



“ Developing Leadership Skills and Necessary Competences with Hard of Hearing Youth - Getting Strong in the Future”

Report of the study session held by IFHOHYP in co-operation with
the European Youth Centre of the Council of Europe

European Youth Centre Budapest
September 16-23, 2007



Or the HREYP logo for
sessions within this
programme. We must supply
the logo to the organisations.

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

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Executive summary

This report seeks to provide an overview of the 2007 IFHOHYP Study session held at the European Youth Centre in Budapest, Hungary. Thirty participants from fourteen countries, including Canada and Pakistan, took active part in this study session.

The aim of this study session was to develop and improve leadership skills with the selected group of young hard of hearing (HoH) youth workers, in order to empower them:

- to raise awareness on how to overcome obstacles created by hearing loss
- to develop and sustain existing youth organisations* where HoH young people participate, as well as to set up new ones.

The study session was a combination of a leadership training course and exploration of human rights education for HoH young people. At the end of the session, participants developed project proposals at the international, national and regional levels. Examples included projects on anti-discrimination; access to information; access to education at the universities; subtitling; inclusive international meetings for HoH and deaf people; and establishing self-help organisations for hard of hearing people. It should be noted that there were a few hearing participants who wanted to learn more about work with HoH youth and contribute with this knowledge to their organisations.

In terms of leadership competences, participants developed (substantially!) greater confidence and self-esteem, skills necessary for effective teamwork and creative problem-solving in an intercultural setting, involvement of others into team work, as well as better argumentation, negotiation and communication skills. The acquired skills are crucial for HoH youth in order to become more visible on a scale of local and international youth work, both in disability and mainstream organisations.

Practical skills' workshops on public speaking and facilitation were seen as especially important for young HoH leaders in their organisations. Practical skills' workshops were always extremely popular at IFHOHYP study sessions as they allowed to realistically assess one's own skills and develop them further in a friendly, safe and, most importantly, fully accessible environment for people with hearing loss. Simultaneous text-on-screen (palantype) and inductive loop equipment provided by EYCB proved indispensable for the success of the study session.

Learning by doing approach allowed participants to raise their self-awareness and evaluate their capabilities and limitations, which is essential for young HoH people's effective advocacy and human rights education work. 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.

The Human Rights Education was explored as an anti-oppression and social inclusion tool with the focus on disability-related aspects specific to people with hearing loss. From skills phase and knowledge phase the programme moved on to examine project development phase where

* HoH young people may work in disability NGOs, specialised NGOs dedicated to hearing loss or in mainstream NGOs. This study session encouraged hard of hearing young people to become more engaged in mainstream youth organizations or NGOs dealing with disabilities in general.

participants had a chance to work together in groups and integrate the previously acquired skills and knowledge in the development of projects responding to the needs of HoH youth and the aims of the study session.

In addition to the gained competences and self-confidence, participants developed a lot more motivation to be deeper involved not only in their HoH or disability organisations, but to network with other mainstream youth organisations and to participate in various projects. Many participants also understood that being HoH is not the 'only' identity feature of them as young people. Their opinions matter on issues related to the development of society and general youth policies, thereby fostering inclusion in general youth work. The examples on human rights, social exclusion, European citizenship examined throughout the study session served as guidance for these young people to become engaged in some of these subjects at local or national levels.

Specific features of the study session methodology were work in small groups (this eases communication and interaction for hard of hearing people), more extensive use of the visual and creative methods such as theatre / sketches which are especially accessible and comprehensive in use with HoH youth from different countries.

It is mainly only through (fully accessible and/or partly adapted) trainings that HoH youth or youth with disabilities can develop the attitudes, skills and knowledge necessary for better inclusion into the mainstream society as well as for effective development of their (disability, HoH or mainstream) youth organisations. Few local, regional or national HoH organisations are able to provide necessary recourses, access and competences for running such trainings for HoH youth. In this sense, IFHOHYP study sessions in cooperation with the Council of Europe have always given a unique opportunity for HoH youth to learn, and have been crucial for the overall development and consolidation of IFHOHYP both internally and externally. It would be opportune to run an 'integrated' study session in the future for both HoH youth workers and youth workers from mainstream/ other minority/ other disability organisations.

We want to express our thanks to the Educational advisor Goran Buldioski, the EYCB and the EYCS Secretariats for their excellent educational and technical support as well as their help in making this study session a success.

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

On behalf of the study session team,
IFHOHYP president
Karina Chupina



**all different
all equal**



INTRODUCTION (From the Call for study session participants):

International Federation of Hard of Hearing Young People
WELCOMES YOU TO TAKE PART IN THE IFHOHYP STUDY SESSION

**"Developing leadership skills and
necessary competences with hard of
hearing youth –
getting strong in the future"**

Run in cooperation with the Council of Europe,
European Youth Centre of the Council of Europe, Budapest
16-23 September 2007

What is IFHOHYP?

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

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

Background to the study session theme:

Participation of hard of hearing youth at all levels in the mainstream society – education, employment, youth work, and other – calls for leadership skills with hard of hearing youth, ability to inform people and organizations about their specific needs and stand up for their rights.

The biggest challenge for hard of hearing youth, on the personal level, is the problem of communication. Leadership skills and increased confidence help break up communication barriers and change the biased attitudes towards people with hearing loss still prevalent in society.

On the organizational level, lack of leadership and organizational skills often impede the capacity of hard of hearing youth organisations in their work, be it planning and delivering projects or mobilizing human and financial resources. Organizations can be denied funding of socially important projects because of problems related to management of resources. Lack of necessary competences or knowledge about existing possibilities prevents young

people from establishing new organizations for hard of hearing youth. This is a special concern for IFHOHYP and individuals as organizations for hard of hearing youth are lacking at the international level. This, in turn, is one of the reasons why hearing loss as a disability is *less visible* compared to other disabilities.

Hence, it is clear that sustainability of organizations of hard of hearing youth should be built through development of leadership and organizational skills.

In Europe, the situation concerning people with disabilities in general is gradually improving in areas such as social inclusion programs, improved legislation, advocacy and awareness.

Hard of hearing young leaders need to be identified and equipped with competences in order to achieve on educational, personal and professional levels at par with society. As a precondition, they need the support to be able to contribute their skills, knowledge and experience to the mainstream world.

The 2003 IFHOHYP study session was devoted to breaking communication barriers; 2006's study session was about safeguarding human rights of hard of hearing youth and producing recommendations to European, national and regional institutions about access to education, employment, information and rehabilitation. Many IFHOHYP members wished to see leadership as the main theme of the 2007 study session.

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

To develop and improve leadership skills with the selected group of young hard of hearing youth workers, in order to empower them:

- to raise awareness on how to overcome obstacles created by hearing loss
- to develop and sustain existing youth organizations where hard of hearing young people participate, as well as to set up new ones[†]

Objectives:

- To share ideas and experiences of active participation by HoH youth and to exchange practices of involving HoH youth in organizations and projects in different countries
- To explore concepts of leadership and identities of hard of hearing young people
- On a personal level, to build confidence and to develop leadership skills in order to become competent in teamwork, facilitation and public speaking
- To explore themes of intercultural learning, human rights education and social inclusion as tools and means for involvement of hard of hearing youth in youth organizations and projects
- To encourage participation and to provide hard of hearing young people with the tools for supporting the development of existing organizations plus initiating new

[†] HoH young people may work in disability NGOs, specialised NGOs dedicated to hearing loss or in mainstream NGOs

ones at the local and international level

- To develop skills in project management with participation as a tool for involving hard of hearing young people on local and national level
- To develop new partnerships and to contribute to strengthening IFHOHYP

Profile of participants:

Participants were expected to:

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

Age:

The majority of participants must be under 30 years of age, with a maximum of 25% over the age of 30.

Study session official language:

English.

Study session Team:

Karina Chupina, IFHOHYP president - Russia

Maria Lopez Garcia, IFHOHYP vice-president - Spain

Emine Berna Çıbık - Turkey

Aleksandar Bogdanovic, course director - Serbia

Goran Buldioski, Educational Advisor, Directorate of Youth and Sport, Council of Europe - Hungary

Methods:

The methods used were: training workshops; discussions and debates; working in small groups; brainstorming; theatre, 'role games' and simulation exercises in non-formal education methodology; study visits to the European Court of Human Rights; inputs by guest speakers from the European Disability Forum/Council of Europe and other institutions.

The study session was not about passive sitting and listening to lecturers (even though there were inputs), but it was about dynamic & interactive learning through experience. The methods of non-formal education were used to stimulate young hard of hearing people to work together to generate solutions and strategies to use them back home.

Sunday 16 September (Arrival Day)

Welcome evening

Upon arrival at the European Youth Centre Budapest, the team and participants gathered together for the Welcome evening. After a brief introduction of the team and the study session, the team started ice-breaking exercises to relax the newcomers and allow participants to get to know each other in a friendly atmosphere. The aim of the ice-breakers was to give participants a feeling of being welcome and an opportunity to get to know each other as much as possible before the beginning of the session. This way, communication was started smoothly and then flowed into a welcome party with drinks and snacks provided by the Centre. The atmosphere was good and promised a friendly working environment for the coming week.



Monday, 17 September (Introduction Day)

Opening of the session:

The study session was officially opened by Director of the European Youth Centre Budapest, Antje Rothmund. Antje explained how the IFHOHYP study session on developing leadership skills fits in the program of the youth sector of the Council of Europe at large.

Introduction by Antje Rothmund, Director of the European Youth Centre Budapest (abridged):

"The youth sector is trying to contribute to this mission of safe-guarding human rights and democracy in Europe with a number of measures and activities of which yours is also one. Your welcome letter says that IFHOHYP follows the principle, 'Nothing about us without us.' That is very close to the whole mission of the Council of Europe youth sector, where we say: "youth is a resource and youth is not a problem." So we want young people to participate in all the issues that concern their lives, because we believe that they have a lot to contribute, to shape the social and political environment in which they live. This is equally true for every young people, regardless of their ability, of their religion, of their creed or of their sexual orientation.

So, one of our priorities and I think all three of them will be important for you, is **participation and democratic citizenship**, which is the area where we try to get as many young people as possible to involve themselves into, actively into the life of shaping of the society: shaping society not only in political elections, but to become active members of the society, for example to get involved in civil society organisations, stand up for their rights and try to improve living conditions for themselves and also for other young people.

The second work in priority is **intercultural dialogue**. This is, of course, something which is very close to the heart of the Council of Europe's work, where we actually do actively look for solutions how international can become more and more intercultural.

Last, but not least, this is where your activity is placed, we have our youth programme on **human rights education** where we are trying to bring human rights as an issue into the mainstream of non-formal education. What does this mean? It means, simply, that we want to bring the human rights issues on the agenda of the civil society organisations that we work with, but also on the political agenda of the governments we work with and the institutions we work with. We relate here to human rights in the wider sense, not as just a legal construct, but much more as a way of living in a culture of human rights.

Your activity is a training, so it is aimed on developing skills for leadership and I am very happy that IFHOHYP chose this as the content for this year's study session. Why? Of all your activity in our understanding is part of our human rights education programme. That means that we want to encourage all young people regardless of their ability, religion, origin, sexual orientation to participate in promoting human rights. We know that a lot of young people are motivated to promote human rights, but many of them - and that has nothing to do with ability or disability - many of young people simply don't know how to do it.

In your activity you can learn, for example, how you can be more confident in promoting the interests of hard of hearing young people. But also how to promote interests of young people at large because you are, in our understanding, first of all young people. Secondly, you have a double effort to overcome, the disability in participation. There are two areas, actually three you have to work on. One is to be young and participate, the other is the human rights dimension and the third one is how you can overcome your disability in such a way that the participation is possible for you.

We, from the Council of Europe side, hope that you will be **multipliers** (this is one of the key words in our internal slang). We want people that come here and participate in our activities to become multipliers: multipliers of the values of the Council of Europe and multipliers of the new knowledge that you will gain here.

The creativity of our work is simply that we can not reach every single young person in all of our Member States, but we have to think creatively about possibilities to create so-called 'snowball' effects or 'domino' effects, meaning we want to track key actors and key stakeholders in civic society like you, leaders of youth organisations and NGOs that are ready to learn something new and then go home to their countries and implement new projects, create new networks and share this knowledge what they have gained here with other young people. I wish you a good week, successful week. A week full of fun and a lot of new friendships, ideas and networks. Thank you very much".

Presentation of the study session and IFHOHYP

After the opening speech of Antje, the team started with the round of names and brief introduction on the background of participants. Then a presentation of the aims and objectives of the study session and presentation about IFHOHYP were made by Karina and Aleksandar. The emphasis was put on the stage of development IFHOHYP is going through now – changing from a single issue organization (mainly summer camp activities) to the multiple issue organization, and beginning to have more educational + political impact today. This is achieved through widened networks of contacts with various European institutions, such as the Council of Europe and European Youth Centre in Strasbourg, membership in European Disability Forum, growing number of IFHOHYP members, and representation of IFHOHYP in the Advisory Council on Youth of the Council of Europe.

Introduction to the Council of Europe

After a coffee break, Goran started a lively quiz competition between teams testing their knowledge of the Council of Europe. After the quizzing, participants were introduced to the differences between the EU institutions and the Council of Europe, its structures and the Directorate of Youth and Sport, its key priorities in 2006-2008 and the main activities done during those years.

Outcomes: participants were better informed about the role of the Council of Europe as well as its Youth sector, about the main differences between the Council of Europe and other European/ international institutions. This information proved to be very useful for the course of the study session. The use of interactive quiz allowed the participants to question their knowledge about Council of Europe and made them listen carefully to the presentation about European Institutions.



Needs, fears and expectations

The next session aimed to give a chance to participants to explore & share their expectations, needs and fears of the study session. It provided a practical illustration of participants' fears, expectations, needs and contributions in the study session. Each participant wrote his or her thoughts on several post-its in different colours, and the

post its were collected in order to complete a drawing on the wall, where a flower symbolized the expectations, the flower's stem the needs, the watering can the

contributions, and a stormy cloud the fears. Then the needs, expectations, possible contributions and fears were summarized and discussed with the whole group.

Outcomes: Participants were able to run an initial exchange of their expectations towards the study session with each other in a comfortable manner. The “flower” display on the wall allowed participants to read their needs, fears and expectations any time, to reflect on their experiences and how far their expectations have been met.

Getting to know each other

Aim: to get to know each other better and to get familiar with each other’s backgrounds, as well as to receive information that would be useful for working together throughout the week.

Each participant prepared his own “Tree of life”, indicating his/her background in NGO work with and for hard of hearing young people, expectations and expected work results, with an eye on the study session objectives. Roots of the tree conveyed motivation to work with hard of hearing young people; branches – experiences; leaves – desired outcomes of work. All of the “trees” were shared in buzz groups with each other, collected and hung on walls for everyone to see and continue sharing their experiences during breaks.

Outcomes: It was an interesting and creative way to reflect deeper on one’s life and youth work experiences and then to share them with others. It was also important that motivation of each participant was taken into account and was discussed, as it is an intrinsic element to youth work and participation.

Field research – Sharing experiences and good practices

Aims:

- to explore the obstacles to participation and inclusion of hard of hearing people, as well as possible assistance provided (accessibility) in the immediate environment
- to introduce participants to communication in group work and explore and understand principles of effective work in our group for the duration of the week
- to allow the space for sharing experiences, ideas and practices on inclusion, accessibility for and participation of hard of hearing young people in different countries

The activity was separated into three phases:

- 1) Field research - discovering the obstacles in the nearby environment for participation and inclusion of young hard of hearing people. Participants were divided in five groups, follow instructions to go around and take note of the obstacles in their environments and devise technical solutions and any other aid if any.
- 2) Then participants were asked to summarize those results from the field research and link the results to a situation in their environments back in their home countries.
- 3) Afterwards all findings were presented in the plenary and discussed among the participants.

Some of the groups explored the reception area, a library, a garden and the restaurant; other groups explored computer rooms, a nearby hearing aid shop, and information about transportation.

Outcomes: The groups made very interesting and insightful presentations on obstacles and aids inside and outside of the European Youth Centre Budapest, which were not always limited to access for hard of hearing people only, but also considered the needs of people with other disabilities, wheelchair users as one example. The method of exploration and field research allowed participants to share good and bad practices of their own countries, and to draw comparisons and conclusions.



Based on the findings of the groups, some groups suggested how to address the lack of accessibility in public places in their home countries. One of the ways could be writing letters to make demands and requests of hard of hearing people known, and to make concrete suggestions for accessibility improvement: for instance, write a little note and put in a suggestion box at hotel or a store. Another way suggested was to contact officials regarding regulatory standards and asks them if those standards were being implemented - and if not, what is being done to make sure they are enforced. Meeting politicians and non-profit organizations who usually have extra resources and can support HoH youth/organizations in networking with relevant stakeholders, was also suggested.

Reflection groups

Aim: To provide an opportunity for participants to meet and exchange feedback on the study session program, learning process and group dynamics in an informal setting throughout the week.

Reflection groups were a transversal element of the program that met every evening (except for the free afternoon and dinner in town). They were designed as an informal space for participants where they share their thoughts, feedback and feelings about the program in small groups.

Karina asked participants to imagine that they are young people coming from different countries and travelling together, and that this study session is an international journey to getting leadership skills. To get on the journey they would need a ticket that the study session team had already prepared for the participants. The ticket had a train station on it (each station was a day of the program) and key questions that participants answered every time they arrived to a station. Comments, notes, questions and requests were taken down by participants on the ticket and discussed in each reflection group.

Intercultural Evening Event

The Intercultural Evening Event after dinner was a program set up by the study session coordinators to foster cultural understanding and diversity and provide an exchange of information in an informal setting.

Aim: To facilitate an exchange of information and cultural understanding about the diverse European nations and the non-European nations, and partake in the cultural samples (foods, drinks, music, etc.) displayed. It was also an icebreaker in a more relaxed setting as well as a venue for socialization.

The objective was to ensure that the participants acquire a sense of appreciation and respect for the cultural diversity of the different nations, as well as acquire information about those countries. Competencies such as preparation and demonstration of the booths were done on an informal level, and the exhibitors discussed about their countries and the cultural practices in an informal manner.

Several of the memorable exhibits were the Slovak, Serbian, Dutch, Canadian, Turkish, Romanian, Russian, and Swedish booths.

The visual displays were very effective for everyone, as they were hard of hearing and needed visual cues to understand their environment. The displays of food, drinks, and cultural items cemented the concept of international cooperation in the participants' minds, and gave them a sense of purpose towards working together as a group.

It should be noted that given the range of accents and dialects in English among the participants, there were no language barriers at the intercultural event in that the attendees were focused on having a great time and learning as much as possible about the different cultures.



Outcomes: The participants had a very informative and enjoyable time learning about the different cultures. There were bonds of international friendships formed and people were looking forward to working together for the remainder of the study session. It was a very successful and productive way to kick off the study session in full earnest.

Evaluation of Monday Program: The aim of the morning session was to facilitate an introduction to the study session, set up a time frame for the session and go deeper into the “getting to know each other” process. Participants were well informed of how the rest of the study session would play out and what kind of learning process would be expected.

In the afternoon we dived into the subject of active participation, and although it was quite a long session the participants worked constructively. In the feedback session they reported that they learned a lot in the afternoon program. At that stage the team noticed that the participants had different levels of the English language skills, and they became more aware of that fact during the rest of study session while ensuring full participation from the participants.

Overall, the participants were pleased with the first day of the study session. Monday was both an exciting and challenging day for many participants as it was the first international activity for many of them that required lots of concentration and communicating in a foreign language.

18 September, Tuesday (Leadership Day)

Goran opened the session and the program started with an energizer which allowed the participants to congratulate Lianne (of the Netherlands) on her birthday.

There were two activities concentrated on leadership, and the first of them was a training session, *'Confidence, competence and leadership'*, led by invited expert Tatiana Glad of Engage! InterAct, and Karina. After the session participants met in discussion groups to talk about leadership and the skills required.

Confidence, Competence and Leadership session

Objectives:

- To offer a space for exploring and expressing issues and dreams around confidence as hard of hearing emerging leaders.
- To develop the self-confidence needed to step into leadership role as emerging hard of hearing leaders in Europe.

Tatiana Glad from Engage! InterAct started the session on leadership. The participants were asked to talk with their neighbours about moments in life when their self-confidence was challenged, as well as about when they experienced the best moment of self-confidence. After the buzz groups, the program continued with a rope exercise. Participants made groups of eight people and each group had to tie a knot



with several ropes without talking. After making the knot, the groups had to untie the knot. In the end of the exercise, each group shared their observations about what helped and did not help during the exercise.

Tatiana continued the program by demonstrating a diagram about leadership in four different ways that leadership manifests itself:

- **Individual Inside:** beliefs, the norms, the ideas, the intentions - things people don't see.
- **Individual Outside:** the behaviour, the action – things that people see.
- **Collective Inside:** what a group believes, how it arrives to a shared meaning, how we understand each other and the sense that we make of the world out there.
- **Collective Outside:** this aspect is about systems and structures and those have to do with policies, the environment, external systems out there.



Participants divided into the four groups and each group was asked to choose one of these four perspectives of leadership and to create a sketch or visual and interactive presentation.

Then we continued with an exercise called “Where do you stand?”, introduced by Karina, to give participants an opportunity to reflect on themselves as leaders, to practise argumentation skills and empathy. There were

two signs on the opposite walls, of which one sign represented a ‘plus’ symbol and it meant “I agree”, and the other sign was a ‘minus’ symbol and it meant “I disagree”. Everyone stood in the middle of the room and a statement was shown on a flip-chart. Participants had to move to the side of the room accordingly to their opinions. If they were not sure which side to take, they had to take a middle line but they were not allowed to speak. After making their decisions on the statement, participants presented arguments for their position and tried to convince the opposite side, and everyone was given the opportunity to change their position if they changed their minds.

The statements were the following:

- *The more obstacles I have, the more confident I grow.*
- *I have a hard time being understood.*
- *Leadership is about being able to communicate.*
- *Hard of hearing people have advantages to become leaders.*
- *As a leader, I have to be a role model for other people.*
- *Love solves all problems.*

After this exercise debriefing was made by participants asking whether it was difficult to make an opinion; how did they feel during the exercise; whether they were they surprised

at the different views expressed in the group. The statements were deliberately controversial and showed the diversity of opinions and possible interpretations.

At the end of her session, Tatiana asked everyone to write on small pieces of paper the competencies and qualities that they admire in another person in the group. These commitments with buddies - “sugar cubes”- were shared with each other.

Outcomes: The exercises allowed participants to reflect on themselves as leaders, to apply their debating and public speaking skills and to practise self-confidence in standing for their opinions. Participants also witnessed how different were the interpretations of leadership within their group.

“How to access and build your own leadership skills?”

The afternoon started with a session on practicing leadership in context of youth work (resolving conflicts in hard of hearing youth organizations; leading a mainstream youth NGO; employment opportunities and promotion of hard of hearing young people; counteracting discrimination in education system of hard of hearing people). Participants tried to imagine their behaviour in the described situations and share the experiences of hard of hearing young people in the spheres of education, employment, NGO participation across different countries.

The four study cases were prepared, and each participant chose beforehand the area on which he or she would like to elaborate. The areas were:

- ❖ **Access to education**
- ❖ **Access to employment**
- ❖ **Leading in the mainstream organization**
- ❖ **Managing within your NGO (non-governmental organization)**



Four case studies were examined by eight groups, where each case study was analyzed by two groups. The groups were asked to find a solution to the question and to provide coping strategy to it. They were also asked to think about the qualities and skills the leaders in each situation should possess in order to successfully solve the problem. The groups read and discussed one case study and each group was split into two small groups, of whom the sub-groups were asked to compare the analysis and

solutions proposed for the cases and to compare the separate list of characteristics and skills for the leaders that each sub-group listed. The sub-groups had to come up with a joint list and a five-minute presentation in the plenary session.

Case A Access to education of HoH young people

Imagine that you are a group of seven hard of hearing students attending the same class at a University in a capital town in Central and Eastern Europe. Since the beginning of the school year, you have had difficulties in following the lectures. The professors speak fast, classrooms are not properly lit and most problematic of all, your request to have a person who would translate the lectures in sign language has been turned down. The University Secretariat explained to you that according to the country law, the University is obliged to provide a sign language interpreter only if there are 12 or more students who need this type of assistance. A friendly employee in the Secretariat, off the record, explained you that the special assistance is very expensive and it has never been provided. Moreover, you were told that when one professor raised the issue of help to students with special needs at the last Collegium's meeting, majority of professors were against it. They, along to some hearing students, complained to be distracted by such a person in the classroom.

You (the seven students) are just about to meet and discuss a strategy how to approach the University authorities, different professors, those who are sympathetic to your efforts and those who oppose them. You also plan to approach the Ministry of Education, check what are the regulations and of your country and attempt to get support despite the 12-person rule. You also think that some companies who would like to promote its corporate social responsibility might be interested to help you.

TASK

- Prepare a strategy how to approach each of these different groups (constituencies) in order to secure the necessary help for the HoH students.
- Make a list of all the skills that this group of young HoH people have to possess successfully to address this issues and resolve the problem.

Tasks for joint groups:

- Compare your analysis and solutions you propose for the cases.
- Compare the separate lists of characteristics / skills for the leaders each group listed and come up with a joint list
- Prepare a 5 min presentation (please make sure that the presenter is a person who has not presented so far in plenary)

Outcomes:

Since most participants of this sub-group originated from Central or Eastern Europe, they were able to imagine the situation very well. They mostly proceeded from their own experiences and shared good or bad practices from their countries. For instance, in the UK there is a law on disability discrimination (The *Disability Discrimination Act* 1995), so the described situation is impossible to happen here. In Romania, there are no laws, no protection of hard of hearing people and they are often not able to enter or attend the University at all. The similar situation is observed in Turkey. In Finland everyone can get support if he is able to pay for that. Some participants who originate from Russia and are graduates on big Universities, offered something from their own experience, namely: to ask well-hearing students for their notes and make copies, or to make reports using dictaphone, or to try finding a volunteer (perhaps, another student) who can work as an

interpreter for free. Another suggestions were to contact mass media for coverage on the problem, to contact government and ask for the governmental support. Third offer was to find companies interested in charity and negotiate on donations for interpreter's services in exchange for advertisement in specialized mass media.

Case B Stepping up to secure **employment** for HoH people

Paolo K. is a talented young carpenter who has been working in a workshop for modern and stylish furniture in the north of a developed country. Paolo K. is hard of hearing young man who uses hearing aid. He was employed through a special program of the Government supporting disadvantaged young people to get employment. In the last five years he has proven to be one of the best, most reliable carpenters in the company that employees more then 100 people. When he joined the company, Paolo K. was very shy and reserved man, who due to his disadvantage did not communicate much with the other employees. As his crafting skills developed, other colleagues started to approach him more often and try to learn from him. With increased communication with other people, his ability to speak up grew over time. Other employees got used to the fact that Paolo K. needs a bit of more time to express himself and to understand the others.

The company announced a job opening for a line manager in Paolo's unit. The hired person would be in charge of a group of 12 carpenters working on the modern furniture production. Encouraged with his success and respect from other colleagues, Paolo decided to apply for this job. One day walking through the factory, he saw his current supervisor talking to some of his colleagues. He could not hear them speaking but reading the lips he clearly recognized his supervisor saying 'I respect Paolo for being an excellent carpenter, but he has difficulties in communication. If he becomes a line manager, we would all have difficulties because of his limited communication skills. Why shall we all suffer?' Paolo turned and left without being noticed. This small incident offended him, but also made him more determined not to give up.

TASK

- Prepare a strategy on how should Paolo proceed his job application? Should he approach his supervisor? How should he prepare for the job interviews and what arguments should he use in order to get his job?



- Make a list of all the skills that Paolo K. has to possess in order to get the job and successfully eliminate the doubts that his disability would influence his performance as a line manager.

Outcomes:

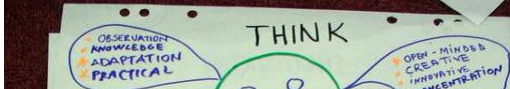
Group presented some suggestions on how a deaf carpenter should approach his supervisors, based on the examples from their countries.

Case C HoH as leaders of mainstream youth organizations

Created 20 years ago, the Student Association of the Architectural Faculty at the METU University is very active in helping students to orientate better at the University, helping them to find internships in the country and abroad, linking the students with potential employers and organizing interesting cultural activities for the students throughout the entire academic year. All the students are volunteers and the University provides small amount of money for regular activities and a small meeting room for the students. **Gülden K.** is a 4th year student, one of the most talented in her generation. Despite her limited hearing ability (she uses hearing aid), **Gülden** has been very successful in her studies and since the 2nd year at the University got actively involved in the Student Association. In the last year, she has been one of the most active members and decided to run for a president. She became known for fighting for her rights, asking people to raise their hand while talking at the meetings so that she could follow when and who is speaking. She has tried hard to make people aware of her needs and help her participate in all activities. Some of her fellow students were helpful while others remained insensitive to her calls.

The Students' Organization of the Architectural Faculty at the METU University is heading for election of its new president in a week. **Gülden** is one of the two candidates for a new president with one-year mandate. **Arif**, her opponent, is a male student in his final year of studies. He is one of those students who never showed tolerance and respect for Gülden's needs. He is very self-confident person, determined to do what it takes to become the new president. The Student Association scheduled a debate between the two candidates and invited all students to attend it.

TASK

- Prepare a strategy for Gülden K, what she should say at the meeting, what kind of program for the organization she should suggest for the coming year. Also, think how Güner K would defend herself if her opponent tries to use her physical impediment as an argument for his own election
 - Make a list of all the skills that Güner K has to possess in order to become president of the Student Association (including eliminating the doubts that her disability would influence her performance as president).
- 

Outcomes:

In this group the strategy was that the HoH girl has a better understanding of the body language, and she should use technical aids' support to adjust to the environment. Her strong part is ability to help young people with the same problems. Skills necessary for hard of hearing girl in this situation, were described -



such as patience, sense of humour, open mindedness, responsibility.

Case D HoH people solving problems in their organizations (organizational management)

'Young Sunflowers' is an organization created by several young hard of hearing people from the south of Murcia. The organization is now organizing their biggest event gathering more than 100 hard of hearing people and 10 deaf young people from the entire country. The leadership of the organization decided to use palantypist for the event, but they could not find the system in their country and skilled people to do that in their country. Part of the leadership suggested to invite the organization of Stenographers to participate at the event and help them with the palantyping. Unfortunately, the president of the Stenographers' Union did not have understanding for the needs of the young group. He argued that it would be very difficult task for stenographers, although manageable, and ask for a lot of money to do it.

The leadership of the "Young Sunflowers" was offended with this very expensive and rude request. They therefore decided to stop the cooperation with the Stenographers' Union. **Juan and Isabella**, two of the founders of the organization, disagreed with this standpoint. Because of the importance and the size of the event, they think that it is worthy to get in touch with the Stenographers' Union once again and better argue the need and the special situation. However, they first need to persuade the rest of their friends in 'Young Sunflowers' who did not want to get in touch with the Stenographers' Union.

TASK

- Prepare a strategy for Juan and Isabella, how first to persuade their friends, other leaders of 'Young Sunflowers' not to be mad at the Stenographers' Union, but try to get in touch with them again and explain better. Then prepare list of arguments that Juan and Xavier would use when approaching the Stenographers' Union.
- Make a list of all the skills that Juan and Isabella have to possess in order to make their case and succeed in persuading their friends and the Stenographers' Union.

Outcomes:

After group work each group made a presentation in the plenary on the strategies and needed skills, and provided feedback to other groups. A lively discussion was kicked off. Everyone told about his own experiences in similar situations and gave examples. Some examples illustrated different approaches to the described problems in different countries respectively. It was pointed that it is very important to explain problems in an informal and



relaxed atmosphere, so that people could accept the new ideas easier. Another point mentioned was that it is important to prepare a concrete and easy plan before undertaking something. The issue of prejudices was raised as well - people often have prejudices but do not try to challenge them.

An important notice was that HoH shouldn't use their hearing limitations as a pretext in every situation, as sometimes the problems that emerge are not entirely connected to hearing loss.

Organisational Market

The Organisational Market Evening was set up after the second day of the study session, and it was an event of informational exchange about the hard of hearing organizations of the participants' home nations.

Aim: to enable an exchange of information about the different hard of hearing organizations in Europe as well as Canada and Pakistan, and the resources available for hard of hearing young adults in those countries.

The objective was to enable the participants to set up booths displaying their organizations, the materials (such as pamphlets, brochures displayed and available for interested people to take home) and to share information about their home organizations, the projects accomplished and planned.

The roles and rights of hard of hearing people in the different nations were also showcased and discussed with people as part of an intercultural learning exchange in acquiring new ideas to use in their home organizations. Competencies such as communication were addressed in that the exhibitors demonstrated broad knowledge about their home organizations and expressed a genuine interest in learning about the other hard of hearing organizations. The exhibitors gave detailed information about their organizations' progress in promoting awareness and advocacy for hard of hearing people in their home countries, as well as information about human rights made possible for hard of hearing people in social, educational and employment aspects of life. Several exhibitors gave PowerPoint presentations, which were informative and gave the audience a visual idea of the different organizations and the resources for young adults.

Outcomes: the visual displays of posters, brochures, magazines, presentations, to name a few, were very successful in conveying information about the hard of hearing organizations in different countries. The free flow of information exchange enabled everyone to understand the similarities and differences between their organizations of HoH people.

Evaluation of Tuesday's program:

Tuesday morning's workshops allowed participants to explore and challenge their skills and values that are necessary for leadership. The "Where do you stand?" activity clearly showed that there are many different perceptions about being a hard of hearing leader. It proved to be a good way to reveal the participants' knowledge and skills. The participants agreed on the importance of using such method to work with controversial issues.

The workshop in the afternoon allowed participants to develop their own ideas in problem solving and conflict resolution. The case studies helped them to set the values of leadership in reality.

Wednesday 19 September 2007 (Skills' Day)

The Skills' Day in the program was meant to provide opportunities to learn more about the skills necessary for an effective leader and to practise them in doing.

Teamwork workshop

The day started with the teamwork workshop.

Aim: To address and consolidate competences needed for work in teams and for problem-solving in teams.

Objectives:

- To develop participants' self-confidence.
- Explore and develop skills needed for problem-solving and teamwork
- Develop understanding of the team dynamics.
- Reflection on teamwork process and self-exploration of personal role(s) in teamwork.
- To encourage partnership working and teamwork among participants.

Aleksandar Jankovic, the trainer from Serbia, introduced himself and started the session on teamwork.

1) The **"Human Knot"** exercise: participants had to gather in a group with the hands up, and then grab hands of others with each of their hands. Afterwards, only one person could separate his/her hands and try to untie the knot.

2) The **"Tower Game"**: participants were given limited pieces of paper and of an adhesive tape. Groups were supposed to make a tower of more than 1.5 metres tall which could support a marker for at least ten seconds.

3). The **"Traffic jam"**: Everyone was split up into three teams of eight people and two observers. Each team split in groups of four and stayed in line with a blank space between them. All they had to do was to switch places. What helped the groups was that when they got stuck they could "reset" the game and start again.

The exercises allowed participants to work in the teams together towards the same task and experience problem-solving solutions. Emphasis was made on needed leadership, communication and teamwork skills.

PART 2

After the exercises, participants discussed the problems, tasks and solutions that they realized and the differences between the teams were discussed.

A few methods applied in the teamwork session are available in a training manual compass with a few modifications.

The **"Human Knot"** observations:

What helped to succeed was that group worked as a team because they had a mutual goal and responsibility, and as slogan says, "All together is one". Through this game, the group understood the differences between a team and a group, as in a group each person has a different individual goal and responsibility.

The **“Tower Game”** observations:

The groups discussed about ideas and readily agreed on which one was the best and started to put it into practice. The communication was very good, they divided tasks and everyone contributed and brought new ideas to the plan. It was important to have patience to express the ideas clearly so that everybody can understand, but it was also important to have the patience to listen to others' ideas and accept the different viewpoints.

The **“Traffic jam”** observations:

What helped the groups was that when participants got stuck they could “reset” the game and start again. Since they had to see each other's faces they had to step out of the squares so this kind of “cheating” helped them to see the bigger picture of the game. For those participants who were observers, it was easier to see the process of cooperation in a team. The main problem noticed was that most of the team members wanted to be leaders, to coordinate the game. They were speaking in the same time, making it impossible for the others to follow everyone and to reach a consensus. In one team, cooperation was better because the members listened to only one leader and discussed their ideas.

Outcomes, observations and reflections on leadership – leader – team – teamwork – skills – responsibilities – coordination topics:

- ❖ Leadership includes other people as well. So leadership is based on a team. If you have a team you can be a leader, but if you don't have a follower there is no leader without followers. So in general speaking, a good leader has to know how to make a good team effective team.
- ❖ When you are working in a team, everybody wants to help and everybody takes responsibility or the responsibility of a common goal. In a group, everybody does what's best for themselves.
- ❖ Mutual in the team work means we all share responsibility for trying to reach the goal, to untie the knot, to understand the roles.
- ❖ Co-ordinator: it could be a leader, somebody who organises the things.
- ❖ Good plan: any plan is better than having no plan before going to do something.
- ❖ Too many leaders, too many ideas - most of us want to be leader and the co-ordinators and do not understand that in the team there are more roles. Every team member can contribute in the team with the other position than coordinator's.
- ❖ It could be a problem or an advantage that in some teams hard of hearing people could not communicate very well because they had to see and read lips. But at a time this was an advantage because they disobeyed the rule and stepped back to see the whole perspective to follow and to get more ideas.
- ❖ Each one can be leader but with a defined role.

Trainer then presented a theory on “The Belbin Team Roles”.

Introduction into Belbin Team Roles

The Belbin Team Roles method, also referred to as **Belbin Team Inventory**, was developed by Dr. Raymond Meredith Belbin and first published in his 1981 book Management Teams. It is a model that can be used to describe and gain insight into the behavior of one team member in relationship to another. The Belbin Inventory scores people on how strongly they express traits from 9 different Team Roles.

| Cluster of Behaviour | Team Role | Strengths - Contributions | Allowable Weaknesses |
|-----------------------|--------------------|---|--|
| Action-oriented roles | Shaper | Brings dynamism, challenging, thrives on pressure. The drive and courage to overcome obstacles. The shaper is a task-focused leader who abounds in nervous energy, who has a high motivation to achieve and for whom winning is the name of the game. The shaper is committed to achieving ends and will 'shape' others into achieving the aims of the team. | Prone to provocation. Offends people's feelings. He or she will challenge, argue or disagree and will display aggression in the pursuit of goal achievement. Two or three shapers in a group can lead to conflict, aggravation and in-fighting. |
| | Implementer | Brings discipline and reliability, conservative and efficient. Turns ideas into practical actions. Implementers are aware of external obligations and are disciplined, conscientious and have a good self-image. They tend to be tough-minded and practical, trusting and tolerant, respecting established traditions. They are characterized by low anxiety and tend to work for the team in a practical, realistic way. Implementers figure prominently in positions of responsibility in larger organizations. They tend to do the jobs that others do not want to do and do them well: for example, disciplining employees. | Somewhat inflexible and conservative. Slow to respond to new possibilities. |
| | Completer Finisher | Brings conscientiousness, painstaking, anxious. Searches out errors and omissions. Delivers on time. The completer finisher gives attention to detail, aims to complete and to do so thoroughly. They make steady effort and are consistent in their work. They are not so interested in the glamour of spectacular success. | Inclined to worry unduly. Reluctant to delegate. |

| | | | |
|------------------------------|--|--|--|
| People-oriented roles | Chairman (1981) Co-ordinator (1988) | <p>Brings maturity, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.</p> <p>The coordinator is a person-oriented leader. This person is trusting, accepting, dominant and is committed to team goals and objectives. The coordinator is a positive thinker who approves of goal attainment, struggle and effort in others. The coordinator is someone tolerant enough always to listen to others, but strong enough to reject their advice.</p> | <p>Can often be seen as manipulative. Off loads personal work.</p> <p>May not stand out in a team and usually does not have a sharp intellect.</p> |
| | Team worker | <p>Brings co-operation, mild, perceptive and diplomatic. Listens, builds, averts friction.</p> <p>Team workers make helpful interventions to avert potential friction and enable difficult characters within the team to use their skills to positive ends. They tend to keep team spirit up and allow other members to contribute effectively. Their diplomatic skills together with their sense of humour are assets to a team. They tend to have skills in listening, coping with awkward people and to be sociable, sensitive and people oriented.</p> | <p>Indecisive in crunch situations.</p> <p>They tend to be indecisive in moments of crisis and reluctant to do things that might hurt others.</p> |
| | Resource Investigator | <p>Brings enthusiasm, extrovert, communicative. Explores opportunities. Develops contacts.</p> <p>The resource investigator is the executive who is never in his room, and if he is, he is on the telephone. The resource investigator is someone who explores opportunities and develops contacts. Resource investigators are good negotiators who probe others for information and support and pick up other's ideas and develop them. They are characterized by sociability and enthusiasm and are good at liaison work and exploring resources outside the group.</p> | <p>Over - optimistic. Loses interest once initial enthusiasm has passed.</p> <p>Is usually not the source of original ideas.</p> |

| | | | |
|---|--------------------------|---|--|
| Cerebral (thinking and problem- solving) roles | Plant | <p>Brings creativity, imaginative, unorthodox. Solves difficult problems.</p> <p>The plant is a specialist idea maker characterized by high IQ and introversion while also being dominant and original. The plant tends to take radical approaches to team functioning and problems. Plants are more concerned with major issues than with details.</p> | <p>Ignores incidentals. Too pre-occupied to communicate effectively.</p> <p>Tendency to disregard practical details and to argumentativeness.</p> |
| | Monitor Evaluator | <p>Brings objective judgment, sober, strategic and discerning. Sees all options. Judges accurately.</p> <p>According to the model, this is a judicious, prudent, intelligent person with a low need to achieve. Monitor evaluators contribute particularly at times of crucial decision making because they are capable of evaluating competing proposals. The monitor evaluator is not deflected by emotional arguments, is serious minded, tends to be slow in coming to a decision because of a need to think things over. He takes pride in never being wrong.</p> | <p>Lacks drive and ability to inspire others.</p> <p>May appear dry and boring or even over-critical. Those in high level appointments are often monitor evaluators.</p> |
| | Specialist (1988) | <p>(Added by Belbin in 1988). Brings dedication, single-minded, self-starting. Provides knowledge and skills in rare supply.</p> <p>They are often highly introverted and anxious and tend to be self-starting, dedicated and committed.</p> | <p>Contributes only on a narrow front. Dwells on technicalities.</p> <p>Single-mindedness and a lack of interest in other peoples' subjects.</p> |

Source: www.12manage.com

“The Belbin Team Roles” inventory was really helpful because participants could identify themselves in the roles by reading the qualities and weaknesses each role had. Moreover, trainer gave information to participants that allowed them to find out more about their roles in the “The Belbin Team Roles” test.

Outcomes:

About the roles in a team - in a team is needed good communication, to make a plan and to respect it, to establish a good atmosphere and to manage conflicts, to have clear goals, to divide roles and give tasks to everyone, to accept the differences of opinions, ideas and culture, to foster encouragement and motivation and, last but not least, to give realistic feedback to each other.

PART 3

Public Speaking workshop

Aim: to provide space for practicing public speaking and developing self-confidence skills.

Workshop was kicked off with a short exercise where participants reflected on their most positive and most negative experiences that they had while speaking in public. Then each participant had to prepare a speech on three different subjects:

- one group was to prepare a commercial three minutes long,
- second group was to prepare a speech related to youth work
- last group was to prepare an input/intro/speech on the issues related to culture, sport or movies.

Participants could choose any subject they wanted. The future public speakers had to build their speech on 6 W - *Who? What? How? When? Why? Where?*

After each presentation the participants provided feedback to a speaker on what aspect of speech / performance could be improved, and took note of the moments that were especially good. Discussion was opened on body language, looking at the audience, following the understanding of audience, asking questions, listening to the audience, visual aid and the structure of speech, controlling the screen and speech, making clear explanations and remarks, introductions and closings. Opening the speech, connecting with the audience and proper length of the speech were also discussed.

Outcomes:

“A leader must be a good public speaker, because a leader has to explain clearly everything that he wants to communicate to the people, so he has to know the skills that a public speaker must have. Not always a good speaker is necessarily a leader.”

All participants concluded that this workshop was an extremely positive and useful experience that allowed them to practice public speaking in learning by doing, and also to look at themselves with the “other eyes”. They also stressed that such practical skills’ workshops are especially vital for hard of hearing youth and should be conducted at every IFHOHYP study session.

PART 4

The Facilitation workshop

Aims:

- To explore and clarify the concept of facilitation
- To provide an opportunity to practice facilitation and reflect on the experience
- To analyze the facilitators’ skills and techniques of facilitation

Objectives:

- To differentiate the facilitation, teaching and training
- To differentiate the process and a content

- To explore what is facilitation in the context of a training (not a statutory meeting or a general assembly or a conference);
- To practice facilitation skills;
- To provide space for feedback to the facilitation activity and reflection;
- To share and discuss the challenges in facilitation

The competences addressed were facilitation skills, critical thinking and understanding of the relevant concepts.

The workshop was run by Karina and at first participants discussed in buzz groups about “what is facilitation?” and they produced post-its with possible definitions that were placed on a flipchart. After this, presentation about facilitation was given. The presentation was followed then by a role exercise.

Every participant had an assigned role in the group, tasks of which was to develop a new theme for the next study session as well as the program. There were three observers who observed the facilitator and the participants accordingly with the guidelines that were provided to them. The assigned roles included a motivated participant, a difficult participant who disturbed the process, a joker-participant, a helpful participant, an uninterested participant, and so on.

After the exercise, the observations were discussed in the group and the whole exercise was debriefed. It was a challenging role for a “facilitator” who had to facilitate a meeting where some participants were “difficult”.

Outcomes:

Participants improved their knowledge on facilitation, the role of a facilitator and his or her influence on a group process, and observation and feedback skills were largely practiced in this workshop. It was felt by participants that the occasional lack of command of English by participants made it more difficult for participants to understand the concepts. The workshop was otherwise seen as a very important practical “learn by doing” experience and gave a strong motivation to several participants to develop their facilitation skills.

Evaluation of Wednesday program: Inviting an external trainer increased group dynamics in the morning session and study session overall. In the facilitation workshop it was felt at times that the lack of command of English by participants made it more difficult for participants to understand the concepts. The palantypist worked in the group on public speaking, so the lack of palantypist services made communication harder in the facilitation workshop. Public speaking workshop was very useful in that by practicing public speaking, participants found out what their strengths and weaknesses were.

Thursday 20th September (Human Rights Education Day)

Berna opened the session and invited Rinne (of the Netherlands) to make a game as an energizer. Everybody came to the middle of the room and made a circle. The circle was divided into two groups. One member of each group made a movement, the next person made the movement two times, the next three times and it continued like a wave. When there was a mistake, the group started again. The groups tried to make the wave as fast as possible and the group that finished the wave first was the winner of the game.



Human Rights Education with Young People session:

Aims:

- To explore basic concepts and principles of education for human rights with young people.
- To explore different aspects of HRE (intercultural learning, social exclusion and European citizenship), as well as contribution and

involvement of hard of hearing people in these processes.

The program started with “Take a Step Forward” activity aimed raising awareness on discrimination, violations of human rights and to develop empathy. First, each participant was given a role in silence (without showing other participants) in order to understand different life situations.

The roles given to the participants were adapted to the theme of the study session from COMPASS, the Human Rights Education Manual:

- *You are a deaf cleaner in a hospital in France.*
- *You are son of a Chinese immigrant in Finland.*
- *You are a hard of hearing daughter of a famous journalist.*
- *You are a deaf computer programmer in UK.*
- *You are a male deaf man who is a winner of Olympic Games.*
- *You are a hard of hearing person from Pakistan who immigrated to Netherlands.*
- *You are hard of hearing woman who is working with graphic design on a magazine.*
- *You are an unemployed hard of hearing biologist from Germany.*
- *You are a 17 year old Roma (Gypsy) girl who never finished primary school.*
- *You are an illegal immigrant from Mali*
- *You are a gypsy farming boy in the mountains*
- *You are a member of an international company in import and export.*
- *You are a soldier in the army, doing compulsory military service*
- *You are a retired person of the factory who makes shoes.*
- *You are an unemployed single mother.*

- *You are a gay man who is a designer in Poland.*
- *You are the son of a Chinese immigrant who runs a successful fast food business.*
- *You are an HIV positive young woman*
- *You are a daughter of an American ambassador.*
- *You are a homeless young man 27 years old*
- *You are girlfriend of a young artist who is addicted to heroin*
- *You are a deaf prostitute in Ukraine.*

Karina asked the following questions to help participants to get into their role: What was your childhood like? What kind of house did you live in? What kind of games did you play? What work did your parents do? What is your everyday life like now? What do you do in the morning, in the afternoon, in the evening? Where do you socialize? What sort of life style do you have? How much money do you earn each month? What do you do in your leisure time? What excites you? What are you afraid of?

After forming a line along the wall, Karina read some statements from the PowerPoint presentation and when the statement applied to their character, participants were asked to take a step forward; when it did not apply to their role, they had to stand without moving.

The statements were the following:

- You have never encountered any serious financial difficulty
- You have a good house with a telephone line and television
- You feel your language, religion and culture are respected in the society where you live
- You feel that your opinion on social and political issues matters and your views are listened to
- Other people consult you about different issues
- You are not afraid of being stopped by the police
- You know where to turn for advice and help if you need it
- You have never felt discriminated because of who you are
- You have enough social and medical protection for your needs
- You can go away on holiday once a year
- You can invite friends for dinner at home
- You have an interesting life and you are positive about your future
- You feel you can study and follow the profession of your choice
- You are not afraid of being attacked in the street or in the media
- You can vote in the national and local elections
- You can celebrate the most important religious festivals with your relatives and close friends
- You are not afraid of for the future of your children
- You can participate in an international seminar abroad
- You can buy new clothes at least once every 3 months.
- You can use internet and benefit from it.
- You feel that your skills are appreciated and respected in the society where you live.
- You can fall in love with the person of your choice

In this activity some people stepped forward most of the time, but others hardly moved at all. Some people came to the front of the room and could not step forward anymore while others were still near the start. After the activity participants sat down to discuss their roles and how they felt during the activity.

Outcomes: It was a strong exercise for participants which allowed them to feel themselves in the shoes of other people and to see lots of different aspects to identity of a person. It also urged to think about other disadvantaged groups more deeply, to reflect upon human rights violations participants faced in their lives and on how education can raise more awareness of the human rights abuses and problems.

Social inclusion and European Citizenship

Aim: to explore and understand the concepts of social inclusion and European citizenship.

After the coffee break Aleksandar made a PowerPoint presentation about social inclusion - anti-discrimination and active citizenship.

Comparison between integration and inclusion – which models respect the characteristics of individuals and asks the evolution of the society (model used from the presentation of Rui Gomez shown on youth event “*Youth, Europe and Globalization 2004*”, Strasbourg, May 2004).

The two main question concerning active citizenship were asked:

- who is more important: society or government?
- who has the right to label on people and what is that right?

Statements were:

- think about final solutions, not problems.
- to work at the cause, not the effect.
- positive discrimination.
- to know the difference between integration/inclusion.
- to make an effort to educate the society through partnership.
- educate people and the concept of norms - to stop people putting labels.

Because:

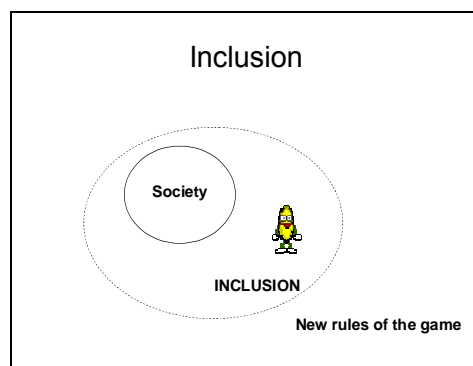
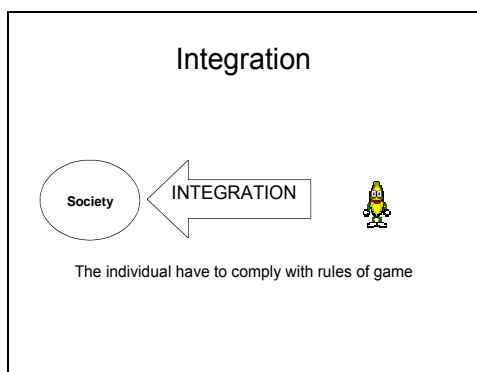
- normalcy is a negotiable concept.
- not what is the difference, but why is there a difference?
- without inclusion (education, responsibilities and partnership), human rights are worthless.
- human rights interact only by inclusion.
- If you put someone with disability/differences to the group, the group has to know the basis of integration/inclusion.

Conclusion is:

The tools of inclusion and partnership allow us to use human rights and responsibilities to fight discrimination in the society. It helps to build the quality and healthy society with good chances for prosperity

From the presentation Social Inclusion we moved to the topic of European Citizenship, in which people were divided into two groups. One group worked on the term “Citizenship” and the other group worked on the term “Europe”. The two groups brainstormed about these terms by writing keywords on a flipchart that reflects what “Europe” and “Citizenship” meant for them personally. Everyone came back in a circle for debriefing and Goran

summarized the statements of the two groups; the “Citizenship” group stated that citizenship is about belonging to a certain group of people, social protection and human rights. The “Europe” group pointed out that it is important how to perceive Europe; to distinguish between the European Union (twenty-seven states) or Council of Europe (forty-seven states), they also raised questions about the various types of discrimination that might happen.



The programme of this day finished with a short impressive movie about visa requirements of different countries from the Campaign – Mobility Now!

Outcomes: the session allowed to better understand the concepts of social inclusion and the European Citizenship, but it also raised many new questions and helped to understand human rights problems and human rights education from a different perspective.

The afternoon was free for participants. The team wished participants a very nice afternoon to do everything they liked as long as they respected everybody's rights. People went to see the Budapest and later in the evening all participants and the team had an enjoyable dinner in a restaurant in the city.

Evaluation of Thursday program:

Both the education and the presentation concerning human rights, social exclusion and European citizenship served as the introduction to participants to see the larger picture on society and human rights for young people. The participants also acquired the basic knowledge and tools to use in training with disadvantaged young people.

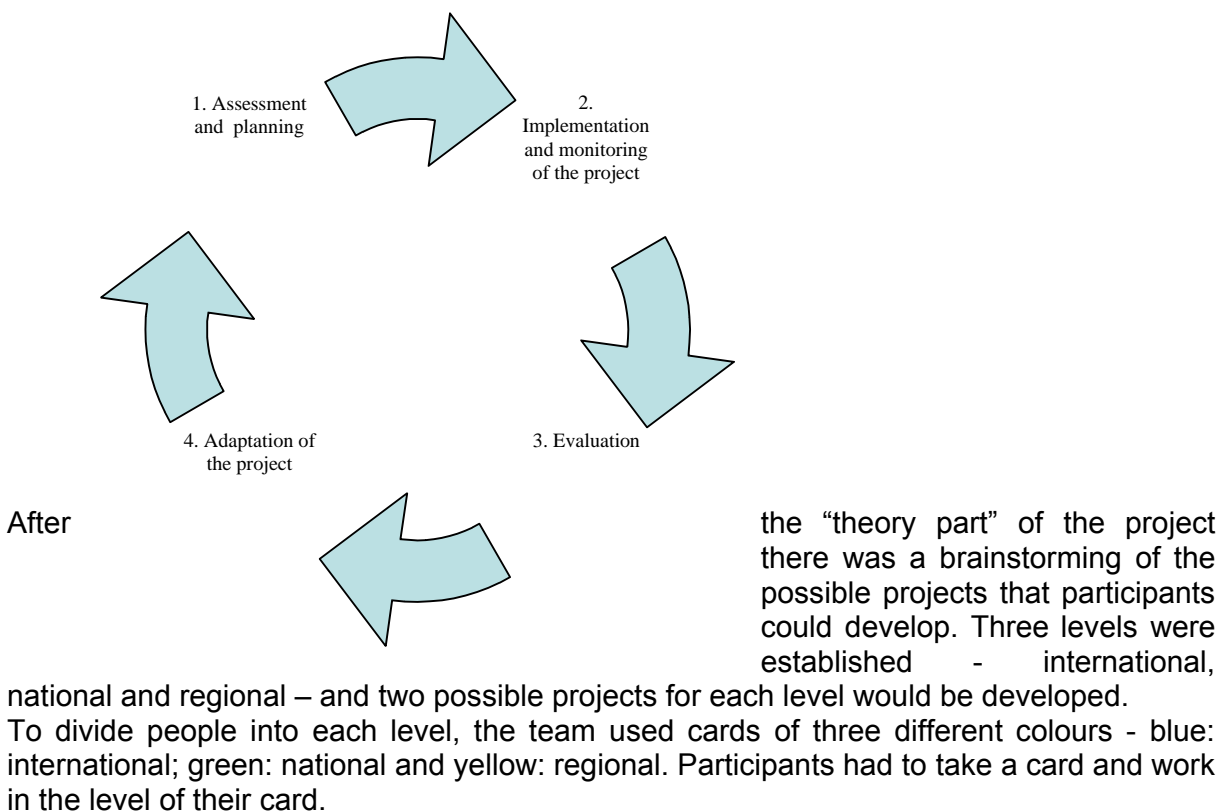
Friday, 21st September (Project Management Day)

The fifth day was called the “Project Management Day”, in which all participants had the opportunity of developing projects in groups. Morning started with the energizer “Number and Sport”. That day we had the presence of an educational advisor working in the European Youth Centre, Annette Schneider. Her presence was very much appreciated by IFHOHYP.

Project Management session

The program began with a short introduction of project management in which participants could learn about the following: what is a project; the most important parts of a project; the difference between an activity and a project; etc.

Later there was a short input on guidelines for preparing a project. The scheme with all the phases or steps to follow was:



Participants, after a joint discussion, presented their proposals in the plenary room. Everybody asked questions and checked whether or not the ideas were realistic and possible to develop before starting work on them.

The finished projects were:

International level:

- Elimination of communication barriers at an international meetings for hard of hearing and deaf people.
- “Subtitle sweep”- A international project proposal directed to TV and motion pictures.

National level:

- Anti-discrimination project against hard of hearing people in Finland and Turkey, of which participants developed two projects with the same topic but in different countries considering the different situations, context and resources available in those two countries.

Regional level:

- Establishment of a self-help organization of hard of hearing people.
- Making universities accessible for hearing impaired students.

After lunch people continued the program with the energizer “massage your neighbour”. There was a short introduction reminding the participants about the main parts of the projects that they had to mention and explain during their presentation.

In the afternoon, participants worked in groups preparing their projects and presentations using all materials they wanted. The team members were available for any question or doubt they had.

**Outcomes:**

The day started with an introduction on project management explaining to the participants about the basics of project cycles. Also, the participants started to develop three-level projects on anti-discrimination, self-help and barriers elimination.

The program of this day finished with the reflection groups. Participants filled their train ticket and shared their impressions, opinions, feelings of the day with their groups.

Evaluation of Friday program:

An introduction on project management and development of projects were followed by discussions given to the participants the knowledge of realizing the ideas concerning improvement of young people in the society, as well as the opportunity to understand the process of project development and realization.

Saturday, 22 September (Closing Day)**The Projects' presentation****Aims:**

- To use all the skills, tools, tips and knowledge gathered during study session and to synthesize into the project proposal or presentation.
- To present the developed projects.

Each team presented their developed project in approximately ten minutes and had five minutes for a question and answer session.

All projects were presented on the structured way – using the five Ws and giving explanation on details as aims and objectives, methodology, funding, team and follow-up. Also the new effective skills, such as public speaking, were used in the presentation.

Outcomes:

From the developed and presented projects, it was observed that the participants kept in mind the importance of social inclusion and participation of hard of hearing young people. All the projects had the similar aim and perspective - improving the participation of hard of hearing young people in the mainstream society. After each presentation, there was a possibility to discuss the given PowerPoint presentation of the project. Mostly, the participants asked a few questions, but there wasn't a real discussion between different actors. There was an important discussion about the financing of the projects. In which ways can an organisation get enough money to implement the project? Karina informed participants of the possibilities to apply for grants from the European Youth Foundation and the Youth in Action programme, and handed out brochures with relevant information.

Evaluation of the study session

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

Dynamic evaluation in the plenary was conducted by Goran. When participants heard and read the name of each program element on the screen (i.e. "Teamwork", "Coffee breaks"), they had to choose the position in where they stood: if they liked the element, they stretched the arms up or even stood on the chairs. If their evaluation was average they remained standing as usual; if they did not like the element they sat down, bended or squatted depending on the degree of their dislike. Almost all of the elements were cheered with hands up and participants springing up.

After that, evaluation forms that were prepared by the study session team were handed out to participants. The participants were instructed to return the filled in forms before the farewell party and also use them as an "entrance ticket" to the party.

The round of final remarks from participants and the team followed, along with thanks to Norma White for her palantypist service (without which the session would be almost impossible to be run effectively). Thanks were given to the team, educational advisor and the European Youth Centre and the study session was concluded.

Evaluation of Saturday program:

The aim of the Saturday session was to present the projects made using the knowledge gathered on previous days of the study session.

The projects were evaluated and little discussion followed due to the projects following the principles and frames explained throughout the duration of the study session. The main discussion centred around fundraising and the other topics were not discussed much during the study session.

Evaluations of the study session showed level of satisfaction from the participants with positive reactions and remarks about the study session.

Main outcomes of the study session and evaluation:

This session was a combination of a leadership training course and exploration of human rights education for young people. Most participants left the session with incredibly increased self-confidence to speak in public and to organize their peers in HoH organizations at local and national level. The training elements of the session led many participants to re-assess their own capabilities and to become more realistic about what they can do.

Participants very positively evaluated the session. They felt benefiting most from the individual training on different leadership skills. The sessions on human rights education and facilitation were assessed as important to reveal an entire new subject to them. Some participants found these subjects somewhat complex and more demanding than their usual youth work.

Based on its own evaluation of each of the objectives and participants' evaluation, the team concluded that all of the objectives were largely achieved. For the network, the presence of participants of non-member organizations was of particular importance and led to future enlargement and strengthening of IFHOHYP.

APPENDIX I – IFHOHYP study session programme

| International Federation of Hard of Hearing Young People - IFHOHYP Study Session "Developing leadership skills and necessary competences with hard of hearing youth – getting strong in the future" European Youth Centre, Budapest, Hungary, September 16-23, 2007 | | | | |
|--|------------------------------------|--|--|--|
| | Sunday 16th | Monday 17th | Tuesday 18th | Wednesday 19th |
| 8.00-9.00 | | Breakfast | Breakfast | Breakfast |
| 9.00 | | | Start of the day/Energizer | Start of the day/Energizer |
| 9.15-10.45 | | <ul style="list-style-type: none"> • Introduction: aims and objectives of the study session • Presentation of IFHOHYP • Presentation of the Council of Europe | Leadership Plenary discussion and working with groups | Skills workshops <ul style="list-style-type: none"> • Effective Teamwork (Aleksandar Jankovic) |
| 10.45-11.15 | | Coffee break | Coffee break | Coffee break |
| 11.15-12.45 | | <ul style="list-style-type: none"> • Getting to know each other • Needs, fears and expectations | Workshop on Confidence, Competence and Leadership by Tatiana Glad and Karina Chupina | <ul style="list-style-type: none"> • Effective Teamwork continued |
| 12.45-14.30 | | Lunch | Lunch | Lunch |
| 14.30-16.00 | | Active participation | How to assess and build your own leadership skills? | Skills' Workshops: <ul style="list-style-type: none"> • Facilitation • Public speaking |
| 16.00-16.30 | | Coffee break | Coffee break | Coffee break |
| 16.30-18.00 | Arrival | Examples of good practices | Workshop continues | <ul style="list-style-type: none"> • Facilitation • Public speaking |
| 18.00-18.30 | | Reflection group | Reflection group | Reflection group |
| 19.00-20.30 | | Dinner | Dinner | Dinner |
| 20.30 --> | Welcome Evening Icebreakers | Intercultural evening | Organisational market | |

| | Thursday 20 th | Friday 21 st | Saturday 22 nd | Sunday 23 rd |
|-------------|--|----------------------------|---------------------------------------|--|
| 8.00-9.00 | Breakfast | Breakfast | Breakfast | Breakfast |
| 9.00 | | Start of the day/Energizer | Start of the day/Energizer | |
| 9.15-10.45 | Human Rights Education session | Project management | Project presentations | Departure – have a nice journey home. |
| 10.45-11.15 | Coffee break | Coffee break | Coffee break | |
| 11.15-12.45 | Social inclusion & European Citizenship | Project management | Project presentations | |
| 12.45-14.30 | Lunch | Lunch | Lunch | |
| 14.30-16.00 | FREE AFTERNOON | Work in groups | Evaluation and self-assessment | |
| 16.00-16.30 | | Coffee break | Coffee break | |
| 16.30-18.00 | FREE AFTERNOON | Work in groups | Evaluation and self-assessment | |
| 18.00-18.30 | | Reflection groups | | |
| 19.00-20.30 | Dinner in town | Dinner | Dinner | |
| 20.30 --> | Free evening | | Farewell Party | |

APPENDIX II – PROJECTS' DESCRIPTION

PROJECT 1:

Name of the project:

“SUBTITLE SWEEP” - Subtitles made mandatory in all countries

About project:

An international project proposal directed to TV and motion pictures developed by.....“SOAPS”:
Subtitles On All Programs Society

Background:

The project is based on the needs of HoH people and their rights to have access to subtitling in their respective countries.

Organization of HoH, with HoH partners and lobbyists will be involved: people having knowledge to realize the objectives of project. The project period is being set up to 2 years minimum until the funding is available.

Contribution and social inclusion

The project contributes to improving quality of life of HoH people & achieving social inclusion (being the same and equal with young hearing people) – achieving free access to information

Target Group

HoH young people in different countries as well as their youth organization (if any). They are directly impacted by the project as it can affect their entertainment choices

Needs concerned by the project

- ❖ Having all TV programs and movie subtitled.
- ❖ Ensuring that subtitling is provided on request.
- ❖ Contacting external film-making companies for subtitling on DVDs

Funding

50% by donator, 5% contributed by HoH organizations, 45% from business - CSR

Aims of the Project

- ✚ Raising awareness about subtitling in the society and about its benefits
- ✚ Researching situation with subtitling on an international level, and consequently:

- Getting all movies and programs subtitled;
- Ensuring compliance from movies industries as well TV to have subtitles on their shows and movies (on request in language of choice)

Specific objectives

- ✚ Collecting and compiling data about subtitling services in different countries
- ✚ Preparing documents or presentation about access to subtitling or the lack of it
- ✚ Listing of people and organization to contact and meet
- ✚ Arrange coordination of management in different target countries within a specific time frame

Info/resources from:

- organizations
- governments
- libraries
- internet
- newspaper archives

Expected Results

- Empowerment and lack of barriers
- Access of HoH to society life & services for their education & enjoyment
- HoH know other HOH young people work together to make that happen – encourage them to become leaders and help other HOH young people

Follow-up

Emails to group (updates & communication), meetings set up, possibly look into new resources & tell others, schedule members' availability

PROJECT 2

Project name:

"Elimination of the communication barriers"

About project:

It is a one-day activity during an international meeting (such as a study session) of HoH and Deaf people when experts (on communication skills and intercultural learning) help participants to break the barriers of communication.

Target Group

HoH young people, participants at Study sessions, summer camps, conferences.

Partners mentioned as organization able to fund the project, to provide the experts and information and finally the target group (CoE, EU, IFHOHYP, IFHOH, and other HoH org.)

Funding - Not mentioned

Aims and Objectives

- ✚ To break the barriers in the communication in order to best focus on the study session's theme + achieving its objectives
- ✚ To gain confidence
- ✚ To learn about each other
- ✚ To create a friendly atmosphere
- ✚ To include everybody in the group

Methodology and themes

- Ice breaker activity, Expert lectures, introductions, explanations, Interactive Exercises, teamwork exercises, Games, role play
- Leaflets, brochures, materials
- Participants can practice their English language speaking/lip-reading skills and learn to accept the differences between the level of knowledge of English.
- Identify and make use of strategies that support face to face communication
Public Speaking Workshop to gain confidence
Practice international Sign System
- Eye contact and body language strategies

Results

Contribution of HoH to society life and social inclusion (Not explained fully)

Follow up -
External panel, questionnaire, reports

PROJECT 3

Project name:

Establishment of self-help organization of Hard-of-Hearing by CHEER PEERS

About project:

What is CHEER PEERS?

This project focuses on HoH youth (PEERs) and proposed by a few dynamic HoH youth who realize that they and their peers in a city are isolated and don't have any club to get together, make friendship with others, share ideas and raise the awareness on HoH and their life in the mainstream society.

Social Context & Background of the Project

- ❖ HoH young people don't know each other
- ❖ They have not found any opportunity to socialise
- ❖ But live in the same place (neighbours)
- ❖ They don't know any sign language (no deaf culture)
- ❖ Feeling of being isolated
- ❖ No HoH Club established before

Target Group

HoH, Young people, Students

Aims

- ✚ Establishing a community for HoH youth in a city in Eastern Europe
- ✚ Meeting other young HoH
- ✚ Raising awareness on HoH people
- ✚ Improving communication skills
- ✚ Showing there are also HoH people in a society – making them visible

Objectives

- ✚ Finding a place to meet
- ✚ Discovering their peers
- ✚ Enable the people to help each other
- ✚ Make HoH feel more comfortable and CONFIDENT
- ✚ Social inclusion of HoH people

Outcomes

- Empowerment of peers
- Less barriers in communication for HoH peers.
- Attending edutainments
- Learning from each other, peer education
- More self-confident & Happier Peers

Follow-up

Asking new peers what they need (to decide on the activities)

PROJECT 4:

The 'national' group presented their developed projects in only one presentation. This group had developed an Anti-discrimination campaign for two different countries with a different level of development: Finland and Turkey. In both countries, discrimination of HoH people is a problem to be solved.

Name of the project - Anti Discrimination Campaign for HoH in Turkey and Finland.

Background of the Project

- ❖ There are 700 000 HoH people in Finland, and 5.000 000 in Turkey
- ❖ Discrimination against HoH's doesn't happen openly and/ or directly but silently in schools, work places and social environments.
- ❖ Both HoH people don't have full access to education because HoH are not accepted on normal high schools generally.

Aims

For Finland:

- ✚ To raise awareness that HoH exist → to inform people in society what it is like being HoH
- ✚ To demonstrate that HoH are disabled only in one area and are capable of doing many things

For Turkey:

- ✚ Providing information for hearing upon anti-discrimination within schools across Turkey

Target Group

Hearing people in the Turkish/ Finnish communities accordingly.

Methodology and Educational Approaches

| | |
|--|---|
| <ul style="list-style-type: none">• Turkey<ul style="list-style-type: none">– Drama– Brochures 'How To Communicate With a HOH Person'– Short movies– Conferences and seminars | <ul style="list-style-type: none">• Finland<ul style="list-style-type: none">– TV- commercials– T-shirts– Website– Newspaper– Brochures (flyers)– Posters, Bags, Pencils, Mouse pads |
|--|---|

Expected Results:

- There will be good examples of HoH people and examples of good practices of integration of HoH people in society life
- More role models among HoH young people
- In the end, HoH young people's situation will be improved.

PROJECT 5:

“Accessible Universities for Hard of Hearing students”

Aim:

✚ Making higher education accessible for HoH youth

Objectives:

- ✚ To break the barriers in the communication between HoH students, other students and staff
- ✚ To have access to being part of society & to services for education
- ✚ Social inclusion of HoH youth

Target Group

The staff and students of university

The potential HoH students

Methodology and Educational Approaches

- Educating the staff and students of university
- About new technologies providing quality studies, ways of communication with HoH, anti-discriminatory practices. Etc.
- The potential HoH students – about opportunities on studying and improving of own situation in society – the inclusion.
- Also – giving the consultancies to university how to improve the education program, equipment and practice on university in order to achieve the aim of project.

APPENDIX III

| IFHOHYP study session participants' list | | | | |
|--|---------------|--------------------|----------------------|---|
| No | Family Name | First name | Country of Residence | Organisation |
| 1 | COSKUN | Alper | Turkey | |
| 2 | TEODOROVIC | Milica | Serbia | |
| 3 | FERGUSON | James | Canada | Canadian Hard of Hearing Association (CHHA) |
| 4 | VIJAYANANDAM | Karthik | United Kingdom | |
| 5 | MÄNTYLÄ-KHO | Salla | Finland | THE Finnish Federation of the Hard-of-hearing |
| 6 | MENHEERE | Christi | Netherlands | SHJO |
| 7 | De JONGE | Lianne | Netherlands | SHJO |
| 8 | OOST | Rinne | Netherlands | SHJO |
| 9 | KRATOCHVILOVA | Kristina | Czech Republic | Czech Union of Deaf |
| 10 | VARINY | Juraj | Slovak Republic | ACYHF - Association of Clubs of HoH young people and their friends |
| 11 | PAVLOVIC | Jovana | Serbia | Institute for experimental phonetics and speech pathology, Serbia |
| 12 | PIETRINI | Andrea | Italy | FIADDA / AFaMUT |
| 13 | AKRAM | Muhammad | Pakistan | Danishkadah |
| 14 | NOVAK | Martin | Czech Republic | Czech Union of the Deaf |
| 15 | WEEMAES | Ed | Netherlands | Stichting Zo Hoort Het |
| 16 | HANSON | Malin | Sweden | UH (Unga Horselskadade) |
| 17 | OSTBLOM | Olov | Sweden | UH (Unga Horselskadade) |
| 18 | TETAUEROVA | Ivana | Czech Republic | Czech Union of the Deaf (CUN) |
| 19 | GÜMÜŞAY | Nursen | Turkey | |
| 20 | KUBUS | Okan | Turkey | METU Without barriers student club |
| 21 | HUSAROVA | Slavomira | Slovak Republic | Association of Clubs of HoH young people and their friends |
| 22 | PRELEVIC | Marica | Montenegro | Association of Youth with Disabilities of Montenegro |
| 23 | PANICHEVA | Daria | Russian Federation | Fund of assistance to disabled children and youth |
| 24 | BERKO | Daria | Russian Federation | Fund of assistance to disabled children and youth |
| 25 | DISPERATI | Niccolo | Italy | |
| 26 | DUDAU | Anca | Romania | EDUNET |
| 27 | RICHARDS | Victoria Elizabeth | United Kingdom | Wolverhampton Council, Children and Young People Services, Youth and Play Services (Deaf Kids Club) |
| 28 | VALTONEN | Sanni | Finland | Kuulonhuoltoliitto ry |
| 29 | BAYRAK | Seda | Turkey | |
| 30 | STOKUCA | Andrea | Serbia | Belgrade Municipal Association of Hard of Hearing People |