



Training Facilitators for Inclusion



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

European Youth Centre Strasbourg
15-22 November 2009



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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Acknowledgements

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Executive Summary

This report provides the reader with an overview of the 2009 IFHOHYP study session “Training for Facilitators for Inclusion” held on 15-22 of November 2009 at the European Youth Centre Strasbourg. Accessibility was guaranteed for the deaf and hard of hearing participants by speech to text reporters, induction loop systems and FM systems.

The aim of the study session was to **develop and improve facilitation competences of hard of hearing young people** in order to strengthen their capacity to **prepare and run international and national non-formal learning training activities** targeted at raising awareness on disability and social inclusion.

The study session combined training on facilitation and the exploration of key concepts such as human rights education, non formal learning and social inclusion. Participants were provided with different kinds of knowledge, skills and tools on how to organise educational activities, that they put into practice at the end of the study session through planning, running and evaluating a workshop for small groups. These workshops were targeted to hard of hearing young people and their themes were human rights education, intercultural learning or social inclusion.

In terms of facilitation competences, the participants developed a greater understanding on what facilitation is, how it is done and what kinds of materials can be used. This included brainstorming about the roles of a facilitator, learning about programme design and how to use their organisational skills.

Practical skills workshops were offered on the topics of programme design, teamwork, communication and conflict management. Participants who attended these workshops wrote reports in order to share their experience with the rest of the group as well as to learn more about reporting.

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

The last three days were dedicated to the opportunity for participants to put their newly acquired skills into practice through planning, running and evaluating a workshop of their own, which included giving feedback to each other.

In the end of the study session, the participants wrote a self-development plan to support their path towards becoming facilitators. Such plan included the different competences they still need to work on and about when, where and how they would achieve those objectives.

One of the concrete outcomes of this study session for IFHOHYP is many new active facilitators who are now working in their national organisations as well as on international level. Some of them are actually members of the next IFHOHYP study session’s team!

As the team of this study session, we wish to express our thanks to the educational advisor of the Council of Europe, Dariusz Grzemny, to the European Youth Centre Strasbourg for the excellent educational and technical support they provided us with, as well as for their help in making this study session successful.

Our thanks also go to all the participants for a great study session at the European Youth Centre, Strasbourg!

On behalf of the team of the study session,

Noora Penttinen
Course Director

Introduction

What is IFHOHYP?

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

IFHOHYP's long-term goal is to provide continuous support and training 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 the development of disability and youth policies.

Background of the study session:

IFHOHYP's long-term goals are 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. Nonetheless, IFHOHYP had so far only few trained facilitators to work on themes directly related to human rights education and disability. There was therefore a huge need to train more active youth workers and beginner facilitators with a disability as facilitators in non-formal learning, but also going beyond the disability field.

This study session therefore aimed to raise the visibility of diversity in non formal learning youth activities in Europe, to increase the number of facilitators able to work with youths with hearing disability, as well as on disability issues with mainstream youth.

The study session built upon four IFHOHYP's previous study sessions: "Putting HoH youth on the Map of Europe" in October 2001 which aimed at creating networks for HoH people and introducing them to the issues HoH people face in different European countries; "Building communication for hard of hearing youth: breaking down barriers and stereotypes" in October 2003, in which participants shared and reflected upon the barriers and stereotypes they face daily and generated projects for combating stereotypes and barriers; "Safeguarding human rights of youth with hearing disability – how to cope with violence and discrimination in education and employment" in April 2006 where the focus was on anti-discrimination tools, policies and strategies; and "Leadership skills and developing necessary competences with hard of hearing youth – Getting strong in the future" in September 2007 where participants worked on leadership skills' development.

This study session synthesized the themes, skills and knowledge covered by the previous ones, with the aim to prepare knowledgeable and skilled facilitators on the issues of hearing disability, disability rights work, social inclusion and human rights education.

Aim of the study session:

In light of the above, the aim of the study session was to develop and improve facilitation competences of hard of hearing young people in order to strengthen their capacity to prepare and run international and national non-formal learning training activities targeted at raising awareness on disability and social inclusion.

Objectives of the study session:

- To explore the concepts of non formal learning, human rights education and social inclusion;
- To introduce the Council of Europe's educational tools that can be used for facilitation;
- To develop skills for facilitation in non-formal learning (teamwork, conflict management, communication, programme design, and public speaking);
- To provide space to practice facilitation skills;
- To reflect on one's own facilitation competences;
- To develop competences needed for running educational activities for/with hard of hearing young people;
- To motivate participants to continue their development as facilitators/trainers and to empower them to motivate hard of hearing youth to get active in their organisations and to work for social inclusion;
- To contribute to the creation of a network of facilitators working on issues related to youth, disability and social inclusion.

Profile of participants:

According to the call, participants had to:

- Be *primarily* hard of hearing young people aged from 18 to 30, who are actively working/volunteering in organisations on issues of hearing disability (other applicants who are actively involved in work on hearing disability issues were also welcome to apply);
- Be interested in raising awareness about hearing disability and concerns of hard of hearing youth;
- Be beginner facilitators or be strongly willing to develop their facilitation skills;
- Be able to communicate and work in spoken English without the help of another person;
- Be motivated to develop a project/training related to youth, inclusion and disability/hearing loss in their organisations or communities after the study session.

Preference was given to applicants from IFHOHYP member organisations, although the participation from non-member organisations was also encouraged. Additionally, the team considered gender and geographical balance.

Place of the study session:

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

Official language of the study session:

English.

Participants:

27 participants from 16 countries, mainly from member states of the Council of Europe, though there were also participants from Bangladesh, Canada, Israel, and Pakistan.

Methods and methodology:

The methods used during the study session were workshops, discussions, debates, groupwork, brainstorming, theatre, role play and simulation activities. Non formal learning methodology was used and some of the activities were prepared and facilitated by the participants themselves.

Team of the study session:

Noora Penttinen, Course Director, Finland

Karina Chupina, IFHOHYP President, Russian Federation

Christi Oost-Menheere, The Netherlands

Rinne Oost, The Netherlands

Juraj Variny, Slovak Republic

Dariusz Grzemny, Educational Advisor, Directorate of Youth and Sport, Council of Europe



From left to right: Christi Oost-Menheere, Karina Chupina, Juraj Variny, Dariusz Grzemny, Rinne Oost and Noora Penttinen.

Sunday 15 November

Welcome Evening and Ice-breakers

Upon arrival at the European Youth Centre Strasbourg, the team and participants gathered together for the welcome evening. After a brief introduction of the team and the study session, we continued with 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 as well as an opportunity to get to know each other as much as possible before the beginning of the sessions. This allowed the communication to start flowing smoothly and the evening ended with a welcome party with drinks and snacks provided by the European Youth Centre. The atmosphere was good, promising a friendly working environment for the coming week.



Examples of ice-breaking activities used:

Name Pantomime

Participants stand in a circle, at arms distance apart of each other. Ask each person to think of a verb and action which starts with the same letter as the person's first name e.g., "Jumping James". The person does the action and yells out their action-name. It is not allowed to duplicate verbs – everyone must use a unique verb. After the first round one person starts again. He/She makes the action and yells out the name of another person. Then that person is his/her turn to makes the action and yells out the name for another person. And so on.

Data Processing

Divide the participants into groups of 6-10 or even more, depending on the difficulty level you want. The more participants there are in a group, the higher the level of difficulty. Give directions for the "data" groups are to use to "process" themselves – put themselves in the right order. The more creative the "data" is the more fun the processing. Several rounds can be played in a short amount of time, depending on the size of the groups. One thing can be added to "data processing" in each group is without talking.

A list of possible "data":

- Alphabetical by your first name*
- Alphabetical according to favourite food*
- Age*
- Length of hair*
- Shoe size*
- Birthdays (day/month)*
- Number of letter in your last name*
- Distance from your home to here*
- Town*

Blanket name game

Have your group divide itself into two groups. Tell them to sit on the floor facing each other. Hold up a blanket between the groups so that each team can not see the other. A member of each team is quietly selected to move up to the blanket. On the count of three, drop the blanket so that each of the selected members faces each other. Whoever says the other person's name first, wins. Whoever loses goes to the other team. This can be also done with the country where you are from.

Monday 16 November

WELCOME! Introduction of the study session, IFHOHYP and the Council of Europe

The day started with an icebreaker followed by a welcome note from Noora Penttinen, an introduction of the team of the study session and of the whole group and by a presentation on IFHOHYP by Karina Chupina. After the presentations, Dariusz Grzemny ran the group through a quiz with questions such as *what are the 3 values of the Council of Europe?* (Democracy, human rights, and the rule of law), and *which country was the last to join the Council of Europe?* (Montenegro, in 2007). Participants were then asked to sign up and join the committees for reporting, intercultural coffee breaks, organisational sharing and evening programme. The wish of the team was for participants to take as much responsibility for their study session as possible in order to learn facilitation by doing on the free time too.



After our first international coffee break with treats from the Slovak Republic, the European Youth Centre's Director, Ms. Tina Mulcahy, informed us about the new upgrades that had been done to the European Youth Centre building, such as strobe and vibrating fire alarms in the bedrooms and an induction loop available at the reception, thus making the building more accessible for deaf and hard of hearing people.

The next presentation was given by Juraj Variny. He briefly explained the aims and objectives of the study session, as well as the concepts of aims and objectives themselves. He also briefly defined the concepts of non-formal learning, human rights education and social inclusion, since those were the main dimensions of the study session.

Outcomes

After the opening remarks, the participants were more aware of the study session's aims and objectives as well as of some basic concepts needed throughout the study session such as non formal learning and facilitation.

Needs and expectations

Aim

To give participants a chance to explore and share their expectations, fears and needs in relation to the study session.

Methods

Participants filled in post-it notes and respectively placed them on the needs, fears and expectations flipcharts which were placed on the walls of the plenary. Some participants shared their entries with the whole group.

Outcomes

Participants were able to run an initial exchange of their expectations towards the study session in a comfortable manner. The flipcharts were visible for the whole duration of the study session as well as for later reflection.

Getting to know each other and group building

Aims

- To introduce the participants to problem-solving and communication in group work;
- To get to know each other better, solve problems together, and learn about groups and how they work together.

Methods

To know each other better, everyone went through a quick exercise: find someone from another country and draw his/her picture indicating the name, age, and country of the person. Participants also asked each other about their dreams, what they do and what organisation they are from.



After lunch and another icebreaker (a human knot), group building started by giving every participant the name of an animal. The participants had to find their group walking like the animal and finding everyone else walking in the same way. It was a funny moment seeing all the monkeys scratching their heads, kangaroos hopping around, horses galloping and penguins waddling. After the groups were formed, an activity called “Helium Stick” was introduced. The purpose was to lower a very light stick resting on everyone’s fingers to the floor. Participants found the exercise quite difficult, as the stick seemed to float up, with everyone pushing it up against gravity. They also tried with a heavier stick, which happened to be much easier to put down. This difference made everyone think.



The next activity was called “freaking male chicken”: participants had to toss a rooster around in their groups, timed. Each person needed to catch the rooster just once, and the group developed strategies to improve their time. This exercise was helpful to show people how to communicate well with each other, with everyone trying to make it very successful.

The final group building exercise was about getting a marble from one corner of the room to the other using short half-pipe pieces. This one was successful on the first try, with the entire group getting the marble to the corner without any problem.

Outcomes

Participants were eager to start co-operating and sharing with each other, which resulted in a good group dynamic and a flawless execution of the last task, marble half pipe. The helium stick exercise provoked deeper insights into group work challenges.

What is Facilitation?

Aim

To define the concept the study session was focused on and to get the participants to start thinking about what good facilitation is.

Methods

The activity started with an input by Rinne Oost on facilitation and how it differs from other approaches to group work. The input was followed by brainstorming: participants were divided in groups and were asked to define the “DOs” and “DON'Ts” of facilitation and then to present their findings. Many groups had come up with similar points, and after everybody's presentations Rinne promised to give the participants additional written information about facilitation.

Outcomes

The task of a facilitator is to create, support and adjust processes within a group. The conclusion of the participants was that in order to perform such tasks, the facilitator needs methodologies, good communication skills, knowledge about the contents of the discussion, problem solving, team management and evaluation skills. They should neither be the centre of attention nor force their ideas onto the group.

Reflection groups

Aim

To provide an opportunity for participants to meet in smaller groups and to give their feedback about the programme of the study session, the learning processes and group dynamics in an informal setting throughout the week.

Method

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

Before the first meeting of the reflection groups, Juraj Variny explained that the reflection groups are a platform for saying those things that the participants didn't have the possibility to say elsewhere during the programme. The reflection groups were small in order to give everyone a chance to express themselves in a way that it is not possible in the plenary.

Evaluation of Monday Programme

The aim of the morning session was to introduce the study session as well as to go further in-depth into the “getting to know each other” process.

In the afternoon we dived even more to group building and the participants already started to work well as a team. The rest of the afternoon concentrated on facilitation, the concept already mentioned in the title of the study session. Participants got to share their views and to learn about what facilitation is. The first day also showed that the participants had different levels of English, which encouraged the team to work even more on the inclusion of everybody by facilitating communication.

Overall, the participants were pleased with the first day. For many participants, Monday was both exciting and challenging as it was their first international activity and therefore required a lot of concentration as well as the need to communicate in a foreign language.

Tuesday 17 November

The day started by changing the seats in the plenary so that everybody can sit in a place they can either see the screen and lip-read or hear best. The aim was also to get the participants to sit next to different people so they would get to know as many participants as possible. After the changing of the places participants Suvi Kokkonen and Flora Hogerzeil did a short gymnastic energizer. Everybody took part in it avidly and was then ready to start the new day. Christi Oost-Menheere made an announcement about travel reimbursement and then it was time to start the programme of the day.

Tuesday had two different sessions, the morning session was about non-formal learning and the afternoon session concentrated on social inclusion.

Non formal learning

Aim

To explore the basic concepts and principles of non-formal learning and for participants to share their experiences about education in general and to learn non-formal education “into practice”.

Methods

Karina Chupina started the session by dividing the participants into five groups where they had twenty minutes to discuss about their best and worst learning experiences and what made them being such. The results did not have to be shared in plenary as the objective was only to get participants think about education and to set up the path for the next sessions.

The second part of the session on non formal learning consisted of an input by Juraj Variny. He explained the three different kinds of learning: non formal, formal and informal. He then proceeded to explaining more about the principles of non formal learning and how we learn by “doing” (thanks to our experience). In the end of his presentation he also touched on the different learning styles people might have: activist, reflector, theorist and pragmatist or visual, aural, reading/writing, and kinaesthetic. Participants got to talk with a partner about a certain learning style and think about its positive and negative aspects and then share their thoughts with the whole group. After the presentations, participants had the chance to address the team with questions about non formal learning and learning styles.



After the coffee break Dariusz Grzemny ran an activity called *Can I Come In?* from *Compass - A manual on human rights education with young people*¹ (hereinafter “Compass”). First the participants were asked to think about what the word “refugee” brings to their minds and then the activity was introduced to them. They were given

time to plan their roles to then act them out in the exercise. The participants were divided into three groups: one group to represent the refugees from country X, the second group to represent the immigration officers in country Y and the third group to be observers. After the activity the

¹ <http://eycb.coe.int/compass/en/contents.html>

observers were the first ones to present their findings of the activity. They stated that all in all the roles were very well executed. According to the observers, the immigration officers seemed very powerful and they asked the refugees repeatedly for new grounds and documents for letting them in. The refugees had planned different roles for each of them and they acted them very well. In the end the immigration officers let the refugees into the country Y. The activity ended in a debriefing. The general consensus was that the refugees were using a lot of emotional arguments. After the debriefing Dariusz explained how this activity counts as experiential learning.

Outcomes

The participants reflected upon of their learning styles and how experiential learning works in non formal learning. They experienced it first through an activity, which also urged them to think about other types of disadvantaged groups. After this session, the participants have gathered skills useful for running their own non formal learning activities.

Social inclusion

The afternoon started by a massage energizer by Rinne Oost and then Karina Chupina introduced the session on social inclusion.

Aim

To introduce the participants to the concept of social inclusion and explore it together, in order to get a better understanding of social inclusion and its relevance to the learning environment, especially considering the needs of hard of hearing youth.

Methods

The session started with a group discussion based on "Where do you stand" activity from *Compass*. 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 screen. 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.



Once individuals had made up their minds and took their location, they had to present their arguments to the rest of the group to convince it to change their mind and therefore change their position.

Some of the statements were the following:

- *It is government's responsibility to ensure that minorities are included in society life.*
- *It is better to be black than gay in Europe.*
- *People with disability cannot really integrate in the society.*

The discussion was very interesting and thought-provoking for participants. After this exercise debriefing was made by asking participants whether it was difficult to make an opinion; how did

they feel during the exercise and what it was like to change their mind; whether they were they surprised at the different views expressed in the group. The statements were deliberately controversial in order to show the diversity of opinions and possible interpretations. It was explained that the activity helps with problem solving, communication, argumentation and empathy skills. In addition, this activity also helps to consider the different opinions individuals have and develop tolerance towards them. This Compass activity is an example of non-formal learning and can be used for any topic.

Building upon the topics of inclusion and integration tackled in the exercise, Karina explained the differences between *integration* and *inclusion* through several examples, such as the one shown below:

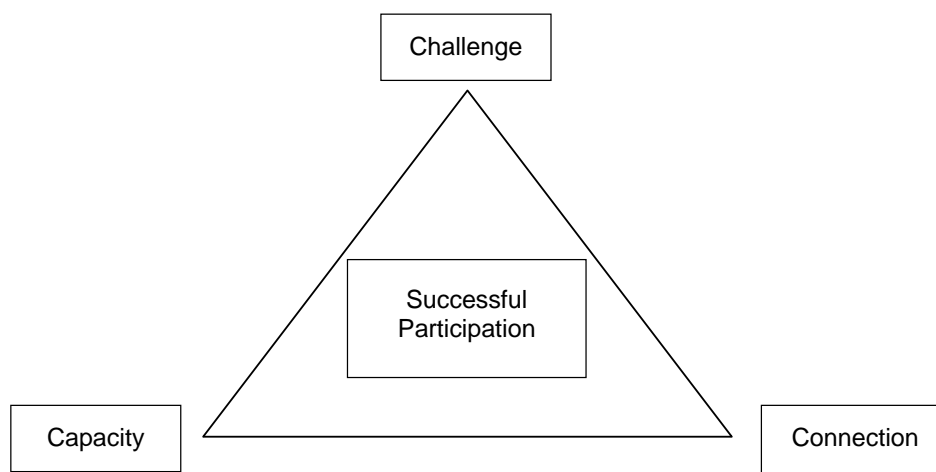
Integration	Inclusion
<i>Reactive:</i> Certain arrangement for some people only when requested	<i>Pro-active:</i> An arrangement for all people at all time, e.g. all buses on all routes

‘Integration’ means providing *certain* arrangements that allow *some people* to access and participate in their environment *in limited circumstances* and *in reaction to* a stated need/ request. In contrast, ‘inclusion’ means providing *all* arrangements that allow *everyone* to access and participate in society *in advance* of any request or a stated need.

Inclusion is difficult to achieve because of attitudes (stereotypes about what people with disabilities can or can’t do, and making decisions instead of people with disabilities) and the cost of change (to adapt the environment for all people’s needs for can sometimes be or *seem to be* complicated, difficult and expensive). However, it should be remembered that, for example, designing a (accessible) building does not cost more money – changing the existing building does.

In summary, inclusion is not always immediately possible. It is both a process and a goal. While working on making inclusion possible, it should be remembered that commitment to disability is an investment, not an expense.

In relation to inclusion and inclusive participation, the pre-conditions for participation were identified, such as *structures, resources, competences, and motivation*. In addition, the following diagram was given to illustrate 3C model of successful participation:



In order to have successful participation, all three areas of challenge, capacity and connection have to be equal and balanced. For example, when there is too much challenge and not enough capacity, a person may feel frustrated and demotivated.

On a final note, the group was asked to reflect upon current situations in participants' home countries, upon the experiences hard of hearing people had, what inclusion problems are observed and how non-formal learning could be used in order to ensure the inclusion of hard of hearing people.

Here is an example of a group's feedback:

How can you make non-formal learning more inclusive for hard of hearing young people?

- Ask older hard of hearing people to share their experiences
- Develop, apply and adapt various learning methods to meet the different learning styles
- Considering the importance of technology – making learning more accessible
- Raising level of awareness of teachers and peers, which could be done through training and information

Some trends (positive and negative) of hard of hearing people in different countries:

Positive	Negative
<ul style="list-style-type: none"> • Advancement of technology • HoH youth being successful in high powered jobs • Greater awareness of issues faced by hard of hearing young people to be understood by professionals and families • Access to information is improving (subtitling on TV), but with very different results and different rate of captioning across the European countries 	<ul style="list-style-type: none"> • Deaf politics (e.g. focused mostly on sign language and not on other communication opportunities) • Lack of opportunities e.g. in employment and education (that stems from lack of accessibility of the venues or lack of accessibility of entrance exams and study programme itself) • Lack of awareness about hearing loss and hard-of-hearing people in general (their different needs from deaf people) • Where there are opportunities to participate (in events, courses etc), the application process is complicated and unclear for HoH youth to complete • Lack of HoH youth who can organize events and involve others

One group came up with an idea of showing lack of awareness about hearing loss that leads to lack of accessibility, through a pantomime sketch. The situation in the bus was shown where the display (announcement of bus stops) was not working and a deaf passenger did not know when to get off a bus. Instead of assisting him, other passengers demonstrated negative attitude or misunderstanding of a passenger's needs.

Compass was referred to as a useful resource to look at when working on social inclusion and human rights.

Outcomes

The task of the facilitator is to create a learning environment which meets the needs of the individual participants and ensures that participants feel included and that their opinions are valued. This session was created to equip the participants with the necessary skills and knowledge to do so. It allowed participants to reflect on inclusion and their own role in making activities, venues and organisations inclusive for youth with hearing or other disabilities; it also allowed them to apply their debating and public speaking skills and to practise self-confidence in standing for their opinions during the confrontation exercise.

Organisations Sharing Evening

Aim

To enable an exchange of information about the different hard of hearing organisations and the resources available for hard of hearing young adults in Europe as well as Canada, Israel, Pakistan and Bangladesh.

Methods

A group of participants had been chosen on the first day to organise an evening to share information about each organisation. The group worked actively and gathered information from all participants willing to contribute and since there were so many presentations, the group decided to hold two organisations sharing events. The group organised PowerPoint presentations and places for hanging posters, presenting information brochures, etc. Most participants took part actively in the organisations sharing event and all in all it was a success. The organisations sharing continued on Wednesday evening.

Evaluation of Tuesday programme

The participants got an introduction to the themes of non-formal learning as well as social inclusion. They reflected upon their own experiences and their plans for the future. From this day onwards, participants had more skills and courage to either run their own workshops or to lobby for social inclusion for hard of hearing and deaf people. All the participants were eagerly involved in the activities.

Wednesday 18 November

Intercultural learning

Aim

To explore the concept of intercultural learning and to reflect upon it when related to facilitation and non formal learning.

Methods

The session started with an activity called “*Seeking Similarities and Discovering Diversity*” from *Compass*. Each participant got five simple questions like: place of birth, favourite food, allergies, favourite colour, etc. Then the participants walked around the plenary trying to find others with the same answers.

After the activity during the plenary discussion Noora Penttinen introduced questions such as:

- Despite of cultural differences, can facilitators and participants work together?
- Is there a need for things in common in order to work together?
- How does it feel like to be in a minority or to be excluded?
- What kind of things should the participants take into account when facilitating activities within different cultures?

Intercultural learning has an effect in the way participants interact with other cultures and helps them to reflect upon their own culture(s), discuss about the underlying issues and find common grounds. Indeed, intercultural learning shows the need for compromises in our organisational work in order to reach a common goal. Particularly as a facilitator, it is important to be open-minded and to be able to deal with conflict (and therefore posses conflict management skills) when different cultures clash, for instance. In general when running an intercultural activity, cultural background issues have to be taken into account.

Intercultural learning is also an aspect of human rights education for although we are different, we are also equal and should be treated as such. Intercultural learning can promote respect for minorities, because it helps participants to acknowledge and be aware of inequality, injustice, racism, stereotypes and prejudices. Thereby the facilitator can try to provide participants with knowledge and abilities to challenge and to change these mechanisms, whenever they are faced in society.

Outcomes

After this session the participants had more knowledge about the concepts of intercultural learning, were more aware of its different aspects and better knew what to take into account while working with such a diverse group as a facilitator. This session was also related to human rights education and gave useful input for the workshop “Facilitation in practice” later on.

“*Seeking Similarities and Discovering Diversity*” made it clear that even though people may look similar on the surface (age, hearing loss, gender, etc.) there is also diversity in the group. After the activity, a short debriefing was carried out in the plenary. The questions asked were related to whether the participants liked the activity and what they learned from it?

Besides, the exercise and the exchange gave a general understanding of culture as not just something on the surface, but also as some underlying things that have to be taken in account when interacting with people from other cultures (e.g. how close to a person you can go, what you can talk about, perhaps they are not that open, etc).

Human rights education

Aim

To explore basic concepts and principles of human rights education with young people.

Methods

The session on human rights education was started by Noora Penttinen with an activity called "Act it out", which is a pantomime activity from *Compass*. Six groups of participants brainstormed about the essentials of human rights and then played a pantomime showing their general idea of human rights. After the presentations, a plenary exchange took place about what human rights are, followed by a presentation by Noora, pointing out the essentials of human rights education and briefly introducing the participants to different human rights instruments such as the *European Convention of Human Rights*, the *Universal Declaration of Human Rights* and the *Vienna Declaration of Human Rights*.

During her presentation, Noora made clear that human rights education is not only about learning competences to develop the respect for diversity, tolerance, knowledge, skills and values of human rights, but that it is also a culture of its own. This culture is backed by the definition of human rights education of the Youth Programme of the Council of Europe: "*Human rights education is education programmes and activities that focus on promoting equality in human dignity, in conjunction with other programmes such as though promoting intercultural learning, participation and empowerment of minorities.*"

During debriefing and plenary discussion, the participants described human rights such as:

- To have freedom;
- To express your religious belief;
- To have an opinion, a voice;
- To be free;
- To live;
- To be healthy;
- To have access to food and water;
- To have access to education;
- To have a job;
- To have an untouchable personal dignity;
- Human rights are universal;
- Freedom do express yourself;
- Access to information;
- Justice for everyone;
- To come together and demonstrate or fight for something.



There was also an exchange about whether democracy is a human right or not. Finally it was pointed out that democracy must be based on human rights and that it is more an opportunity to express human rights instead of a human right *per se*.

Outcomes

The activity, the presentation and the plenary exchange served as an introduction to the dimensions and aspects of human rights as such. After this session, the participants knew about basic non formal learning tools which they could use in training activities with young people with disabilities. The outcomes of this session could possibly be implemented in the workshop *Facilitation in practice*.

Designing the programme of an educational activity

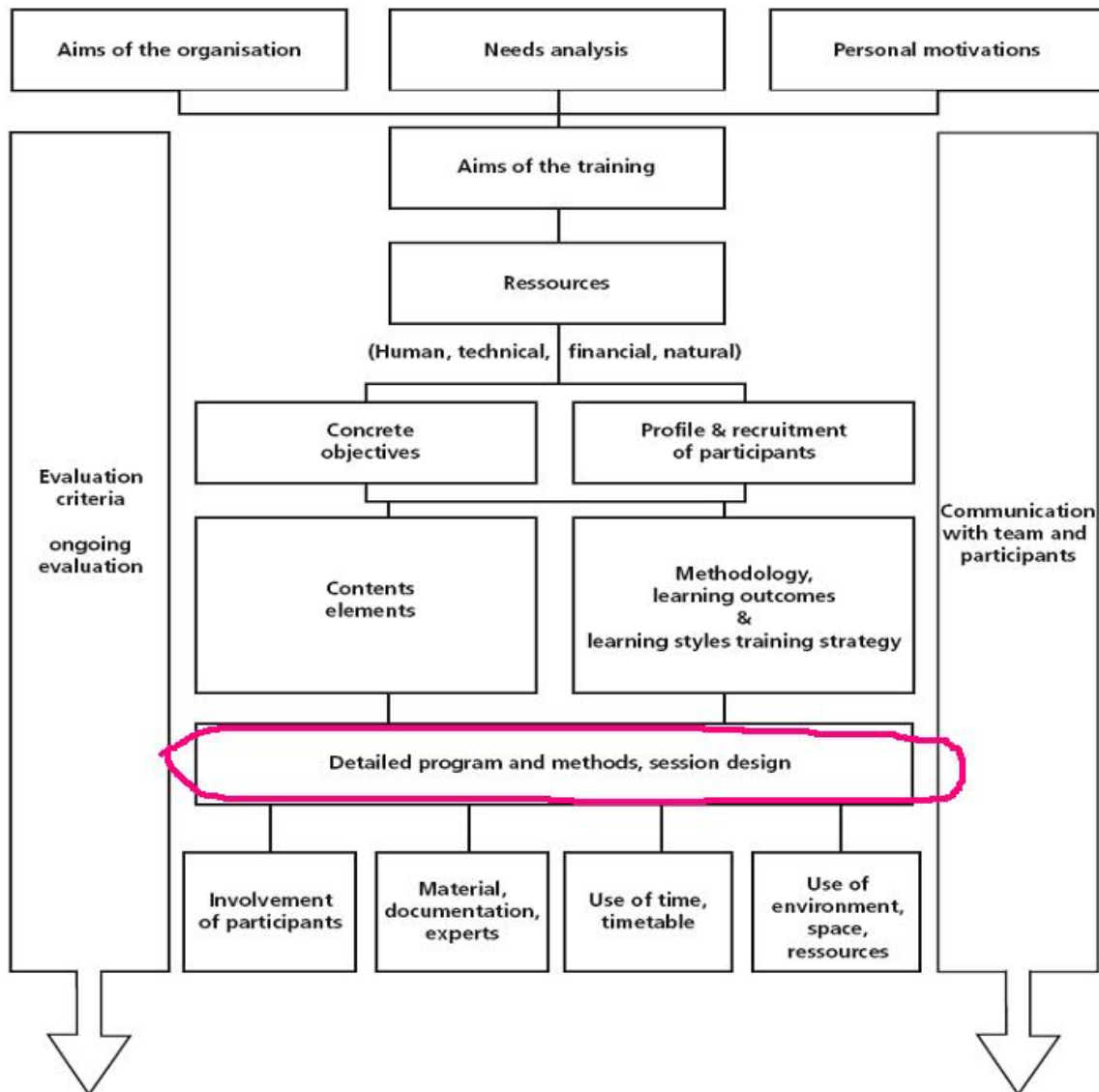
Aims

- To develop facilitation skills in designing the programme of an educational activity;
- To learn the differences between methodologies and methods and how to translate them into concrete programme elements.

Methods

Dariusz Grzemny started the session by introducing the participants to the basic elements of an educational activity. After this, the participants were divided into four groups and their task was to design a programme schedule for a workshop that would last for two days. The workshop should be an experiential learning activity.

The presentation showed the basic principles of designing a programme for an educational activity, as described below.



Model of designing a programme taken from the T-kit Training Essentials, page 65. www.training-youth.net

During his presentation, Dariusz also explained to the participants the difference of methodology and method. *Methodology* is a general educational philosophy that you use in order to reach the objectives in the activity. *Method* is a concrete set of tools helping you in pursuing your objectives and putting your methodology in practice.

After the presentation the participants were divided into 4 groups: two groups planned an activity for teachers and two groups for a group of 20 HoH secondary school students. Later on, the two groups with the same task had to meet and present their programme/schedule to the others.



Outcomes

Some of the groups' programmes were full of activities such as group work, role-play, making a video, etc, while other programmes were based on intellectual activities such as listening to an expert talking or brainstorming. The participants realised that there has to be a balance between both to make the learning effective.

Furthermore, the participants acknowledged that many things such as the special needs and interests of a target group have to be considered as well as psychological aspects such as how to make a topic interesting or how to motivate people to pay attention and regarding something as interesting.

The participants learned that while designing a programme you have to be aware of the aims of the organisation you work for and you have to analyse the needs of the participants as well as their personal motivation.

Participants also learned that there is a difference between methodology and method. First one means general educational philosophy in order to reach the objectives. In contrast methods are concrete tools to pursue the objectives.

Evaluation of Wednesday programme

Wednesday was a very long and hard day for the participants, with the presentation of two new topics, intercultural learning and human rights education. Even though they are both difficult and complex concepts, the participants were able to actively participate, to ask precise questions as well as to define those concepts themselves. In the afternoon the participants were introduced to programme design and they got their first glimpse of developing educational activities. Even though these plans were not perfect yet, the participants learned how to balance them to better fine-tune them later on.

Thursday 19 November

The day started with an energiser run by a participant Ville Myllymäki. After the energizer and some announcements concerning participants' reports as well as travel reimbursements, participants were reminded about the free afternoon and the dinner in town. Dariusz Grzemny then went into the morning programme.

Participants' Workshops – planning phase

Aim

To experience designing a programme of a workshop, to practice facilitation skills and to learn how to work co-operatively.

Methods

Dariusz Grzemny introduced the biggest part of the study session: participants' own workshops. Such process would continue on Friday and Saturday with the implementation and evaluation phases.

The guidelines for the participants' workshops were:

- six groups working on three different themes: human rights education, intercultural learning and social inclusion – two groups would work on the same topic;
- time slot of 1,5 hours per workshop;
- to include a short input, an activity and an evaluation;
- target group: 10 participants of the study session (two of the other groups);
- the workshop group should specify a topic within their assigned theme;
- identify the aims and objectives;
- prepare a detailed programme;
- share tasks so that everyone has a possibility to do some facilitating;
- decide on the method of the workshop;
- the workshops will be run on Friday afternoon and Saturday morning.

Participants Andrea Pietrini and Ishaque Mia described the day as “(...) *the shortest of the entire study session, but is one of the most important because it is the link between theory and practice. After three days of lessons about non-formal education, social inclusion and human rights education, now there is the possibility to make “facilitation” a real thing, creating a workshop and defining it in every possible aspect. Results of these workshops will be shown in following days. This will be only a “preparation phase”.*”

Outcomes

The participants got to structure their own work according to their priorities and needs. Most of the groups were not ready after the morning session, but they had to finish the workshop plan during their own time. The participants got to work enthusiastically and they used different kinds of resources such as *Compass*, *T-kits*, *Council of Europe's Manual for facilitators*, etc as well as asked for advice from the team.

Friday 20 November

The day started with an active energiser suggested by Valerie. Karina explained that all day will be spent in active workshops: before lunch there will be three parallel skills' workshops prepared by the team – Conflict Management, Communication and Teamwork. After lunch participants are invited to facilitate the workshops that they designed for the rest of the group. Akram made an announcement that he got in touch with the other group that was running a study session in the European Youth Centre at the same time, and said that they would like to make a networking event together after dinner. It was decided to meet in plenary at 20.30 for meeting the other group and getting to know each other.

Skills workshop: Teamwork, by Karina Chupina

Aim, objectives and competences tackled

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

Objectives:

- To analyse different approaches to problem cases;
- To explore skills needed for problem-solving and teamwork in an intercultural context;
- To develop an understanding of the team development phases and team dynamics;
- To reflect on teamwork process and self-exploration of personal role(s) in teamwork;
- To observe and practice with group dynamics in an intercultural context;
- To encourage partnership working and teamwork among participants.

Competences:

- Team work;
- Problem-solving;
- Co-operation;
- Communication;
- Participation;
- Reflexivity and observation;
- Critical thinking;
- Ability to analyse ones' own learning process.

Methods and methodology

Participants started with sharing expectations on post-its and discussing about them, and then started the activities:

1. Trust-building and warming up exercise – “will-o’the-wisp”

Participants were divided into small groups, and each group made a circle around one person. The person in the centre had to fall onto the surrounding people in the circle who had to support or catch him/her without letting him/her fall. The people then exchanged places so that everyone could experience the “falling”.

2. Electric Fence exercise and debriefing

The group was then confronted with experiential task/problem-solving exercise. The goal was to cross the “electric fence” (a rope hung in the room) all together while holding hands at all time. The rope could not be touched. What helped the groups was that when participants got stuck they could “reset” the game and start again, exploring new solutions while following the rules of the game. Reflecting on this activity, participants concluded that they all fully participated in the task and thought of each other, were open to sharing their views on solving the problem. They observed good communication, co-operation, positive thinking and accepted different ideas. Through this

exercise, the group understood the differences between a team and a group illustrated by Karina, as in a group each person has a different individual goal and responsibility.

3. Paper Tower building

Karina explained that participants were to plan and then construct paper towers. The task was to build the highest tower without it collapsing. Each member of the group was expected to contribute to the planning stage; no building could take place without the whole group's approval. Participants were divided into two groups and had to build the tower in 10 minutes with A4 paper, scotch tape and scissors.

Debriefing:

After the exercise, the groups were invited to consider how well they co-operated, whether anybody was excluded from the exercise (and why and how they felt about it) and how they achieved consensus. When all the groups have fed back, the whole group was encouraged to examine all the towers. The group with the highest tower was asked to explain how they achieved this result. 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 could understand, but it was also important to have the patience to listen to others' ideas and to accept their viewpoints.



Input on successful teamwork and group dynamics

After debriefing, an input on the 3Ps of successful teamwork (Process-People-Product) followed. Participants actively discussed their roles in the groups as well as participation and team work. An introduction to group dynamics was made. Accordingly to it, the team copes through four stages of development.

Group dynamics input

- *Forming.* Members are uncertain about roles, rules, and expectations. Introduction to the problem; each member of the team creates an image of the team members, if not yet known. "Distribution" of the roles.
- *Storming.* Members come into conflict over goals and personalities. Discussion of the problem, finding solution, making decisions, distribution of the tasks.
- *Norming.* Working styles are agreed and systems set up. "Cooling down".
- *Performing.* Team works positively, creatively and productively together.

Karina provided some practical examples of how teams are formed and worked on an international level throughout her work in IFHOHYP, and distributed handouts about how to deal with difficult people in the team, teamwork and group dynamics.

Outcomes and evaluation

The exercises allowed participants to work in the teams together towards the same task and experience problem-solving solutions. The participants concluded that they managed to reach “Performing” stage in their dynamics: their teams had open and trusting atmosphere where flexibility is the key. Emphasis was made on skills needed for a facilitator when working with teams, including intercultural teams. Participants came to conclusions that for successful teamwork it is important to have clear goals, to establish a good atmosphere and to manage conflicts, 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.

The workshop on teamwork fully reached its objectives. It addressed phases of team development on an explicit level, address developed skills and competences needed for working in diverse teams as participants return back to their ‘organizational reality’; it helped to build understanding of how teams sustain their work. Furthermore, it helped to consolidate needed competences for working in teams and facilitating successful teamwork.

Skills workshop: Communication, by Rinne Oost

Aim and objectives

To explore and practice the communication skills needed for successful facilitation

Objectives:

- To learn what communication and interpretation are and to explore their interrelations;
- To practice while communicating and decrease the differences of interpretations in order to learn how to have successful communication;
- To experience being open-minded to each others words and interpretations.

Communication needs two bodies to work. Otherwise there is no communication. Communication can be between two physical bodies (human beings, a dog and his master), or between symbols and physical bodies (traffic lights, road signs).

Successful communication happens when the differences between the sender and the receiver in interpreting the meaning of the message are as small as possible. Do you understand each other? Does the receiver know what the sender wants to say? Clarify and verify the message. The sender should ask the receiver if they understand the message. And vice versa

Questions that can be asked are such as:

- Do you understand what I mean?
- Can you repeat the message please?
- Can you say in your own words what I mean?
- Do you mean that...?
- Can you specify the meaning of this symbol?

Method

1. Exercise: “Head nodding”

This exercise aimed at allowing participants to experience in a simple way what communication is, and to explore and understand what people needed in order to communicate.

First participants started with a non-verbal communication activity. They were divided in couples; one person was the sender, while the other was the receiver. The sender could only use “head nodding signals” to communicate (no speaking, no signs), the receiver could use all forms of communication. When the sender passes on a task written on a paper, the receiver had to be able to understand the task and be able to fulfil it.

A special task was delivered to a silent participant, who then had to tell to others what he needs to do by only moving his head. The task was to draw a circle or triangle on the flipchart. In the activity the main point was to show that in communication it is needed to give feedback and response to message sender.

Questions for debriefing:

- How was it for the sender to communicate this way?
- How did the receiver find out, what the sender means?
- How did you establish the 'contact' between a sender and a receiver?
- How was the receiver responding to the sender (active, passive, patiently, head-nodding too)?

2. Exercise: "Spoken Painting"

The second activity – spoken painting – was about interpretation. Participants were divided in small groups. One person in each group was the "painter", the others were "pencils". The painter described the painting only with words, and the participants-pencils drew it on paper (their interpretation of the description). Participants then repeated the activity, but in this second time participants-pencils were allowed to ask questions about the painting. This exercise served to demonstrate the importance of communication and feedback.

Questions for debriefing:

- How did the "pencils" interpret what the "painter" was telling?
- Why was there a difference in interpretation?
- Did the "painter" give enough information to make a good painting?
- What were the main differences between the first and second part? What went better and why?

Rinne presented a PowerPoint presentation on *communication and interpretation*. The presentation tackled the concept of interpretation and its examples, as well as the links between communication and interpretation. It highlighted that the biggest part of communication happens through non-verbal communication. Only 7% of the message is delivered with spoken words, 38% by tone of one's voice and the rest comes from body language.

Verbal communication	Non-verbal communication
spoken words	body language
written words	expression of the face
sign language	tone of your voice

3. Exercise: "Non-verbal communication"

The third activity was about non-verbal communication. This exercise showed what the impact of body language, tone of voice and expressions are in communication.

All small groups had to act same drama with same text and the same situation, but with different feelings (sad, happy, kind, angry, in love). The audience had to guess what the mood of the actors was during the drama.

4. Exercise: Building a bridge

This exercise focused on experiencing what makes communication successful, overcoming differences in interpretation(s), and learning how to reduce misunderstandings while communicating.

The overall task was to build a bridge. Two groups had to design a half of the bridge separately from each other, so that when those halves are put together, they form a proper and stable bridge for a ship to pass under and a car to run over.

Through identified messengers (one in each group), the groups could meet three times in order to discuss and make suggestions about how to make the bridge. The time for every meeting was very short, and neither pictures nor drawings were allowed. All communication has to be only through spoken words. Finally, those pieces were put together and they actually pretty much fitted together.



Outcomes

Participants admitted that everybody has their own background which affects their ways of self-expression and impacts communication. One needs constructive and efficient communication to achieve better results in various kinds of work. Participants concluded that for successful communication, people should use the same code (language), and be sure that everybody understands. In relation to facilitating, the conclusion of the session was that a skilful facilitator should also be a skilful communicator: for instance, to be open minded, to be a good listener, motivator, and a good public speaker.

Evaluation

It was an awareness-raising and skills-based workshop. The exercises were simple but very effective. The participants were very active throughout the workshop and liked the methods used in the workshop. After the workshop the participants were more aware of what successful communication includes and what the impact of non-verbal communication (especially body language) is in communication.

Skills workshop: Conflict Management, by Juraj Variny

Aim and objectives

To learn how to deal with conflicts as a facilitator.

Objectives:

- To understand conflicts and why they occur;
- To develop sensitivity about upcoming conflicts in the group, and to be able to identify its cause;
- To exchange knowledge of strategies on how to manage conflicts as facilitators and be aware of the necessary skills to do so.

Methods and methodology

Overall there were various different methods used in the workshop. These included brainstorming, presentation, group discussion and simulation.

Identifying words related to conflicts

The theme was introduced to participants through identifying words related to *conflict*. Participants were then asked to describe what the concept meant. The answers were different: some participants insisted that conflict is a disagreement in opinions and others were saying that a conflict has to involve emotions as well. One opinion stated that even a conflict between organisations involves emotions, too, because the organisation is formed of a group of people. There was also discussion whether conflict arises from tension or the other way around.

Input: Types of conflicts (Cognitive and Affective)

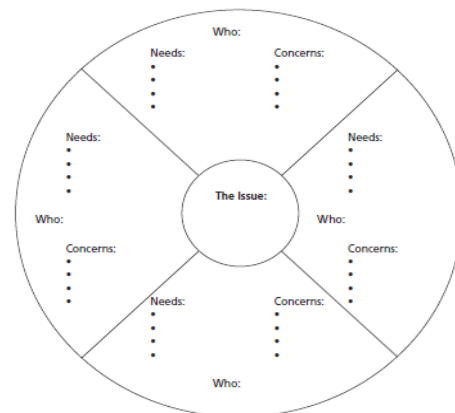
Juraj Variny concluded that it is not so important to pinpoint exactly what conflict is, rather what can be done about it. He presented various types of conflict and how to identify them. Very important distinction is whether the people still trust each other, or not. In former case it is called *cognitive* conflict and can be resolved rationally, and therefore the resolution usually improves mutual understanding in the group. When trust between parties is broken and negative emotions arise, we speak about *relationship* or *affective* conflicts. The resolution of such conflicts needs much more developed facilitation skills.

1. Activity "Name the feeling" (T-Kit 8, page 90).

Participants were asked to think of a given situation, to name the feeling that they had and to think how this situation may be solved without falling into a conflict. This activity seemed crucial, because hard of hearing people often hide their emotions even from themselves as a result of their communication problems. The activity was concluded with an interesting discussion around the idea that people who are more intelligent and/or educated tend to have less conflicts.

Input: From needs through positions to conflict mapping

Juraj Variny explained that identifying feelings helps us to identify the *needs* and *concerns* of parties involved in the conflict. These together constitute a *position*. Parties in conflict usually don't speak about their feelings, but instead about their positions. Unlike feelings, the positions can be defended or adopted. In case of complicated conflicts, it is very useful to put the positions down on a piece of paper using a conflict map as an aid in transformation of an affective conflict back to a cognitive one.



Conflict map outline

2. Simulation exercise

Participants were divided into two groups: six players + two observers. They were asked to make a role play based on the "Little Red Riding Hood" story. Participants had only to choose a genre and key plot points, not to work on the story. The only restriction – besides time - was that participants were asked to act in accordance with description of an abstract role. The roles were prepared in such a way that the participants had very different ideas about desired result and had some difficult personal traits and relationships to perform (for example, player A had to be self-confident, calm and distrustful, player B had to uncritically defend everything player A said and so on). As participants were free to express themselves and create ideas, the discussion evolved into a conflict – but a very exciting one. It was hard to choose a genre and a topic in the simulation exercise: half of the participants insisted to create a play for children and the other

half wanted to make a play for adults, so the discussion was very hot-tempered. In the end the participants were able to find a solution (one of them self-sacrificed and gave up their personal option to make a solution possible, because there was an equal number of pros and cons) and not to fall into arguing and confrontation. Thanks to this exercise participants could explore, live through and identify various roles in conflict that were previously discussed in the workshop.

Participants felt that their task in the simulation exercise was not fully fulfilled as they, while arguing, ran out of time, so the result was not prepared in every detail. Some people also got carried away and went out of their roles.

After the exercise, participants were presented the “25 Specific Solutions for Difficult Behaviours” handout² and were asked to compare the solutions with their behaviour in the simulation exercise. They were asked to identify what solutions could have been used in the simulation and what facilitation skills would be necessary for conflict management when facilitating groups.

Outcomes and evaluation

The first half was more oriented to discussion; the second half used more lively hands-on approaches. Participants liked the mix of different methods to make different approaches in well arranged fashion.

During this activity, the participants were able to explore and analyse different kinds of conflicts, different ways of acting in conflicts and finding solutions. They also explored the ways of finding a position within a conflict. For instance, some participants tried to act as mediators, some tried being authority figures, and the others were affected and emotional and less constructive. Still, this workshop was effective and largely raised participants’ understanding of what a conflict is and how to avoid it. It also developed their skills in handling debates.

Reports on workshops planned and facilitated by the participants (Friday afternoon)

Workshop group 1: Presentation of human rights in relation to discrimination towards hard of hearing people

Team: Irina, Francesca, Flora and Andrea.

Objectives

- To show a prepared movie with a hard of hearing person discriminated against, and to invite thinking about discrimination on the grounds of hearing loss;
- To explore and reflect upon the challenges hard of hearing people face in their daily lives;
- To provide brief information on human rights.

Methods

The methods used were a visual presentation, a group discussion about the movie, and a sketch. Participants were asked to develop a sketch (similar as shown in the movie) that would be related to one of the words given to them, for example, “solidarity”. The words were related to the main principles of human rights.

Outcomes

People liked the movie and the way it raised awareness about the needs of hard of hearing youth (in education and daily communication, but also at workplace) – it was a serious subject shown in a “light”, funny though ironic way and the point is that it made the audience think.

² See Appendix IV

Evaluation

The movie was the strongest part of the workshop (everyone largely appreciated an excellent idea, very good story, acting and production of the movie in the short time made available). It was also the most effective tool for starting the discussion however not used to its maximum potential. The discussion was not fully developed or complete because the group chose too many subjects to tackle and reflect upon, which affected the coherence and the focus the exchanges. During the discussion the link to human rights could have been made in a better way.

Workshop Group 2: Intercultural learning and identity

Team: Ville, Valerie, Luciano and Jovana. The team focused on the theme of identity and the complex interrelationship of majority versus minority.

Objectives

- To discuss one's identity, its development in a multicultural world;
- To make participants reflect on their own identity;
- To reflect on the sense of belonging to a cultural group/ minority or a majority group.

Methods and methodology

Warm-up activity included showing a few typical dance moves from different cultures and gave a glimpse of different cultures presented by participants. Luciano gave an input on the concepts of culture and intercultural learning using the "iceberg concept", consisting of visible and invisible parts of the culture.

The concept of identity then became the focus of the exchange. A few questions centred on identity were asked to the audience who answered with a sign "agree – disagree". Questions were for instance *Do you feel you have a strong identity? Does skin colour define your identity? Does the place where you go shopping define your identity? When talking about majority and minority, do you feel you belong to a minority?* From there on, the group discussed the links between identity and intercultural learning and paying attention to both in facilitation.



A scenario was then laid out. Accordingly with the scenario, the groups had to organise a session in the European Youth Centre, where ten persons in the group would come from various European countries and three persons have a disability. The groups were confronted with the question on *what to take into account when planning food and refreshment for this group?*

Outcomes

The conclusion of the workshop was that not all participants felt their identity to be strong enough. But, as the team emphasised, a person's identity develops throughout life time and crises in life make one form one's identity again and again. With a strong sense of identity, one can proudly and openly belong to a so-called *minority group*.

Evaluation

The workshop allowed participants to engage in an active discussion on complex issues of identity, minority and majority relations. It was felt that there was not enough time to cover all issues in depth, but the most important thing was that participants became aware of the possible needs of intercultural groups that arise in facilitator's work.

Workshop Group 4: United Nations' Convention on the rights of persons with disabilities

Team: Adva, Laura, Cristina, Mikael.

Aim

To gain knowledge and understanding of the United Nations' Convention

Objectives

- To inform the participants about the United Nations' Convention;
- To understand the basic rights of disabled persons;
- To develop competences needed for running debates;
- To provide space for practicing facilitator skills;
- To develop active listening and communication: being able to listen to different points of views;
- To develop and encourage creativity and imagination.

Target participants: 10 young HOH people between 19 - 28 years old.

Methods and methodology

Experiential learning and cooperative learning were widely applied. The methods used were PowerPoint presentation, the simulation exercise "Dilemma of discrimination", debriefing and reflection. The team explained that this activity is about human rights for disabled persons as well as about discrimination. Participants were divided into groups of 3 or 4 people, and were provided with explanations about the case they had to work on in their groups.

Case

A blind person is elected to be a president of country X. After the elections the head of the army/security is going to court saying that since he is blind, the president cannot do his job. Re-elections should be called for. The court consisted of:

- *Defence (2 lawyers and the president)*
- *Plaintiff (2 lawyers and the head of the army)*
- *Jury (4 persons)*
- *Judge (Adva and Mikael)*

All participants disposed of 20 minutes to prepare for the trial, of which there were three rounds:

The first round:

- *5 min speech of defence*
- *5 min speech of plaintiff*
- *5 min the jury discusses what they heard and ask for questions*

The second round:

- *10 min the president testifies (first 5 min for plaintiff and after that 5 min for defence)*
- *10 min the head of army testifies (first 5 min for defence and after that 5 min for plaintiff)*

The third round:

There were a few minutes for the last words from both sides. Then the jury had a discussion, to finally vote (voting was required to take the final decision) while justifying their decision.

Debriefing

The group did a short review of how activity went (if people enjoyed it or not), which included an exchange and reflection about human rights for people with disabilities and what people had learned in the workshop. The questions were:

- What was or were the rights this play was about?
- Did you learn anything new about human rights?
- What are the consequences, the impact, of discrimination?
- Who is responsible for the situation?
- Do you have some related experiences you want to share?

Outcomes

The participants got a short introduction to the UN Convention on Human Rights of People with Disabilities and got to implement it in practice in a court simulation.

Evaluation

The group had divided their tasks well and everybody got to do some facilitating. Nevertheless, there was some difficulty to connect the UNCRPD and the activity explicitly to each other. The facilitating group was very good with timekeeping even though there was not a lot of time for the simulation.

The resources used for this activity were Compass – Manual of Human Rights on www.coe.int/compass, and the UN Convention on Human Rights of People with Disabilities at <http://www.un.org/disabilities/>

Workshop Group 6: Disability awareness-raising

Team Maggie, Sidsel, Ishaque, Aleksandra

Aim

To explore strategies to raise awareness on hearing loss.

Methods and methodology

Warm up and trust-building exercise.

The team invited participants to imagine the feelings that would arise when their boss would tell them to go and study Chinese language. Participants were asked to discuss and present their solutions. The discussion started off on required accessibility, challenges to get proper support and reasonable accommodations at workplace and in universities. In the end, participants decided to demonstrate the needs and problems of learning a foreign language with a hearing loss through a pantomime, and divided into groups. While one group delivered a performance, another acted as observers. The exchange of observations, comments and reflections took place after the first performance. The second performance was conducted in the same manner, with a debriefing afterwards.

Outcomes

All participants had a chance to express themselves in discussions and in the pantomime, and to share their viewpoints. As it seems, the best strategy employed for awareness-raising was a visual arts performance. Participants had the opportunity to practice standing for their rights and needs in the mime simulation, and some of them shared the feelings of gaining more confidence from it.

Evaluation

A very active involvement of all participants in the process through a theatre/ pantomime method which allowed not only to share existing problems of hard of hearing youth in different countries but also to come up with possible solutions and build confidence. The facilitating team had divided their tasks so that everybody got to speak. The theme was chosen well, but for this specific audience it could have been even more complex.

After the workshops, everyone went to dinner after which participants met again in the plenary at 20.30 to meet the other study session group in the European Youth Centre at the same time. IFHOHYP team showed to the other group the movie on discrimination of HoH people produced during the study session, a short intro about IFHOHYP goals and activities was done by Karina Chupina, and the round of names and presentations followed. After this, participants were free to ask questions to each other and to talk in an informal setting.

Saturday 21 November

Dariusz Grzemny started the last day of the study session with practical announcements and explanations about the day: the first part of the day would consist of the continuation of the workshops, after which the rest of the participants and the team would then proceed in providing the groups with feedback. The work would then continue with the session on follow-up and the evaluation of the study session.

Reports on workshops planned and facilitated by the participants (Saturday morning)

Workshop Group 3: A Workshop on self-esteem

Team: Tatiana, Curtis, Suvi and Milica. This group chose self-esteem category as the theme of their workshop, because a problem of self-esteem is often relevant to hard of hearing people as well as people with other disabilities, and prevents them from full participation in society.

Objectives

- To practice and consolidate the experience of the study session;
- To help participants to understand what is self-esteem and its importance for inclusion in society.

Preparation process

Firstly, the team prepared a programme for their workshop. The programme contained several elements such as theoretical inputs as well as practical non-formal education methods, and a discussion. For preparation of theoretical part the T-Kit materials were used.

Methods and methodology

The activity started with a short warm-up based on elements of an Eastern dance. The facilitators made an introduction and a presentation of the concept of self esteem. Participants were handed out paper sheets with the Sorensen self-esteem test as an instrument to find out possible problems linked to self-esteem.

After participants' discussion on self-esteem, the group was invited to prepare a short play based on the following scenarios:

- 1) "Phone call" - participants should make a short role play of a phone call, when the caller is a HoH person.
- 2) "Shopping" - a situation in a shop, where a shopkeeper is very rude and impolite.
- 3) "New student" - on a problem of a new HoH student at school.

Participants were expected to suggest what kind of self-esteem characters were showed in every situation. Each team member was involved in the role play, performing a task. After the participants' performance, a discussion was kicked off on possible ways for resolving "wrong" situations.

The evaluation part included a discussion of these scenarios and situations as well as on the



A short play – "New student"

self-esteem of each character. The objectives were to develop a better understanding of self-esteem, the implications of the lack of it, as well as to strengthen the experience gained during the study session.

Outcomes

The workshop provided an opportunity to many participants to be actively involved in a creative way, starting off from self-reflection about self-esteem to expressing thoughts on how to increase it, and acting out the ways to boost confidence and self-esteem in the given situations.

Evaluation

The team considered their aim to be reached: they tried to construct the programme and conduct the workshop as they were “taught” during the study session, with non formal learning elements and a good mix of theoretical and practical methods. They facilitated a group of participants and helped them to realize the importance of self-esteem for inclusion through active learning.

Workshop Group 5: Communication for HOH people

Team:: Doose, Rejka, Jens, Akram and Daria.

Objectives

- To identify the barriers to communication for HoH people;
- To explore how those barriers manifest themselves in an intercultural learning setting;
- To find effective ways to communicate with each other.

Methods and methodology

After a brief energiser, the team asked participants to brainstorm on the concept of “communication” and to come up with associations the word evoked. An individual reflection on identifying possible barriers for hard of hearing people in an intercultural environment followed. In order to practice communication and to find common communication codes, the team started the guessing game: standing in two lines, participants had to pass one word to each other, trying to make sure that the word said in the beginning of the line ends up as the same word in the end of it. The meaning and importance of the context for communication was then discussed.



The second activity was done in two groups. Participants were asked to come up with a sketch illustrating the barriers to communication in a given situation, and to show how those barriers can be overcome. The workshop was closed with the debriefing of the sketches and the brief evaluation.

Outcomes

Participants explored the communication concept once more, but in a deeper way and building on very different personal experiences. This activity gave them a chance to better

understand their own communication needs as well as to devise certain strategies on how to break communication barriers between themselves and between HoH as well as with people without a hearing disability.

Evaluation

The workshop was based on brainstorming discussions, sharing ideas and experiences and on theatre methods, which showed once again that the latter work especially well for groups of HoH participants. It seems that the objectives of the workshop were fully reached.

Giving feedback to the workshops teams

The study session team of trainers facilitated the feedback session after the participants' workshops. At first, a brief introduction on how to provide a constructive feedback was given, and a few examples were examined.

The three main elements which need to be part of the feedback process were: programme design, facilitation process, and group process. After the introduction, participants went on with providing each other's group with positive, constructive and critical feedback.

Evaluation and Follow-up of the study session

Aim

To evaluate the learning process, the contents and learning outcomes of the participants.

Methods

Karina Chupina started the plenary session by asking participants what they thought follow-up means and then explaining what it is about (furthering and continuing an activity in the future). She then presented a self-development plan that participants were asked to fill in. They should reflect upon and indicate the knowledge and skills they would still need in order to learn and/or go further in depth in the fields of intercultural learning, human rights education, social inclusion, communication, teamwork, conflict management, non-formal learning, facilitation, etc. They also had to write about how they were going to acquire those skills, as well as where and how they would get the necessary support to do so. Participants had twenty minutes to fill in their self-development plans and another twenty minutes to share with their neighbour what they wanted to do in their organisation, and what they needed to improve, both from a facilitator perspective.

The second activity took place within the reflection groups. Each group had ten minutes to share their general feelings and perceptions of the study session, and then make a short skit about it but in a specific way that was a musical, romantic comedy, medical drama, thriller or telenovela.

After all the groups had presented their skits, the participants had also the opportunity to share their last comments about the study session without pronouncing the words "thank you" or "I'll miss you". Their last "task" was to pick up an envelope with a certificate, the list of participants and an evaluation form and find the right owner for that envelope. The evaluation forms had to be filled in before the farewell party.

Outcomes

The participants got to share their plans for the future and views of the study session in various ways. Even though the participants were very tired, they were happy in the end.

Main outcomes of the study session

Most participants left the study session with an increased confidence in their ability to facilitate workshops and events in their organizations on local and national level. The major learning outcomes for participants were the understanding of facilitation processes and non-formal learning, of inclusion, human rights education and related concepts. They especially stressed the importance of practical skills' development and "learning by doing": in practice, experiencing preparing, facilitating and evaluating the workshop sessions, developing teamwork, communication and conflict management skills. The skills' development phase was perhaps even more appreciated by participants, and more beneficial than acquiring knowledge, probably because of the general lack of opportunities to practice and explore necessary competences in a safe and accessible environment. Apart from the aforementioned skills, participants noted improvements in their ability to work in English (mastering foreign languages has always posed specific difficulties for the HoH) and a tremendously heightened motivation to contribute to work in their organization – i.e. organising and running activities and thematic projects - which is an important indicator of IFHOHYP consolidation, as well as of achieving one of the study session objectives, namely "to motivate participants to continue their development as facilitators and to empower them to motivate HoH youth for active work in their organizations and work for social inclusion".

The learning outcomes of the study session corresponded to the main strategic goals for IFHOHYP 2009-2014 to various degrees: development of human resources, consolidation of internal and external communication and information channels, policy work and lobbying and membership expansion.

Some participants also emphasized that the study session made them realise the pressing need to have skilled hard of hearing facilitators in Europe who are able to work with HoH youth from different cultures and raise awareness on the needs of HoH youth, on social inclusion and human rights education in the context of hearing loss and disability. In this sense and in relation to IFHOHYP strategy, it was very important to see the emergence of network of new HoH young facilitators who are able to facilitate events on various topics relevant not only or directly to disability field, but also such fields as human rights education and intercultural learning.

For many participants, the study session also served as a self-exploratory activity that helped them to raise self-awareness as a hard of hearing person, to improve their self-esteem and re-assess their capabilities and limitations in a constructive way. Intercultural learning that was experienced by the group throughout the week helped them to see more aspects of their identities apart from hearing loss, and to appreciate cultural diversity. Overall, the session and its elements were evaluated positively by participants: they rated the fulfillment of their expectations towards the study session between 80-100 %, while some of them rated it as 150 %. The way how non formal learning and intercultural learning contribute to a better understanding of human rights, human rights education and social inclusion was also positively evaluated. Based on its own evaluation of each objective as well as on the evaluation by participants, the team concluded that all planned objectives were achieved.

As a direct result of the study session, its 5 participants formed a team for organising and running the next IFHOHYP study session in 2011. Its topic is based on the suggestions expressed by the participants of the training for facilitators for Inclusion: policy work/ impact, campaigning and awareness-raising on the needs of HoH youth.

Appendices

APPENDIX I Study Session Programme

	Sunday 15 th	Monday 16 th	Tuesday 17 th	Wednesday 18 th
8.00-9.00		Breakfast	Breakfast	Breakfast
9.15-10.45		Welcome! Introductions and presentations	Non-Formal Learning	Intercultural Learning
10.45-11.15		International coffee break	International coffee break	International coffee break
11.15-12.45		Aims and objectives Needs and expectations Getting to know each other	Non-Formal Learning (continued)	Human Rights Education
12.45-14.30		Lunch	Lunch	Lunch
14.30-16.00	Arrival	Group building	Social inclusion	Designing a program for an educational activity
16.00-16.30		International coffee break	International coffee break	International coffee break
16.30-18.00		What is Facilitation?	Social inclusion (continued)	Designing a program for an educational activity (continued)
18.00-18.30		Reflection group	Reflection group	Reflection group
19.00-20.30	Dinner	Dinner	Dinner	Dinner
20.30 -->	Welcome Evening		Organizational Sharing	Organisational Sharing

	Thursday 19th	Friday 20st	Saturday 21st	Sunday 22nd
8.00-9.00	Breakfast	Breakfast	Breakfast	Breakfast
9.15-10.45	Facilitation in practice: Preparation phase	Skills workshops - Conflict management - Communication - Teamwork	Facilitation in practice: Implementation phase	Departure have a nice journey back home!
10.45-11.15	International coffee break	International coffee break	International coffee break	
11.15-12.45	Facilitation in practice: Preparation phase	Skills workshops (continued) - Conflict management - Communication - Teamwork	Facilitation in practice: Evaluation phase	
12.45-14.30	Lunch	Lunch	Lunch	
14.30-16.00	FREE AFTERNOON	Facilitation in practice: Implementation phase	Follow up	
16.00-16.30		International coffee break	International coffee break	
16.30-18.00	FREE AFTERNOON	Facilitation in practice: Implementation phase	Evaluation	
18.00-18.30		Reflection group		
19.00-20.30	Dinner in town	Dinner	Dinner	
20.30 ->			Farewell Party	

APPENDIX II What is Facilitation?

What is facilitation?

In the most simple way: *A serve to others*

Who is facilitating?

- Me?
- You?
- Only one specific person?
- Did you ever facilitate before?
- All the time or just only once?

During this study session everybody can facilitate each other!

What is a facilitator?

The most important job is *to facilitate the process participants are involved in*

- Creates the process
- Facilitates the process
- Adjusts the process
- Associates the participants with the process

What a facilitator needs?

- Program designing skills (methodologies)
- Communication skills
- Knowledge of the content
- Problem solving skills (conflict management)
- Team management skills (team dynamics)
- Evaluation skills

Role Facilitator vs Participants

	TEACHER	TRAINER	FACILITATOR
The process	Less important	Important	Important
The contact	Central role	Important role	Co-responsible
Education methods	Frontal method	Mixed methodologies	Mixed methodologies
Communication style	Mainly input	Range depending	Minimal input
Power	Absolute	Absolute shared	Shared

APPENDIX III Non-formal learning

Kinds of learning

- Formal – schools, certificates, diplomas
- Informal – spontaneous life experience
- Non-formal – somewhere in between
 - Planned but trying to preserve spontaneous learning advantages

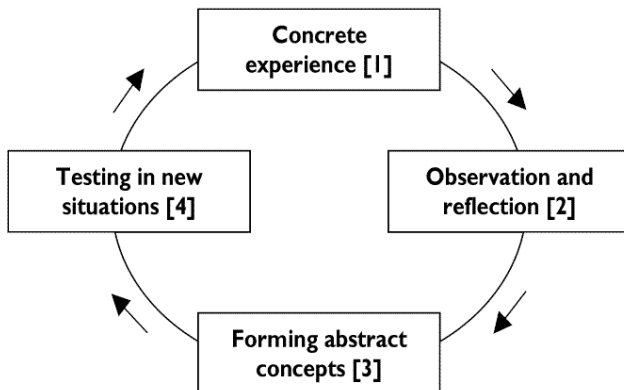
Non-formal learning characteristics

- Relevant to the needs of disadvantaged groups.
- Concerned with specific people.
- Focuses on clearly defined purposes.
- Flexible in organization and methods.
 - Formal education can have them as well - distinction not fully clear

Non-formal learning principles

- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action, and starts from the needs of the participants.

Learning process



You can start anywhere in cycle and people usually tend to prefer one starting point. According to this, we can divide people to following groups:

- Activist [1]
- Reflector/Observer [2]
- Theorist [3]
- Pragmatist [4]

Learning styles

Another approach to learning styles:

- Visual – by seeing
- Aural – by listening/speaking
- Read/Write – as preferred by school
- Kinetic – by doing

Non-formal learning should support all styles.

APPENDIX IV Handout

25 Specific Solutions for Difficult Behaviours:

(given to the participants in the Conflict Management workshop on Friday morning)

1. Create physical space.
2. Establish emotional boundaries (standards of behaviour).
3. Invite critical feedback.
4. Consider your response to rights vs. needs vs. wants.
5. Develop respectful responses to disrespectful behaviour.
6. Do not shoulder the blame for criticisms that are not yours to own.
7. Listen with respect and respond with care.
8. Stick to issues and behaviours.
9. Choose and use a level of assertion; especially try empathetic.
10. Initiate contact with, "Specifically, how can I be helpful to you?"
11. Maintain your focus on, "We can work this out."
12. Expect respect. ("We can work this out when you stop yelling.")
13. Say what you mean in specific terms (we can't read minds).
14. Use fair humour (quips, toys, stickers, etc.).
15. Keep congruent – words, tone actions.
16. Avoid debate.
17. Use sure signals for confidence. (Head up, face forward, eye contact, shoulders back, steady stance, posture straight, no leaning)
18. Count to 10.
19. Use silence to increase your calm. It's valuable to "leave unsaid the wrong thing at the tempting moment."
20. Speak from the "same side of the table."
21. Tangible reminders to respond appropriately. (notes, touchstone, cues from a colleague, this notebook). Document facts of behaviours and situation.
22. Build your credibility with your language and actions of deny Junk Talk and raise WOW!.
23. Give people a way out. Establish choices.
24. Refuse the win-lose perspective.
25. Breathe. Fully breathe for calm and for conveying steadiness and confidence.

INDIVIDUAL AND GROUP LEARNING

You are...

A FACILITATOR OF INDIVIDUAL LEARNING

When...

- ... experiencing the different ways of learning of individuals
- ... identifying different learning preferences and learning styles
- ... recognising and being sensitive to the learning needs of participants
- ... supporting participants in their individual learning process
- ... evaluating the learning achievements of participants
- ... giving feedback to participants
- ... encouraging participants to use their own resources and develop their own potential

A FACILITATOR of GROUP LEARNING

When...

- ... choosing participatory methods
- ... creating new methods
- ... acting according to the needs of the group of participants
- ... adapting the programme to the group of participants
- ... feeling the group dynamics and acting accordingly with group dynamics
- ... addressing conflict and crisis in the group
- ... catering for learning styles and preferences of a group
- ... addressing relevant questions to a group
- ... enabling participants to learn from each other and involving them in learning process
- ... providing feedback from facilitators and participants

Prepared by Karina Chupina on the basis of Training of Trainers for Human Rights Education materials, 2003.

APPENDIX VI Non-formal vs Formal Education

NON-FORMAL EDUCATION

WHAT IS IT?

UNESCO:

Non-formal education is organized educational activity outside the established formal system that is intended to serve an identifiable learning clientele with identifiable learning objectives.

European Youth Forum:

Non-formal education corresponds to a collection of teaching tools and learning schemes that are seen as creative and innovative alternatives to traditional and classical teaching systems.

Council of Europe Directorate of Youth and Sport, CDEJ

Non-formal education may be defined as a planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside but supplementary to the formal educational curriculum. Participation is voluntary and the programmes are carried out by trained leaders in the voluntary and/or public sectors, and should be systematically monitored and evaluated. The experience might also be certificated. It is generally related to the employability and lifelong learning requirements of the individual young person, and may require in addition to the youth work the involvement of a range of government or non governmental agencies responsible for the needs of young people.

NON-FORMAL EDUCATION refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.

(From the manual on Human Rights Education with young people "COMPASS")

Non-formal education as practised by many youth organisations and groups is :

- voluntary;
- accessible to everyone (ideally);
- an organised process with educational objectives;
- participatory and learner centred;
- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action, and starts from the needs of the participants.

Formal education

- Provided by an educational institution
- Structured
- Intentional
- Assessment + certification

Non-formal education

- Out-of-school provision
- Structured
- Intentional
- No (at the time being) assessment and certification

Informal education

- Results from everyday life
- No explicit intention of learning
- Unplanned
- No certification

FORMAL EDUCATION vs. NON-FORMAL EDUCATION	
<u>FORMAL</u>	<u>NON-FORMAL</u>
<i>Teaching</i>	<i>Learning</i>
<i>Teacher</i>	<i>Facilitator</i>
<i>Pupil</i>	<i>Learner/ Participant</i>
<i>Programme-centered/ teacher-centered/ individual</i>	<i>Learner-centered/ Participatory Learners' active participation</i>
<i>Curricula based</i>	<i>Based on action and learners' experiences, their needs and expectations</i>
<i>Competition</i>	<i>Cooperation</i>
<i>Mostly intellectual approach</i>	<i>Holistic approach «Head, heart and hands» Balanced cognitive, affective, practical</i>
<i>Fixed programme</i>	<i>Flexibility, variety of forms/implementations</i>
<i>Assessment and certification</i>	<i>Evaluation</i>

Prepared by Karina Chupina, ToT Diversity & Inclusion, 14-23 May 2008

APPENDIX VII Roles of an educator

Roles of an educator			
Educating role	Task/function	Context	Method
Trainer	To train and motivate	Training	Inputs, activities
Facilitator	Helps to organise exchange of ideas, facilitate group process	Seminar	Group work, brainstorming
Mentor	To lead into education	Usually – a work with novices	Meetings in small groups
Consultant	Helps to find solutions	Concrete situations	Individual meetings/ appointments
Coach/ personal instructor	To consolidate learning (results)	Adult education Distance education	Long-term structuring, individual communication
Methodologist	To create new methods and approaches	Preparation, consultation in the education field	Development of theoretical materials, methods

Prepared by Karina Chupina on the basis of materials for the “Training of Trainers”, 25 October – 1 November, Russian Federation, 2008.

APPENDIX VIII Techniques for successful facilitation

Techniques for successful facilitation:

- **Paraphrasing** is a fundamental listening skill. It is a foundation for many other facilitative listening skills, including *mirroring*, *gathering* and *drawing people out*.

How: use your own words to say what you think the speaker said.

- **Gathering ideas:** to help a group build a list of ideas at a fast moving pace, you want to *gather* ideas, *not discuss* them.

How: effective *gathering* starts with a concise description of the task (for example, “For the next ten minutes, please evaluate the ‘pros’ and ‘cons’. First I will ask someone to call out a ‘pro’ reaction. Then I’ll ask for a ‘con’ and so on. We’ll build both lists at the same time.”)

- **Drawing people out** is a way of supporting people to take the next step in clarifying and refining their ideas. It makes the speaker understand that you are with her / him and that you understand her / him so far. “Please tell me a little more!”

How: paraphrase the speaker’s statement, and then ask open-ended non-directive questions: “Can you say more about that?” or “What do you mean by ...?”

- **Mirroring** captures people’s exact words. It is a highly formal version of paraphrasing, in which the facilitator repeats the speaker’s exact words.

How: if the speaker said one sentence, repeat exactly the same again. If s/he said more than one sentence, repeat back key words and / or phrases.

- **Encouraging** is the art of creating an opportunity for people to participate, without putting any one individual on the spot.

How: “Who else has an idea?” “Is this discussion raising questions for anyone else?” “Let’s hear from someone who hasn’t spoken for a while.”, etc.

- **Creating space** sends the quiet person this message: “If you don’t wish to talk now, that’s fine. But if you would like to speak, there is an opportunity”.

How: keep an eye on the quiet members. Observe body language or facial expressions that may indicate their desire to speak. Invite them: “Was there a thought you wanted to express?” “Did you want to add anything?”

- **Stacking** is a procedure for helping people take turns when several people want to speak at once.

How: a four-step procedure. First, the facilitator asks anyone who wants to speak to raise their hands. Then s/he creates a speaking order by assigning a number to each person. Third, s/he calls on people when it is their turn to speak. Then, when the last person has spoken, the facilitator checks to see if anyone else wants to speak. If so, the facilitator does another round of *stacking*. For example: (1) “Would all those who want to speak please raise your hands?” (2) “Anna, you are first. John, you’re second. Natasha, you are third.” (3) [When Susan has finished] “Who was second? Was it you John? OK, go ahead.” (4) [After the last person has spoken] “Does anyone else have something to say?”

- **Tracking** means keeping track of various lines of thought that are going on simultaneously within a single discussion.

How: *tracking* is a three-step process. First, the facilitator indicates that s/he is going to step back from the conversation and *summarises* it. Then s/he names the different conversations that have been in play. Last s/he checks for accuracy with the group. (1) “It sounds like there are three conversations going on here right now. I want to make sure I’m tracking them.” (2) “It sounds like one conversation is about methods and methodology. Another is about finances. And a third is about the educational programme of the activity.” (3) “Am I getting it right?”

- **Balancing** undercuts the common myth that “silence means consent”. In doing so, it provides welcome assistance to individuals who do not feel safe enough to express their views because they think they are in a minority position.

How: “Okay, now we know where three people stand; does anyone else have a different position?” “Are there other ways of looking at this?” “What do others think?” “Does everyone else agree with this?”

- **Intentional silence** is highly underestimated. It consists of a pause, usually lasting no more than a few seconds, to give the speaker a brief “extra quiet time” to discover what s/he wants to say.

How: with eye contact and body language, stay focused on the speaker. Do not say anything, not even “hmm”. Just stay relaxed and pay attention.

- **Listening for common ground** serves to resolve disagreements. **How:** first, indicate to the group that you are going to *summarise the group’s differences and similarities*. Second, summarise the differences. Third, note areas of common ground. Last, check for accuracy.

Reflection point:

*Can you think of any other methods?
Are there some you use more than others?
What else is important to become a good
facilitator?*

Prepared by Karina Chupina, from the Council of Europe Directorate of Youth and Sport report “Training for Facilitators”, 2004.

APPENDIX IX Dealing with Difficult Dynamics

Problem	Typical Mistake	Effective Response
<p>Domination by a highly verbal member</p>	<p>Inexperienced facilitators often try to control this person. "Excuse me Mr. Q, do you mind if I let someone else take a turn?"</p> <p>Or, even worse, "Excuse me, Ms. Q, you're taking up a lot of the group's time..."</p>	<p>When one person is over-participating, everyone else is under-participating. So, focus your efforts on the passive majority. Encourage them to participate more. Trying to change the dominant person merely gives that person all the more attention.</p>
<p>Goofing around in the midst of a discussion</p>	<p>It's tempting to try to "organize" people by getting into a power struggle with them. "Okay, everybody, let's get refocused." This only works when the problem isn't very serious.</p>	<p>Aim for a break as soon as possible. People have become undisciplined because they are overloaded or worn out. After a breather, they will be much better able to focus.</p>
<p>Low participation by the entire group</p>	<p>Low participation can create the impression that a lot of work is getting done in a hurry. This leads to one of the worst errors a facilitator can make: assume that silence means consent, and do nothing to encourage more participation.</p>	<p>Switch from large-group open discussion to a different format that lowers the anxiety level. Often, idea-listing is the perfect remedy. If safety is a major concern, small group activities are very important.</p>
<p>Quibbling about trivial procedures</p>	<p>Lecture the group about wasting time and spinning our wheels.</p> <p>Space out, doodle, and think to yourself, "It's their fault we're not getting anything done."</p>	<p>Have the group step back from the content of the issue and talk about the process. Ask the group, "What is really going on here?"</p>

Problem	Typical Mistake	Effective Response
<p>Someone becomes strident and repetitive</p>	<p>At lunch, talk behind the person's back. Tell the person in charge that s/he must take more control.</p> <p>Confront the person during a break. Then, when the meeting resumes, act surprised when his/her anxiety goes through the roof!</p>	<p>People repeat themselves because they don't feel heard. Summarize the person's point of view until s/he feels understood.</p> <p>Encourage participants to state the views of group members whose views are different from their own.</p>
<p>Someone discovers a completely new problem that no one had previously noted</p>	<p>Try to come up with reasons why the group would not need to focus on that issue.</p> <p>Pretend not to hear the person's comments.</p>	<p>Wake up! This may be what you've been waiting for: the doorway into a new way of thinking about the whole situation.</p>
<p>Minimal participation by members who don't feel invested in the topic</p>	<p>Act as though silence signifies agreement with what's been said.</p> <p>Ignore them and be thankful they're not making trouble.</p>	<p>Look for an opportunity to have a discussion on, "What's important to me about this topic?" Have people break into small groups to begin the discussion. This gives everyone time to explore their own stake in the outcome.</p>
<p>Poor follow through on assignments</p>	<p>Give an ineffective pep-talk.</p> <p>Ignore it. "We didn't really need that information anyway."</p> <p>Put most of the responsibility on one or two people.</p>	<p>Have people do assignments in teams.</p> <p>Build in a report-back process at a midpoint before the assignment is due. This gives anyone having trouble a chance to get help.</p>

APPENDIX X IFHOHYP Study Session Participants' List

Last name	First name	Country	Organisation
Babayan	Armine	Armenia	No 27 Secondary School
Mia	Ishaque	Bangladesh	BPKS
Les	Curtis	Canada	CHHA
Munkebo Hansen	Sidsel	Denmark	SUMH
Kokkonen	Suvi	Finland	FFHOH
Myllymäki	Ville	Finland	FFHOH
Grehl	Jens	Germany	Bundesjugend
Grosse	Juliane	Germany	Bundesjugend
Scholler	Laura	Germany	Bundesjugend
Eichengreen	Adva	Israel	Bekol
Ferrauto	Francesca	Italy	ALFA - Milano
Nicchiarico	Luciano	Italy	AFAMUT - Trento
Pietrini	Andrea	Italy	FIADDA
Hogerzeil	Flora	The Netherlands	SH-Jong
de Vries	Mikael	The Netherlands	SH-Jong
Akram	Muhammad	Pakistan	Danishkadah
Dumitru	Cristina	Romania	Valea Mare Special School
Lemesova	Aleksandra	Russian Federation	Flex
Panicheva	Daria	Russian Federation	FADCY
Petrova	Tatiana	Russian Federation	FADCY
Pavlovic	Jovana	Serbia	CRID
Stojanovic	Irina	Serbia	CRID
Teodorovic	Milica	Serbia	CRID
Sabová	Andrea	Slovak Republic	SOMNED
Plattner	Maggie	Switzerland	Jugehörig
Copenhagen	Valerie	United Kingdom	NDCS
Ugo	Doose	United Kingdom	RNID

TEAM

Last name	First name	Country	Organisation
Penttinen	Noora	Finland	FFHOH
Oost	Rinne	The Netherlands	SH-Jong
Oost-Menheere	Christi	The Netherlands	SH-Jong
Chupina	Karina	Russian Federation	FADCY
Variny	Juraj	Slovak Republic	SOMNED

