



IFHOHYP NEWS

AGM in the Netherlands May 5th-8th 2005

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De Organisatie van Slechthorende Jongeren (SHJO) welcomes the current and future member organisations of IFHOHYP to participate in the Annual General Meeting in Utrecht. The AGM will be held 5th – 8th of May 2005. SHJO offers bed and board and some thematic workshops will be arranged. The participants pay for their own trips to/from the Netherlands. Only **1 delegate and 1 or 2 observers** per member organisation can participate. HoH individuals from non-member countries are also welcome to apply to participate the AGM as observers. Since

places are limited, the amount of observers can be discussed with the organizers. The applications should be addressed to: info@shjo.nl and it must contain: your name, address and country, the name of your organisation and e-mail address. **Deadline for the applications is april the 8th.** Only 30 participants can participate the AGM. Please note that only those delegates from member organizations have a right to vote who paid their membership fees before or at the AGM. You will be notified on this soon by IFHOHYP



Board. For membership in IFHOHYP and fees, see www.ifhohyp.org or contact the Board. We will reply as soon as possible if you can participate the AGM. During the last weeks of april, participants will receive further infos. You will also find a more detailed programme in Ifhohyp's homepage at www.ifhohyp.org.

Important !

IFHOHYP,

Czech Union for the
Deaf,

And Czech Summer-
camp Team

Invite you at

**SUMMERCAMP 2005
in CZECH REPUBLIC**

(6-21 August 2005)

More info at :

[www.
summercamp2005.org](http://www.summercamp2005.org)

YOUTH exchange “Integration and Education of youth with disabilities through Arts and Sports”, November 2004, Czech Republic.

For people with disabilities, the arts represent a world of resources and opportunities. It provides an outlet for creative expression and unlimited possibilities for personal, academic,



Above : Picture of the Group participating at Youth Exchange

Right: Pantomime performance by hard of hearing Russian Group

and professional success. Increased access to the arts, education, cultural facilities and events will help to provide people with disabilities full participation in their communities, and to contribute equal opportunities. Sport builds self-esteem, zest for constant self-improvement, ability to take risks and greater confidence in people with disabilities. Arts gives

more flexibility of thought, creative problem-solving skills and helps to endure social oppression easier. The idea of the project “Integration and Education of youth with disabilities through Arts and Sports” was born from the “Disability and Sport” and “Integration through Arts and Non-Formal Education” seminars which I organized within the *European Human Bridges* integrated network in 2001 and 2003. Since then, I haven’t heard of any youth disability projects where arts and sports would be ex-

plored at the same time. This is how this project idea came to existence.

“Integration and Education of youth with disabilities through Arts and Sports” seminar was supported through the EU YOUTH Action 1 programme (find more about YOUTH programme at http://europa.eu.int/comm/youth/program/index_en.html) and held in Pilsen, Czech Republic, from 12 to 22 of November, 2004.

4 groups of young people from Czech Republic, Moldova, Italy and Russia took part in the exchange – total of 32 persons in-



cluding team members. In the team, apart from hosts (OPIM, Czech organization for support of integration of minorities) – Sarka Vavclavikova and Jana Tikalova, there was Moldovan group leader Natalia Buga and IFHOHYP representatives Vanessa Migliosi and myself. Specificity of this project was not only its focus on arts and sports at the same time, but that it was a project **involving youth with different disabilities** – hard of hearing, deaf, wheelchair users, mobility impaired, visually impaired. In this way youth with different disabilities could learn a lot about each other and appreciate each other's differences, to help mutual integration process even if it started in a relatively small group. This **intercultural, "different ability"** group was like a **model of the society** where people have to constantly adapt to each other, to each others' needs, differences and perceptions.

Italian and Russian groups consisted mainly of hard of hearing and deaf youth; in Russian group there were also wheelchair users and mobility-impaired. Moldova presented mobility-impaired youth and Czech republic had a mixed group of mobility impaired and non-disabled participants.

The aims of the seminar were:

To provide disabled and non-disabled participants with an opportunity to explore the ways **education, arts and sport can combat intolerance**, serve **integration and social inclusion**; promote **communication, self-esteem and disability awareness** in society. Some of the covered themes were:

- Access to arts, sports and culture
- Role of arts in intercultural learning
- Reaching visibility and identity for the disabled community through the arts and sport using non-formal styles and approaches



-Seeing and perceiving disability in terms of ability

-Arts as a means to extinguishing disability stereotypes

-Accessible sports for ALL; is sport always a competition?

Programme was designed in a way as to enable participants to learn from each other. The whole week was full of

thematic workshops (e.g. on disability) and **masterclasses** and **skills**

developing workshops (arts, clay, painting, dance, wheelchair dance, accessible sports, sport games, others).

Workshops were run by both team leaders as well as by participants themselves.

The goal of the workshops altogether was to show how to learn arts and how to address arts and sports in our

life; to equip participants with different skills for their joint preparation of the performance of dance, art and story telling about this project - performance that would promote integration of young people with disabilities, manifest arts as a way to inclusion and awareness-raising, and

Above: Preparation of Pantomime

Below: Tango Dance between hard of hearing dancer and partner on wheelchair



would be shown to wider public in the local Czech community. Guests from Italy, Giuliano Pirelli of the Joint Research centre of the European Commission and Giacomo Pirelli, gave an extensive presentation of the **Voice project** that transforms **speech to the text-on-screen and subtitles**. See more about Voice project on http://voice.jrc.it/home_en.htm. Vanessa Migliosi, team leader of the Italian group, and Italian hard of hearing and deaf participants ran optional **workshops on sign language** which everybody liked. Special thanks to Stella from Italy who was interpreting in sign language throughout all the seminar for Italian participants. One of the highlights of the programme was the lively **wheelchair ballroom Latin dance performance** by the Russian group and following **master-classes in accessible dance**. Everybody was dancing! Some wheelchair-users were at first

afraid to dance in wheelchairs with a partner, but gradually overcame their fears and were happy to learn the harmony of dance. The dance performance continued with disco which lasted into the night. It is for the **first time in the world** that our Russian organisation developed ballroom sport dance programme where *hard of hearing/deaf dancers and wheelchair dancers train and dance together in couples*. Usually a non-disabled dancer dances with a partner in wheelchair; but here a hard of hearing/deaf dancer (hard of hearing trained girls or myself) dances with wheelchair partner! This contributes to mutual integration in many aspects: physical, psychological and social. We ran dance workshops at the seminar and would like to pass our unique experience to others! Expressive dynamic **pantomime performance** in costumes by Russian

group and **pantomime workshop** was also fully enjoyed by all participants. A thrilling **psychodrama workshop** by Mauro and Raffaele from Italy further reinforced the enthusiasm for theatre methods. It was found out that the theatre is one of the best ways for disabled and especially hard-of-hearing people to express themselves, to be more flexible and confident; to be able to connect their thoughts and feelings. Russian participant Irina volunteered to run **painting on wood workshop** after which all participants prepared small wooden plates with decorations. Her Russian peers also ran a **clay workshop** and showed simple but effective techniques of quick clay modelling. A result? Nice plates from clay with decorations and patterns that participants took home. Jana, the host, and myself were running **discussions** and interactive exercises on the theme of **stereotypes, discrimina-**

"It is for the first time in the world that our Russian organisation developed ballroom sport dance programme where *hard of hearing/deaf dancers and wheelchair dancers train and dance together in couples*"

tion and disability. I was running **confrontation exercises on disability, art and sport** where participants faced the questions: is sport always a competition? Can sport be accessible for all? What is participation in sports? Do people have a gift for art from birth or is it developed? What role do arts and sport play in life of a disabled person? Challenging **sport games** with barriers and **relay races** were played by all participants regardless of their disability. Even wheelchair users did relay-races despite their initial fear to participate. In one of my workshops which I ran together with Vanessa, participants were assigned to design an **accessible sport** in small groups. Ideas were abundant and people were very creative! The "Accessible Sport" workshop was an eye-opener for some participants and them the feeling that they really can take part in some kinds of sport which they would like to enjoy. Fabio, a young artist from Italy, made eve-

ryone laugh but very impressed with his presentation of karate sport in wheelchair. I was very happy to see such an amount and level of creativity during the week! Please forgive me those who I failed to mention in this article – contribution from all of you was more than appreciated! After this workshop Katya, a Russian participant, ventured to give a workshop on **accessible karate** for all. The saturated programme had breaks for sightseeing - **trips to Prague and Pilsen**. In the end, there was an amazing **performance** prepared by all participants and performed in the local community in front of spectators. It included all: wheelchair dance, pantomime, theatre, arts... When participants were leaving, some of them could not hold back tears. Indeed, it was a fruitful week of learning, having fun and getting to know each other...

To conclude: I hope that there will be **more such youth disability exchanges** – for example *between IFHOHYP member organisations and outside of IFHOHYP too!* Youth exchanges are an indispensable way of learning and meeting people with the same aspirations, problems and interests. It is also important that hard of hearing young people are not secluded in the circle of hard of hearing peers but that they learn more about other young people with other disabilities and without disabilities – this is a true way to **integration in society**.

I should add that YOUTH programme 2005 has priorities for **"Inclusion of young people with fewer opportunities"** and "Promoting diversity".

So go ahead and apply for it! Good luck!

Karina Chupina

"It is also important that hard of hearing young people are not secluded in the circle of hard of hearing peers but that they learn more about other young people with other disabilities and without disabilities – this is a true way to integration in society."

Karina Chupina is the IFHOHYP president, Organiser, ideas and resource person for the "Integration and Education of youth with disabilities through Arts and Sports" seminar, "Wheelchair Dance" programme dancer, leader of the Russian group

School and Education for HoH people in Switzerland

Written by

**Dalia
Casucci**

and
**Maja
Brumm**



“In contrast, there is a great preparation for university when you have to learn how to arrange yourself with hearing people”

In Switzerland, there are two possibilities for hearing impaired people: public schools and special schools.

Public schools:

After an auditive-verbal therapeutic education in the childhood, most hearing impaired children go to public school. They get a therapist who works with them more on school and a little bit on personal tasks based on auditive-verbal therapy. Most people who went to public schools don't have many problems to live with hearing people and also feel themselves socially integrated. A few people face themselves with problems in social life during school time and later on in their job, mostly because of misunderstandings of their hearing mates. Usually, children don't have problems with their disability until puberty. With the beginning of puberty, the question of “Who am I” arises and often, these chil-

dren are the only ones in the public schools with a hearing problem. There are organizations trying to oppose this feeling of isolation during puberty and during hard times, but they are not really well-known. This may have sounded as Swiss hard of hearing people have a big identity problem, but it's not that dramatically as it sounds.

Special schools

Because of the Swiss federal system, there are different school systems. Consequently, the different special school systems differ as well. The special schools teach mainly in the spoken language. Teachers do use signs to support the speech when the kids cannot understand the subject at all. During free time, the students are allowed to use sign language for chatting.

In the last few years, two schools started with a pilot project

on bilingualism. But they differ in the realization. At one school, there are two teachers, one speaks normally and the other with signs. At the other school, the two teachers are physically separated. One teaches in the spoken language only in the one room and the other in sign language only in the other room.

One (not overlookable) disadvantage is that these people leaving separated schools are not used to stay with hearing people. Consequently, most of them feel uncomfortable when they're with them. So what do they do? They build up their own world which is then called “deaf community” and isolate themselves. People without sign language are not really welcome and if, they have to be ready to learn their language.

“Only 15% of all hearing students go to a high school”

There is only one special school for hearing impaired people which offers an equal education (except the "level" high school) without missing the following advantages: relatively small class sizes and the children are among people with the same disability (which may have a positive effect on your personal development).

Before we conclude this article, here are some important notes to consider: We, the authors, can only speak for the schools in the German part of Switzerland. We do not know how the systems are in the French and Italian part, therefore we do not state anything about them.

In addition, we wrote there's no alternative school on the highest level. This may sound as if Switzerland is a development country in case of education of hearing impaired people. But in contrast to probably most European Nations, only 15% of all hearing students

go to a high school, so we can't expect this to be more with the hearing impaired people. They all have to go to public school for high school, of which we do not think as a disadvantage. In contrast, it is a great preparation for university as you have to learn how to arrange yourself with hearing people and how to get the most information available.

MEMBERSHIP FEES 2005

Dear General Members of IFHOHYP,

We kindly request you to pay IFHOHYP's membership fees for the 2005 year. In 2002 membership fee is changed and it is determined in the EURO.

Category of fee:

At the AGM-2004 in St.Petersburg, Russia, delegates voted that the amount is **200 €**. Accordingly, every country pays:

Denmark, Finland and The Netherlands
200 €

Belgium, Italy and Spain pay **100 €**

Czech Republic and Lithuania **135 €**

Bulgaria and Russia pay the **45 €**

We calculated the amount without decimals, and we can round off above to **5 €**.

The payment should be made to IFHOHYP's bank account in *Italy*

Please pay to beneficiary's bank:

Banca di Roma, S.W.I.F.T. or BIC code:
BROMITR1228

Bank address: **Via Giulio Cesare 90,
00192 Rome**

Beneficiary's name: **Vanessa Migliosi**

In details of payment, please, define:
payer's (organization) name, years of fees

All bank charges have to be paid by payer – your organization!

Your bank may ask the correspondent bank for payment. Please, consult with your bank which one the best.

Marian Koval
IFHOHYP Treasurer

Bridges for Recognition- promoting Recognition for Youth Work across Europe by Karina Chupina

“The event brought together a variety of areas and backgrounds who could influence the process of recognition of young peoples' skills gained through youth work”:

«Training is therefore vital for people with disabilities because it builds up the social skills and expertise otherwise unattainable for them through formal education»

Have you ever thought that your efforts in youth work can be recognized? That your skills and qualifications can be validated at the European level? Bridges for Recognition of Youth Work event in Leuven, Belgium (19-23 January, 2005) was about that.

The event brought together a variety of areas and backgrounds who could influence the process of recognition of young peoples' skills gained through youth work: youth workers, trainers, non-formal and formal learning organisers, social partners from the labour market and policy makers, to take further steps towards the recognition of non-formal learning & youth work. I was invited there as a representative of IFHOHYP - international youth organization that provides learning opportunities to hard of hearing youth through non-formal education

(remember IFHOHYP international study sessions and smaller thematic workshops at summer camps and AGMs? ;-); also, as a representative of the European Human Bridges integrated network involving both disabled and non-disabled youth across Europe; as an international youth work trainer; finally, I represented socially disadvantaged youth group (disabled youth) and my country, Russia – being the only Russian at the event. That was *a lot* for intensive three days of workshops and discussions...

Bridges for Recognition aimed...

·to stimulate the **recognition of skills and learning** by young people through participation in youth work activities

·to enhance the **social recognition** of youth work in society (by schools, em-

ployers etc...)

·to raise the **visibility** of youth work and its recognition within and outside the youth sector
Speakers included Pierre Mairesse (Acting Director Youth, Civil Society,

“Bridges for Recognition aimed:

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·to raise the **visibility of youth work and its recognition within and outside the youth sector”**

Communication, Directorate-General Education and Culture, European Commission), Peter

Lauritzen (Deputy to the Director of Youth and Sports, Council of Europe), Bettina Schwarzmayr (Vice-President of the European Youth Forum) and others. The programme was rich with thematic inputs and workshops. **Good Practice Workshops** provided...well, examples of good practices, of course - such as EuroPass as a tool for transparency (European Commission), Validation of Competences (France); Cultural/International Competency Record (Germany), Youth Worker Traineeships in Scouts (Netherlands), Personal Record of Achievement-Exchanges and Youth Initiative (UK), Youth Achievement Awards, Youth Worker Portfolio (Council of Europe), Promoting and mainstreaming Human Rights Education in youth work, YOUTH-Pass (EU YOUTH programme) and others. One example of Recognition of

youth work and qualifications on the European level is **EuroPass**. EuroPass aims to make skills and qualifications of young people clearly and easily understood in Europe (European Union, EFTA/EEA and candidate countries); and to help young people to move anywhere in Europe. It consists of five documents: *Europass CV* and *Europass Language Passport* which can be filled in by yourself - and three more documents which can be filled by responsible competent organisations only - *Europass Certificate Supplement*, *Europass Diploma Supplement* and *Europass Mobility*. Find out more about these documents and **see examples of the filled in documents** at <http://europass.cedefop.eu.int/europass/preview.action> - they deserve attention!

I asked the representative of the DG Education and Culture, European Commission if the



From the Youth Exchange in Czech Republic:

Above: Russian Dancers

Below: Designing accessible sport for all



provisions in the EuroPass documents are made in regard to disabled young people, their specificity and special needs? (For example, in the

European Language Passport there are many fields for Listening, Reading, Spoken Interaction, Spoken Production etc: how to make sure these are fully applicable to deaf/hard of hearing persons who may have the biggest difficulty in learning foreign languages comparing to other disabled people? What about sign language? Braille? How to make sure that answers by disabled people do not appear in a way self-discriminatory and are not interpreted wrongly?) The representative was puzzled - he did not expect such a question - but then said that it is up to a disabled/deaf/hard of hearing person how he or she describe their competences in foreign language or other field; they are free to explain their situation in the boxes provided for answers and explanations. See example of the European Language Passport at http://europass.cedefop.eu.int/img/dynamic/c542/cv-1_en_US_Europass_Example_EN.pdf. I also expressed the wish that

these documents are made *accessible* for people with different disabilities (visual etc). The representative responded that this issue is important, it is something for the European Commission to think about and they will do so.

Back to the event, **Clarifications on terms used in non-formal learning** shed light on different concepts and approaches to recognition. For better understanding of the terms check out “Terminology Cheat Sheet on Non-Formal and Informal Learning”! http://www.salto-youth.net/download/429/Bridges%20for%20Recognition_Cheat%20Sheet_final.doc. **'Hot Issues'** groups tackled some challenges and controversies regarding recognition of youth work. **Social Recognition of Youth Work** tackled the issue “How to valorise the youth work sector as a learning provider in

society?” **The Creaming Effect - Recognition and Equality** raised the question: *To which extent will the recognition of 'non-formal learning' create opportunities (self-esteem, job access, further education) for socially disadvantaged young people?* Here I can comment that I was the only participant in this Hot Issue group representing disadvantaged youth/youth with difficulties (in our case, disability). So for the balanced discussion there were not enough voices from the disadvantaged youth. The event was organised perfectly but unfortunately, it lacked participation of youth organisations of and for disadvantaged youth – those groups for whom non-formal education is crucial! I am convinced that in many cases non-formal education, trainings and the active learning they provide, are more inclusive for young people with disabilities than the formal education system. A greater number of young people with disabilities lack foreign language skills

in comparison to their non-disabled peers, due to limits of special education in some countries or social exclusion. Training is therefore vital for people with disabilities because it builds up the social skills and expertise otherwise unattainable for them through formal education. That is not to mention the fundraising skills, organization management, lobbying and other skills that disabled youth can learn at the trainings; the skills that help them to participate fully and to raise disability awareness in society. You are welcome to read more on benefits of trainings for disabled youth in the article I presented last year at http://www.training-youth.net/site/publications/coyote/coyote08/incl_disabilities.htm. The situation of recognition and non-formal education largely varies from country to country. In Italy or Russia, for example, there is no commonly defined concept as “youth work”. Non-formal education as a concept still has to be developed in my

country, Russia. At the event workshops, some participants were discussing the ways to recognise youth work with disadvantaged young people and learning by disadvantaged young people, but for others (including for myself) the vital question was: first we need to make involvement of youth with less opportunities into non-formal learning, and then to speak of recognition. But as said, situation varies from country to country, organisation to organisation, target group to target group. The key questions as *“What could be ways forward in the recognition of youth work on European and on local level? Where can the Bridges be made between different sectors (labour market, formal education, policy makers, youth work)?”* are always present, but the event was a very, very important step to start networking, developing partnerships and strategies on the way

to Recognition. Want to learn more about Recognition of Non-Formal Learning in Europe? Check out **Background documents** (such as “Pathways towards recognition and validation of education, training and learning in the youth field”, or “Youth Organisations as Non-Formal Educators”) at <http://www.salto-youth.net/BridgesPreparation/>. If you are interested in Bridges for Recognition, you can join the **Bridges for Recognition Virtual Community** at <http://communities.trainingvillage.gr/youth/>. For more information on training or employment opportunities, send me an email at the address below. Good luck on your road to Recognition!

Karina Chupina,
travelmind21@yahoo.com
 (cc: karinac@hotmail.ru)

P.S. Author needs active young people who would like to take part + help in establishing new non-formal learning projects and trainings in IFHOHYP. Feel free to write to me!



WE ARE ON INTERNET !
LOOK AT:
WWW.IFHOHYP.ORG

**“Building Communications for
HoH young people: breaking
down barriers and stereotypes”**
(EYC, Council of Europe, Strasbourg, 2003)



“IFHOHYP Board” are.....

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Who is the Hard of Hearing?

In IFHOHYP, there are young people with different origin and different levels of hearing loss, who mainly rely on hearing aids, oral speech and lip-reading to manage their communication. Those who have become totally deaf after acquisition of speech are also included in the definition. If a person may have lost his/her hearing later in life (late-deafened), then the person may feel more suitable in organization for hard of hearing people. The oral language is sometime supported by sign language, depending on individual 's abilities.

For any question about this
“IFHOHYP News” issue, please
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