and for hard of hearing young people aged from 18 to 35. In IFHOHYP, there are young people with hearing loss who mainly rely on hearing aids and lip-reading to manage their communication - preference is given to oral speech rather than sign language which is used quite seldom. Many hard of hearing people in IFHOHYP can be considered physically as profoundly deaf, but they learnt to speak and recognize speech through their long-life training.

Study session *"Building communication for hard of hearing young people: breaking barriers and stereotypes"* was the 5th study session of IFHOHYP in European Youth Centre Strasbourg since 1994, and perhaps one of the best IFHOHYP study sessions ever. 29 participants from 14 countries came here together for one week. The topic of the study session came from understanding that communication is one of the major problems facing youth groups and youth organizations in their work, and is especially difficult for hard of hearing youth. The lack of communication skills and self-confidence resulting from hearing impairment makes hard of hearing less visible on a scale of local and international youth work. On the other hand, people often don't know how to communicate with hard of hearing people - this may result in frustration, intolerance and conflict for both hearing-disabled and non-disabled members of community. Society has formed the stereotype that hard of hearing minority is complacent with life in their own environment; that a number of benefits, hearing aids and sign language compensate for their disability. This stereotype is equally common in countries with different levels of economic, cultural, ethnic and social development. In light of this, the main aims of study session were to increase communication skills of hard of hearing youths from personal level to level of organisation's external communication, for their inclusion into society. The overall long-term aim is to increase participation of hard of hearing youth in civil society and empower them in addressing disability concerns to wide public - especially so following the European Year of People with Disabilities 2003.

Methodology was based mainly upon interactive methods aimed at raising self-confidence and ability to express oneself, such as Forum Theatre (transformation of participants' experiences), skills building workshops on communication, conflict management, leadership, teambuilding, how to combat negative stereotypes, fundraising. Lecture on public speaking and communication as a challenge for hard of hearing was also a highlight of the study session. Special attention was paid to communication technologies. Why? Breaking barriers and stereotypes by hard of hearing young people suggests that they should have courage to speak to outer world about themselves. And technology devices (such as hearing aids, induction loops in cinemas, banks, institutions) are often the only way of communication between hard of hearing

and hearing people. Stereotypes should be as well diminished with appropriate communication methods where technology plays a vital role.

For example, special equipment provided by EYCS has contributed to the success of the study session. Not only EYCS is equipped with "induction loop system" which enables hard of hearing participants to follow everything said in plenary. As it is still insufficient for complete speech distinguishing, the most effective technical tool was provided - "speech-to-text" service by hired palantypist, when participants can read text of all plenary presentations simultaneously on a screen. A participant described her experience as "one of the most fragile yet invaluable experiences of my life...it was good to watch people initially shy + quiet gain confidence to make attempts to participate more, make their voices heard, to contribute to the group task".

Funny moments were abundant too. A participant broke her glasses and a long time thereafter the participants joked about her saying: "I can't hear without my glasses!" You see, glasses are important for hard of hearing people who are used to understand speech by reading from lips and following simultaneous text on screen.

Team composed of external trainer Arturas Deltuva (Lithuania), Karina Chupina (Russia), Jennie Westh (Denmark), Markku Kunnas (Finland) and Ervinas Klimavicius (Lithuania) noted the increased personal development of participants throughout the week, stressed their improved ability to communicate, especially in English as foreign language study is not always accessible for hard of hearing youth due to social situation/limits of specialised education in some countries. Participants acknowledged that recognizing one's own identity as hard of hearing person, self-awareness, integrity (this implies identifying own strengths as well as limitations, and accepting them), motivation for social action and positive appreciation of others' differences, tolerance - all this is crucial for successful communication and inclusion into society. It is mainly only through trainings that youth with disabilities can acquire these attitudes.

Ability to break barriers and stereotypes in society depends as much on an attitude of society to people with disabilities as it does on attitude of people with disabilities towards themselves.

ANNEX V

A VERY INFORMAL SMALL REPORT ABOUT A WEEK IN STRASBOURG

By Nadia Gorynina, Vanessa Cole, Yana Domuschieva, Andrea Pietrini

The day of the arrival (Sunday, October 12, evening)

Since we arrived we could see many familiar faces. We were filled with joy to see our friends. We also were eager to meet new people.

The building of European Youth Center is just great and comfortable. Everyone got his own private room with a bathroom (wow, we could not even dream of that!)

I enjoyed the view from the window in my room – green trees being touched by the wind, sun, shadows. This view was so quiet that it could bring our mind in a thoughtful state. Strasbourg has got very beautiful nature.

Later that night we played icebreaking games which really have broken the ice and let us know each other a little better. Actually, we've found out a lot – other peoples' names, life targets, jobs, and so on. We also improved our geographical skills in small and big way. In small way means that we learned the disposition of EYC main spots (like sauna, library, cyber room) which was really important. In big way means that we learned where the other countries situated on the Globe.

The hardest question for us was how many condoms are used in EYC per week. The answers varied from 2 to 200. Wow!!!

There was an amazing week waiting for us ahead....

Monday Day 1 (October 13)

We have breakfast at eight. People look groggy. The introduction party the night before was a good one.

At 9:15 we go to the European Parliament - glass coliseum that takes you breath when you look at it. We take a guided tour. Our guide does his best and with a lot of gesturing and sweat shows us the hall where the representatives of the European Union nations come together to work for a week every month. "Glass is a symbol of transparency," our guide says. At about 11 we go back to the EYC for coffee and some more conversations. People are still getting to know each other. Learning how to communicate is going to take time.

At 11:30 we are introduced to the technical miracle of induction loops. Naturally, for some people it's not a miracle at all... for others loops are something quite new. Arturas, our existentialist psychologist, tells us the rules of the game: Keep you room clean, No drugs, No Vomiting, Wear your ID all the time. Karina tells us about IFHOHYP and its activities in detail and introduces the trainers: Karina herself as course director, our beautiful Jennie from Denmark, Markku from Finland, Ervinas from Lithuania, Simone Hellenen from the UK. "These are the people who put their souls and energy into creating this study session," Karina says.

Under Arturas's guidance we all write our expectations, what we want and don't want to listen to, see or do throughout the coming week. All thirty of us, together with the trainers, glitter with enthusiasm.

After lunch we break into two teams for group building. Karina takes her group on the top of the 4th floor outside, while Arturas takes his group outside on the lawn. Challenged by games like Touch the Orange, Chocolate River and Sheep Jump Over an Electric Fence, we scratch our heads and look at each other hesitantly. A leader emerges, then another one, and another one... the teams come together together. Amazingly, even if they have a hard time communicating, the teams do an awesome job.

Coffee break flies fast and we return to the Plenary Room. People are still beaming as we tell each other about the games.

In the evening we have an NGO fair. Markku performs magic one more time and creates an induction loop in the dining area. One by one people stand up and present their NGOs. By the effort they have put into preparing the poster you can tell that they are very proud of their organizations. Vanessa stands up and tells us about her job in the Disability Rights Commission in the UK. She seems passionate about her work. It's after 12 but people still sit around in groups, smoking and discussing deaf and HoH culture. A very long day.

Tuesday Day 2 (October 14)

After breakfast Karina starts us up with a musical energizer. We make music with our bodies. We spend the morning in groups, identifying barriers of communication, points of view on hard of hearing people, stereotypes. As we present them we realize we have had quite the same experiences, never mind that we come from different places and our lives go at a different pace.

After lunch Simone introduces us to Forum Theatre. We warm up zipping, zapping and bopping each other. Norma, our wonderful palantypist, has a hard time and a lot of coffee. Forum Theatre is about acting out our difficult experiences and finding solutions to them on stage. "It's not about creating a debate but about presenting solutions," says Simone. We split in groups, tell each other moments from our lives when we felt oppressed and choose one to present on stage. It's a lot of hard work. Ideas in Czech, Slovak, Lithuanian, Russian, Bulgarian, English, Spanish, Italian, French, Dutch, Finnish, Danish and varieties of sign (apologies for any languages not mentioned, it's not intentional) come to life on stage.

People get tired but still we can see each other laugh. Coffee break.

In the evening it's show time! Group by group we present situations in a bar, a train station, a school, a hospital and a job place. There can be more than one solution to a problem. People are tired but the mood in the room is ecstatic. Simone seems pleased too. Forum Theatre was a triumph. Hopefully, if anything was learned, it will last.

Lights Out (or not entirely: the rumor is that night life at the EYC is quite abundant)

Workshop day, Wednesday (October, 15)

There took place 3 amazing workshops held by Ervinas, Karina and Arturas. The workshops themes were really interesting – conflict management, leadership and team building. I wish we could choose all 3 workshops but we had to choose only two! Conflict management workshop was held by Ervinas. Greet, Nadia, Yana, Aurelja, Peter, Yuval, Niccolo, Vanessa, Maria P., Alja, Heidi took part in it.

Ervinas asked us to give the examples of conflict situations which ever occurred in our lives. That's what we've got:

- Envy from other people's side
- When hearing people call us "deaf"
- Ignorance from hearing people's side

- Conflicts between employer and employee (about salary, working conditions, etc.)
- Conflicts between colleagues at work.

Maria P. and Yana played in the scene (like we did in the Forum Theatre last night). The scene was about the conflict between hearing person and hard of hearing person who pumped up TV's volume really loud, so it bothered hearing person. I really liked the way they performed. Hey, those girls have really got actor's talent! So, which conclusion have we made out of this workshop? That we have to be nicer and softer with other people. Treat people the way you'd like to be treated by them. So treat people kind and you get positive feedback from them.

Another workshop we had was about leadership and was held by charming Karina. We've been discussing what leadership was all about and how we can achieve it. Maria P. and Nadia had very fierce debate about the question if leadership is about power games or not. Maria P. said it has nothing to do with power games and Nadia persisted it's all about the power. Ok, girls, you both were right, OK. The truth always lays in the middle.

We summarized that leader has to be charismatic, good psychologist and has to solve problems quickly and effectively....and much more....

Free day in Strasbourg (Thursday, October 16)

In the morning everybody was tired and sleepy after last night's multicultural evening. It was a great day free of workshops and discussions. We went to Strasbourg to do some sightseeing and enjoy communication with each other. Strasbourg is rather small town with a huge Cathedral in the middle of it. This Cathedral made a great impression on us. I guess, the view out of its top would be just breathtaking! Since it was very windy day we got really cold.

We did some shopping, took boat trip, and so on. We also visited L'Etage, a local NGO which tries to help disadvantaged young people aged 18-25 to solve their problems. This organization does fundraising and gets governmental help to survive. We also liked the restaurant "Gurglerhoft" where we had both lunch and dinner. At dinner we ate a lot of pizza, just too much. I think, we all left the restaurant full over our head. We also drank wine and just talked, talked, talked...And it was the best part of our day - to just simply communicate! And that's great, isn't it?

Sometimes there happens some kind of a trouble. Anna broke her glasses. And she couldn't hear without it!!! Yes, she couldn't hear!!! Eyes are the most important thing for the hard of hearing person. For you we're gonna tell that Anna's glasses were fixed on the next day. So, it was happy end in that story.

We've returned to EYC late enough but we had strong feeling of satisfaction. For me, I've learned a lot of Italian words today! It was a long day, it was great communication with friends. What can be better?

THE IFHOHYP 2003 STUDY SESSION REPORT COMMITTEE

PRESENTS

STUDY SESSION 12th to 19th October 2003

IFHOHYP AWARDS

'....Ladies and gentlemen, we are proud to present the Prizes and their winners !!'

THE BEST OVERALL :

...and the winner is ... : KATJA PERTTILA (Finland).

She joins the IFHOHYP Study Session at her eight-month pregnancy wanting to give her contribution. This young pretty girl has shown us what real talent is. She simply put the shame on ourselves !

THE « YOU CANNOT BEAT HER »

The winner : NOORA PENTTINEN (Finland). Looking this overboosted, wild, never-exhausted girl can help you understand what is a real force of nature.

THE « I CAN NOT BELIEVE IT »

The winner : MARKKU KUNNAS (Finland) Nobody could believe what a human creature can do with a rope ball : Sunday evening Markku showed it to us.

«THE MOST UNDERRATED»

The winner : KARINA CHUPINA (Russia) This quiet, 'almost invisible' girl demonstrated to be a real factor in study session success. What would be IFHOHYP without her?

THE MOST IMPRESSIVE CHANGE 1

The winner : MARIA PANTALEEVA (Bulgaria) Comparing Maria's Study Session 2001 and Study Session 2003 you can believe for sure we are speaking about two different girl with the same name.

THE MOST IMPRESSIVE CHANGE 2

The winner : GERARD VAN MAURIK (Holland) The 'human photo camera' strangely shot less pictures than usual ; remembering how we were flash-bombarded in other days, we start to be really concerned about him. Or is he turning normal ?

THE MOST IMPRESSIVE CHANGE 3

The winner : MARIA LOPEZ (Spain) The first time she knew English a little, now she is able to make simultaneous translations English-Spanish. If she continues with this trend, she will be the head boss in a few years.

THE 'CAN WE HAVE MORE PIZZA PLEASE ?'

The winners : ARTURAS DELTUVA (Lithuania) and MARKKU KUNNAS (Finland). With 13 and more pizza pies each, they demonstrate the real meaning of the expression 'Stay hungry'.

THE 'WE CAN NOT BE GRATEFUL ENOUGH'

The winner : NORMA WHITE (England) Tho havve lissened (and translated in decent English) und (correctly) typed oure orrrrible hinglishhhh fur an enthiri waek. Oh, hou whe ar gladde to ave had Nuorma with uss !

THE 'OH, THERE IS A POOL BILLIARD TABLE HERE'

The winner : GUIDO COLUCCI (Italy). Now it will be a big problem to take him back home unless we can arrange a plane trip for the pool table too.

THE 'SOMETHING NEW THIS YEAR !'

The winner : YUVAL ROGER (Israel) His presence has been a real news this year . Thank you, Yuval.

THE 'NOTHING NEW THIS YEAR....'

...lunches and dinners at Strasbourg European Youth Center

THE ' WE HAVE PREPARED SOMETHING TO THRILL YOU ! '

The fire-alert earthquaking inferno at 4 o'clock in the morning - with firemen, scramble squads, axes, closed doors etc.

Are we supposed to have a terrorist attack during next Study Session ?

THE 'YOU CAN'T GET LOST IN A SUCH SMALL CITY AS STRASBOURG'

The winners : NADIA GORYNINA (Russia) and KRISTINA KRATOCHVILOVA (Czech Rep) . Nadia got lost on a straight road and Kristina succeeded in getting lost behind the Parliament . It's a World Record !

THE 'MOST INTERESTING DISCUSSION'

The winners : NOORA PENTTINEN and KATJA PERTTILA. Their proposal of a really interesting discussion about « Windmills in Holland » laid down on the sofas, screwed up an oceanic enthusiasm. Never seen more people yawning in a such passionate way.

THE BEST ACTRESS

The winner : YANA DOMUSCHIEVA (Bulgaria) for the role of Sarah.

THE BEST ACTION SCENE

The winners are :

NOORA PENTTINEN (Finland) VS. JOHAN BIJLEVELD (Holland)

Until you have seen them fighting you can't say to have seen something really funny.