

# Curriculum for Youth Workers:

How to Empower Deaf and Hard of Hearing Youngsters'  
Entrepreneurial and Employability Skills



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## **Curriculum for Youth Workers:**

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Hearing Youngsters'

Entrepreneurial and Employability Skills



## CURRICULUM

Curriculum for Youth Workers: How to Empower Deaf and Hard of Hearing Youngsters'  
Entrepreneurial and Employability Skills

## PROJECT

Taking Matters Into Our Own Hands: Employment and Entrepreneurship

## PROJECT PARTNERS

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Istituto ad ordinamento Universitario "Scuola Superiore Carolina Albasio" (Italy)  
Youth Power Germany e.V. (Germany)  
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## Summary of the Project



The statistics indicate that deaf and hard of hearing young people, and young people with communication obstacles are more than twice as likely to be unemployed compared to hearing adults. Integrating deaf and hard of hearing people into the job market is a key challenge; more than 50 % of the one million deaf and hard of hearing people in Europe are unemployed, and those who are employed are often in low-skilled and low-paid jobs. Deaf and hard of hearing persons can indeed contribute significantly to the labor market, but it's essential to ensure they receive appropriate education and guidance when entering the workforce to realize their potential and enhance their competitiveness. Those who teach or work with deaf and hard of hearing persons must be familiar with the specificities of deafness, understand the obstacles faced by deaf and hard of hearing persons, find the most appropriate solutions for them, and empower them to overcome the challenges they face and demonstrate their own competencies and ambitions in the job market. Similarly, deaf and hard of hearing persons, and persons with communication obstacles should be familiarized with the demands of the job market and prepared for effective engagement within it.

**For these reasons, the project "Taking Matters Into Our Own Hands: Employment and Entrepreneurship" focuses on two target groups of youth:**

1. to empower deaf and hard of hearing youngsters and youngsters with communication obstacles for entrepreneurial thinking and creating self-employment opportunities;
2. to provide youth workers with knowledge and skills in the field of entrepreneurship for working with young deaf and hard of hearing persons, as well as persons with communication difficulties.



## The project's activities and objectives are:

- the development of a toolkit that includes innovative educational workshops and activities, and two online learning courses with educational materials and practical advice for raising skills and knowledge in career development and entrepreneurship;
- the development of a curriculum for youth workers, enabling them to acquire knowledge and skills on how to provide career counseling and professionally guide deaf and hard of hearing persons, as well as persons with communication obstacles;
- to raise awareness and inform the public, particularly youth organizations, organizations for the deaf and hard of hearing, educational institutions, and other institutions, about the specifics of deafness and communication obstacles, as well as the challenges they face in the job market, offering them concrete advice and recommendations for more successful work with deaf and hard of hearing young people, and young people with communication obstacles, through social media campaigns;
- the development of a project website and an interactive online repository platform for youth workers, educators, and deaf and hard of hearing young people, containing educational materials in the form of articles, practical advice, stories from the target groups, and project-developed outputs, which will be permanently accessible;
- the final conference where materials developed during the project implementation and the results of testing these materials will be presented.



The educational materials (curriculum, toolkit), online learning courses, as well as other activities of this project, are the results of collaborative work among four organizations: Association of the Deaf and Hard of Hearing of the City of Zagreb (from Croatia), Istituto ad ordinamento Universitario "Scuola Superiore Carolina Albasio" (from Italy), Youth Power Germany e.V. (from Germany), Learning Library OÜ (from Estonia).



## Background of the Curriculum

The first educational material developed as part of this project is a curriculum titled „**Curriculum for Youth Workers: How to Empower Deaf and Hard of Hearing Youngsters' Entrepreneurial and Employability Skills**“. It is intended for youth workers, such as professionals from the social welfare system, experts working in the employment sector, individuals working in civil society organizations, who may potentially work with deaf and hard of hearing persons, as well as persons with communication obstacles during their work. The objective is to train them in career advising and professional guidance for deaf and hard of hearing persons, and persons with communication obstacles.

The curriculum consists of 10 modules, with each module containing several sessions detailed with activity flow and implementation instructions. Additionally, the curriculum includes supplementary reading materials and materials necessary for the implementation of the described activities. The curriculum is based on the approach, principles and methods of non-formal education. It consists of interactive and participatory methods tailored to the participants profile and needs, some of them being: interactive games, reflective exercises, simulation tasks, individual activities, work in pairs and groups, plenary discussions, theoretical presentations, practical task work, and exchange of experiential knowledge.

**Based on the theme and the target group, the curriculum objectives are:**

- to gain necessary knowledge about deafness and the specifics of working with young deaf and hard of hearing persons;
- to develop communication strategies for successful interaction with deaf and hard of hearing young people, and young people with communication obstacles;

- to understand the employment challenges faced by deaf and hard of hearing young people, as well as young people with communication obstacles;
- to familiarize with the concept of the job market and the importance of developing adaptability skills;
- to familiarize with the basics of entrepreneurship and the potentials and methods of self-employment;
- to learn about mentoring and providing sufficient support to hard of hearing young people, as well as young people with communication obstacles to develop their own competencies and achieve their ambitions;
- to learn specific advice and guidelines for career counseling and professional guidance for hard of hearing young people, as well as young people with communication obstacles;
- to encourage understanding and respect for cultural differences and the importance of an inclusive approach in working with deaf and hard of hearing young people;
- to apply knowledge and skills to enhance employability, realize rights, and social inclusion of deaf and hard of hearing persons, and persons with communication difficulties.



The curriculum modules can be used individually, regardless of other modules. Although each individual module and session have recommended durations, this curriculum is flexible, allowing future users to adapt it to their own needs. The curriculum is intended for all interested parties who believe they can implement it in their work with young people, especially with young people with disabilities.



This curriculum is the result of collaborative work among three partners of this project (Association of the Deaf and Hard of Hearing of the City of Zagreb, Youth Power Germany, Istituto ad ordinamento Universitario "Scuola Superiore Carolina Albasio"), and has been tested in their countries.



It is available in five languages: English, Croatian, German, Italian, and Estonian. The curriculum is permanently available on the project's official website ([empower-employ.eu](http://empower-employ.eu)).



# Structure of the Curriculum

1

## Awareness of Work with Specific Group – Deaf and Hard of Hearing Persons

- Presentation of Deafness and Hearing Impairment
- Speech and Language Methods of Deaf and Hard of Hearing Persons
- Communication Methods for Deaf and Hard of Hearing Persons

2

## Communication Strategies

- Introduction to communication
- Verbal and non-verbal communication
- Business communication

3

## Entrepreneurship Basics

- Introduction to the entrepreneurial learning
- How to be a successful entrepreneur and development of entrepreneurial mindset
- Entrepreneurial intelligence

4

## Enhancing Employability Skills for Hard of Hearing and Deaf Individuals

- Understanding Employment Challenges and Hearing Loss Spectrum
- Effective Communication in the Workplace with Speech and Language of Deaf and Hard of Hearing Persons
- Communication Methods for Deaf and Hard of Hearing Persons

5

## Assistive Technology

- Introduction to Assistive Technology
- Assistive Technology for Deaf and Hard of Hearing Persons

6

## Inclusive Education

- Introduction to Inclusive Education
- Inclusive Education for Deaf and Hard of Hearing Persons – Opportunities and Challenges

7

## Mentorship and Support

- Understanding the mentorship and support
- Principles of mentoring and types of mentoring
- How to establish mentoring and support relationship – step-by-step

8

## Career Development

- Hopes, dreams and wishes
- Build your career – soft skills development
- Building your career – creation of plan

9

## Advocacy and Accessibility

- Advocacy for the Rights of Deaf and Hard of Hearing Persons
- Accessibility – What It Is and How to Ensure It in Youth Work Activities
- Workplace Adaptations for Deaf and Hard of Hearing Persons

10

## Cultural Differences

- Characteristics of Deaf Culture – Comparative Analysis

## Module 1

# Awareness of Work with Specific Group – Deaf and Hard of Hearing Persons

**This module consists of three sessions with a total duration of 4.5 hours, and it will cover the following sessions:**

1. Presentation of Deafness and Hearing Impairment;
2. Speech and Language Methods of Deaf and Hard of Hearing Persons;
3. Communication Methods for Deaf and Hard of Hearing Persons.





# At the end of this module, youth workers will be able to:



## Knowledge

1. Explain concepts of deafness and hearing impairment and their differences.
2. Differentiate hearing impairment by degree and time of onset.
3. Explain the linguistic and speech outcomes of deaf and hard of hearing persons.
4. Categorize and describe existing communication methods for deaf and hard of hearing persons.
5. Explaining the impact of deafness and hearing impairment on communication and information access.



## Skills

1. Successfully approach and address a deaf or hard of hearing person.
2. Effectively use different communication methods based on the level of the person's hearing impairment and linguistic-speech abilities.
3. Assess and adapt content, materials and activities for deaf and hard of hearing persons based on their capabilities.

<b>SESSION 1</b> Presentation of Deafness and Hearing Impairment	<b>SESSION 2</b> Speech and Language Methods of Deaf and Hard of Hearing Persons	<b>SESSION 3</b> Communication Methods for Deaf and Hard of Hearing Persons
90 min	60 min	120 min



## Teaching Methodology

Oral presentations, discussions, demonstrations; participants will work individually, in groups and in pairs



## Required Materials

Projector, computer, internet connection, presentation, whiteboard and markers, earplugs, paper and pencil, worksheets, copies of handouts and workshop summaries



## Literature

1. World Health Organization (2023). Deafness and hearing loss. <https://www.who.int/news-room/fact-sheets/detail/deafness-andhearing-loss>
2. Kushalnagar, P., Topolski, T. D., Schick, B., Edwards, T. C., Skalicky, A. M. and Patrick, D. L. (2011). Mode of communication, perceived level of understanding, and perceived quality of life in youth who are deaf or hard of hearing. *Journal of deaf studies and deaf education*, 16(4), 512-523.
3. Manchaiah, V. K. and Stephens, D. (2013). Perspectives on defining 'hearing loss' and its consequences. *Hearing, Balance and Communication*, 11(1), 6-16.
4. Punch, J. L., Hitt, R. and Smith, S. W. (2019). Hearing loss and quality of life. *Journal of communication disorders*, 78, 33-45.

## Session 1

# Presentation of Deafness and Hearing Impairment

This workshop provides insight into the hearing auditory sense as one of the five senses through which humans receive information from their environment and establish communication with it. Participants will become educated with two categories: based on the degree of impairment and based on the time of onset of the impairment (within this module, participants will familiarize with these two categories as the most relevant for successful work with deaf and hard of hearing persons). Additionally, participants will learn about the main differences between deafness and hard of hearing.

**At the end of this session, youth workers will be able to:**

### KNOWLEDGE:

1. Explain the function of the sense of hearing.
2. Analyze the impact of hearing loss on quality of life.
3. Explain concepts of deafness and hearing impairment and their differences.
4. Differentiate hearing impairments by degree and time of onset.



### Duration

90 min



### Teaching Methodology

Oral presentations, discussions, demonstrations; participants will work individually



### Required Materials

Projector, computer, internet connection, presentation, whiteboard and markers, earplugs, paper and pencil, worksheets, copies of handouts and workshop summaries



### Literature

1. World Health Organization (2023). Deafness and hearing loss.

Projector, computer, internet connection, presentation, whiteboard and markers, earplugs, paper and pencil, worksheets, copies of handouts and workshop summaries







## 1



### INTRODUCTION

**The trainer initiates the workshop with the following questions:**

1. List the senses we have.
2. Explain the role and application of the sense of hearing on your life.

After a brief discussion, the first part of the demonstration follows – the trainer hands out earplugs to the participants, then plays specific sounds that they must identify (sound of rain, laughter, traffic, knocking on a door, the sound of a phone ringing, etc.).

The second part of the demonstration evaluates the clarity of the message. The trainer plays an auditory danger alert, then reads a short story. Participants write down their answers on a paper (what they heard/understood). After that, they compare their answers with the trainer and other participants.

**The trainer asks questions again, participants reflect on their emotions during the demonstration and the impact of hearing loss on everyday life:**

1. Did you guess all the sounds or not?
2. Which sounds did you guess?
3. Why didn't you manage to guess some sounds?
4. Did you understand the auditory danger alert and the trainer's short story? What did you manage to understand, and what didn't you?
5. Which part of the demonstration did you think you understood but didn't?
6. How did you feel knowing you didn't hear or understand everything?
7. During "hearing loss," which senses did you rely on?
8. Reflect and explain how hearing loss would impact your life.

#### Learning Outcomes

Establishing the role and importance of the auditory sense on everyday life and assessing the impact of hearing loss on quality of life.

#### Duration

40 min

#### Required Materials

Earplugs, paper and pencil, worksheets, computer, internet connection, projector



## 2

### MAIN PART

Using the prepared presentation, the trainer familiarizes participants with terms related to hearing impairment and the first division of hearing impairment – considering the degree of impairment (within this module, participants will familiarize with two categories as the most relevant for successful work with deaf and hard of hearing persons; the second module will be covered in the next session – 2. *Speech and Language Methods of Deaf and Hard of Hearing Persons*).

**The presentation includes the following topics:**

- Degrees of hearing loss
- Differences between deafness and hearing impaired

**Link:** <https://tinyurl.com/Deafness-presentation>

Learning Outcomes	Duration	Required Materials
Presenting the first division of hearing impairment - considering the degree of impairment, and comparing deafness and hard of hearing.	35 min	Computer, projector, presentation

## 3

### CONCLUSION

The trainer and participants exchange impressions and conclusions about the newly gained knowledge.

Learning Outcomes	Duration	Required Materials
Concluding on the presented concepts and providing clarification if necessary.	15 min	-

## Session 2

# Speech and Language Methods of Deaf and Hard of Hearing Persons

This session educates participants about the second classification of hearing impairment – based on the time of onset, emphasizing the impact of this division on the further speech-language development of deaf and hard of hearing persons. Participants will be acquainted with the heterogeneity of the deaf and hard of hearing community. The heterogeneity of the community requires the application of an individual approach in working with them. Additionally, participants will be able to list and explain all factors influencing the heterogeneity of the community (degree and time of hearing impairment, speech-language status of the individual, education, etc.).

**At the end of this session, youth workers will be able to:**

### KNOWLEDGE

1. Identify hearing impairments based on the time of onset.
2. Connect the impact of the time of onset of hearing impairments to further speech and language development.
3. Explain the speech-language competencies of deaf and hard of hearing persons and their impact on other aspects of life.



### Duration

60 min



### Teaching Methodology

Oral presentations, discussions; participants will work in groups



### Required Materials

Projector, computer, internet connection, presentation, whiteboard and markers, paper and pencil, worksheets, copies of handouts and workshop summaries



### Literature

1. Kushalnagar, P., Topolski, T. D., Schick, B., Edwards, T. C., Skalicky, A. M. and Patrick, D. L. (2011). *Mode of communication, perceived level of understanding, and perceived quality of life in youth who are deaf or hard of hearing*. *Journal of deaf studies and deaf education*, 16(4), 512-523. <https://tinyurl.com/2dyaj6j4>





## 1

### INTRODUCTION

The trainer divides participants into smaller working groups. All groups have the same questions. Each group writes down their answers on paper, and then presents them to the other participants.

**Questions:**

1. How did you acquire speech and language?
2. What do you consider necessary for successful acquisition of speech and language?
3. How do you think deaf and hard of hearing persons acquire speech and language?

The trainer comments on their answers and provides additional information to the other participants.

Learning Outcomes	Duration	Required Materials
Defining the role of speech and language and identifying the prerequisites for their development.	20 min	Whiteboard and markers, paper and pencil, worksheets

## 2

### MAIN PART

Using the prepared presentation, the trainer educates participants with the second classification of hearing impairments - based on the time of onset and explains the impact of this classification on the further speech and language development of deaf and hard of hearing persons.

**The presentation includes the following topics:**

- The time of hearing impairment onset
- How does hearing loss impact speech and language development?
- 

**Link:** <https://tinyurl.com/Deafness-presentation>

Learning Outcomes	Duration	Required Materials
Presenting the second classification of hearing impairment - based on the time of onset and explaining its impact on the further speech-language development of deaf and hard of hearing persons.	30 min	Computer, projector, presentation

### 3

## CONCLUSION

Connecting the previous and this session, the trainer leads a brief discussion with participants aimed at exchanging impressions and knowledge gained from the previous activities.

The trainer summarizes the conclusions from the completed activities: the deaf and hard of hearing community is extremely heterogeneous, which requires an individualized approach in working with them. Various factors contribute to this heterogeneity (degree of hearing impairment and the time of its onset, acquired speech skills, and language competencies).

### Learning Outcomes

### Duration

### Required Materials

Concluding on the factors that make the deaf and hard of hearing community heterogeneous.

10 min

-

## Session 3

# Communication Methods for Deaf and Hard of Hearing Persons

In this session, participants learn about various methods of communication with deaf and hard of hearing persons. Furthermore, they develop the skill of employing specific communication methods in simulated scenarios (thus enhancing their ability to interact with and communicate effectively with deaf and hard of hearing persons).

At the end of this session, youth workers will be able to:

### KNOWLEDGE

1. List and describe existing communication methods for deaf and hard of hearing persons.

### SKILLS

1. Successfully approach and address a deaf or hard of hearing person.
2. Effectively use different communication methods based on the level of the person's hearing impairment and linguistic-speech abilities.
3. Assess and adapt content, materials and activities for deaf and hard of hearing persons based on their capabilities.



### Duration

120 min



### Teaching Methodology

Oral presentations, discussions; participants will work in groups and pairs



### Required Materials

Projector, computer, internet connection, presentation, whiteboard and markers, earplugs, paper and pencil, worksheets, copies of handouts and workshop summaries



### Literature

1. Kushalnagar, P., Topolski, T. D., Schick, B., Edwards, T. C., Skalicky, A. M. and Patrick, D. L. (2011). *Mode of communication, perceived level of understanding, and perceived quality of life in youth who are deaf or hard of hearing*. *Journal of deaf studies and deaf education*, 16(4), 512-523.

<https://tinyurl.com/2dyaj6j4>





## 1

### INTRODUCTION

The trainer divides participants into smaller working groups. All groups have the same questions. Each group writes down their answers on paper, and then presents them to the other participants.

**Questions:**

1. How do you think deaf and hard of hearing persons communicate?
2. Do you think all deaf and hard of hearing persons know sign language?
3. How would you approach deaf and hard of hearing persons?
4. How would you communicate with deaf and hard of hearing persons?

The trainer comments on their answers and provides additional information to the other participants.

Learning Outcomes	Duration	Required Materials
Presenting various communication methods among deaf and hard of hearing persons.	20 min	Whiteboard and markers, paper and pencil, worksheets

## 2

### MAIN PART

Using the prepared presentation, the trainer familiarizes participants with the existing communication methods for deaf and hard of hearing persons.

**The presentation includes the following topics:**

- Sign language
- Other communication methods
- Tips for communicating with people with a hearing loss

**Link:** <https://tinyurl.com/Deafness-presentation>

Learning Outcomes	Duration	Required Materials
Describing possible methods of communication with the deaf and hard of hearing persons.	40 min	Computer, projector, presentation, internet connection

The trainer divides the participants into pairs, giving each pair the same tasks. One partner wears earplugs and 'acts out' a deaf person, while the other partner is the hearing person. After a few questions are asked, they switch roles so that both partners assume the role of the deaf person.

**Tasks:**

1. Think and explain how you would attract the attention of a deaf person in the following situations:
  - a. You are in the same room as a deaf person, and they are about half a meter away from you. How would you get their attention?
  - b. The deaf person is next to you and is typing on their mobile phone. How would you get their attention?
  - c. You are in a car with a deaf person, both of you are passengers, and it is nighttime outside. How would you communicate with them?
2. Talk to your partner, keeping in mind the previously discussed rules for communicating with deaf and hard of hearing persons.

One partner wears earplugs and 'acts out' a deaf person, while the other partner is the hearing person. After a few questions are asked, they switch roles so that both partners assume the role of the deaf person.

**Recommended questions (partners can ask whatever they want, it's important to ask different questions):**

1. What is today's date?
2. What is the capital city of Turkey?
3. What do you like to do in your free time?
4. What was your first job?
5. How many days are in one year?
6. What are you wearing today?

During asking questions, check if the person answers them correctly, if they understand you on the first try, or if you need to repeat the question. Also, be aware of possible mistakes on your part (are you asking questions too quickly, speaking clearly, how you are oriented in relation to your partner), and consider if the communication flows fluently. Write down your responses.

1. Talk to your partner, keeping in mind the previously discussed rules for communicating with deaf and hard of hearing persons.

**Read the following notice to them and check their understanding, then switch roles.**

**Examples of notices:**

*Today's meeting is postponed due to illness and will take place next Friday at 2 p.m. The meeting will not be held in the usual room, but in the hall on the third floor.*

*January was the warmest month ever recorded in Spain, with temperatures reaching as high as 30 degrees Celsius in Valencia. Such temperatures are the result of climate change.*

1. Remember that there are different levels of language knowledge among deaf and hard of hearing persons. Think about how you would adapt the following message for someone with a low level of spoken language comprehension. Write down your response.

*Today's meeting is postponed due to illness and will take place next Friday at 2 p.m. The meeting will not be held in the usual room, but in the hall on the third floor.*

At the end, each pair presents their results and conclusions to the participants. The trainer comments on their conclusions and provides additional information.

Learning Outcomes	Duration	Required Materials
Applying the rules of approach to deaf and hard of hearing persons and the rules of communication with them in given simulation conditions.	50 min	Earplugs, paper and pencil, worksheets

### 3

## CONCLUSION

The trainer is having a final discussion on the importance of applying an appropriate communication system depending on the auditory and speech-language status of the individual. Participants exchange impressions and opinions they have gained during the work on simulation tasks.

Learning Outcomes	Duration	Required Materials
Raise awareness of the importance of applying an appropriate communication system depending on the auditory and speech-language status of the individual.	10 min	-

## Module 2

# Communication Strategies

**This module consists of three sessions with a total duration of 5 hours, focusing on the following sessions:**

1. Introduction to communication
2. Verbal and non-verbal communication
3. Business communication





## At the end of this module, youth workers will be able to:



### Knowledge

1. Define communication theories and describe communication models (e.g., Shannon-Weaver model, Transactional model).
2. Explain of barriers to communication and strategies to overcome them.
3. Recognition and interpretation of verbal and non-verbal cues.



### Skills

1. Develop active listening skills.
2. Develop empathy and sensitivity towards non-verbal cues.
3. Develop patience and willingness to repeat or rephrase information.
4. Adapt communication styles based on audience needs.
5. Develop confidence and assertiveness in expressing ideas and opinions.
6. Cultivating trust and rapport through effective communication.
7. Write clear and concise communication in various formats (e.g., emails, reports).
8. Use basic knowledge of sign language in communication (if applicable).
9. Develop trust and strengthen relationships through effective communication.

SESSION 1 Introduction to Communication	SESSION 2 Verbal and Non-verbal Communication	SESSION 3 Business Communication
90 min	120 min	90 min



### Teaching Methodology

Lecture/discussion, hands-on activities/role-plays, case studies/scenarios, peer learning, group discussions



### Required Materials

Computer/mobile device with internet connection, projector, whiteboard, paper, pens and pencils, earplugs/noise-canceling headphones/headsets, worksheet, copies of the material



### Literature

1. G. R. Kress- T. Van Leeuwen (2001). *Multimodal discourse: The modes and media of contemporary communication*, Arnold, London



# Introduction to Communication

The course will start with the introductory module on communication. Specifically, this session will cover the topics of:

1. Introduction to Communication
2. Types of Communication
3. Forms of Communication
4. Effective Communication Strategies

Communication is vital for human interaction, encompassing verbal, nonverbal, and written forms. Mastering its basics is key to effective communication, improving relationships, career success, and societal contributions. Learning communication skills helps students express themselves, listen, understand others, and resolve conflicts, benefiting their communities.



## Duration

90 min



## Teaching Methodology

Lecture (oral presentation, PPT presentation), group discussion



## Required Materials

A computer/mobile device with internet connection, pens and paper, projector



## Literature

1. Keyton, J. (2001). *Communication Research: Asking Questions, Finding Answers*, McGraw Hill
2. Adler, Ronald B. (2016). *Looking Out, Looking In: Interpersonal Communication*, Cengage Learning

At the end of this session, youth workers will be able to:

## KNOWLEDGE

1. Define communication and its significance in various contexts.
2. Distinguish between several types of communication (verbal, nonverbal, written) and their applications.
3. Explain the importance of effective communication strategies in personal and professional settings.
4. Describe prominent communication models (e.g., Shannon-Weaver model, Transactional model) and their components.
5. Explain how communication theories (e.g., Social Learning Theory, Social Penetration Theory) contribute to understanding human interaction.
6. Identify common communication barriers (e.g., language barriers, cultural differences, psychological barriers) and analyze disruptive factors.
7. Explore the dynamics of interpersonal communication, including active listening, empathy, and feedback.
8. Explain the impact of nonverbal cues (e.g., body language, facial expressions) on communication outcomes.
9. Demonstrate understanding of cultural sensitivity and its role in fostering inclusive communication.

## SKILLS

1. Propose strategies to overcome communication barriers and enhance clarity and effectiveness.
2. Evaluate the effectiveness of implementing communication strategies in achieving desired outcomes.
3. Develop personal communication skills during activities and when working with participants.



## 1

### INTRODUCTION

The module begins with a brief introduction to the concept of communication, in which trainers are taught what communication is and why it is important to be able to distinguish between the diverse types that exist.

Learning Outcomes	Duration	Required Materials
Defined communication concepts.	15 min	Presentation materials (slides or handouts), pens and paper for note taking, computer/mobile device with internet connection

## 2

### MAIN PART

In this activity, participants will delve into various communication models and theories. They will learn to describe prominent models such as the Shannon-Weaver model and Transactional model, understanding their components and implications in communication processes. Additionally, participants will explore communication theories like Social Learning Theory and Social Penetration Theory, gaining insights into how these theories contribute to understanding human interaction dynamics.

Learning Outcomes	Duration	Required Materials
Identify communication models and theories.	20 min	Presentation materials (slides or handouts), pens and paper for note taking, computer/mobile device with internet connection

Participants will engage in an interactive discussion to identify common barriers to effective communication such as language barriers, cultural differences, and psychological barriers. Through case studies or scenarios, they will analyze how these barriers can impede understanding and collaboration in various contexts. Finally, participants will brainstorm and propose strategies to overcome communication barriers and enhance clarity and effectiveness.

Learning Outcomes	Duration	Required Materials
Recognise barriers to communication.	20 min	Case studies or scenarios, pens and paper for brainstorming

Through guided reflection and discussion, participants will explore the dynamics of interpersonal communication. They will examine concepts such as active listening, empathy, and feedback, considering their role in fostering effective communication and building rapport. Additionally, participants will discuss the impact of nonverbal cues and cultural sensitivity on communication outcomes. The session will encourage self-awareness and insight into personal communication styles.

Learning Outcomes	Duration	Required Materials
Understand interpersonal dynamics.	20 min	Presentation materials (slides or handouts), pens and paper for note taking, computer/mobile device with internet connection

3

### CONCLUSION

Participants will engage in a reflective exercise to evaluate the effectiveness of communication strategies discussed throughout the session. They will consider their own communication experiences and interactions, identifying areas of success and areas for improvement. Through guided prompts or group discussion, participants will assess how well they have met the learning objectives and explore strategies for continued growth in communication skills.

Learning Outcomes	Duration	Required Materials
Evaluate communication effectiveness.	15 min	Pens and paper for note taking, discussion facilitation materials

# Verbal and Non-verbal Communication

This module explores the dynamics of verbal and nonverbal communication, essential for effective interaction. Participants will learn to convey messages through spoken and unspoken cues, enhancing social connections.

## Topics Covered:

- **Verbal Communication Fundamentals:** Insights into language use, tone, and articulation, shaping message interpretation and interpersonal dynamics.
- **Nonverbal Communication Basics:** Understanding body language, facial expressions, gestures, and posture to improve communication.
- **Cultural Considerations:** Recognizing and respecting cultural differences in nonverbal communication for cross-cultural understanding.
- **Integrating Communication Forms:** Synchronizing verbal and nonverbal cues for impactful message delivery through exercises and case studies.

**At the end of this session, youth workers will be able to:**

## KNOWLEDGE

1. Define verbal communication and its importance in interpersonal interactions.
2. Identify components of verbal communication, including language use, tone, and articulation.
3. Explain how verbal cues influence message interpretation and interpersonal dynamics.
4. Define nonverbal communication and its significance in conveying messages.
5. Recognize different forms of nonverbal communication, such as body language, facial expressions, gestures, and posture.
6. Analyze the impact of nonverbal cues on communication effectiveness and interpersonal relationships.
7. Explore how cultural differences influence nonverbal communication norms and practices.
8. Identify cultural variations in nonverbal cues and their implications for cross-cultural interactions.
9. Recognize the interplay between verbal and nonverbal cues in communication.
10. Reflect on personal communication experiences and identify strengths and areas for improvement.



## Duration

120 min



## Teaching Methodology

Oral presentations, hands-on activities/role-plays, peer learning and group discussions



## Required Materials

A computer/mobile device with internet connection, pens and paper, projector, earplugs/noise-canceling headphones/headsets



## Literature

1. Adler, Ronald B. (2016). Looking Out, Looking In: Interpersonal Communication, Cengage Learning



## 1

### INTRODUCTION

The module, similarly to the previous one, will start with a brief introduction to the concept of verbal communication. Verbal communication is a crucial aspect of human interaction, involving the use of words to convey messages and ideas. It involves understanding tone, volume, pitch, and intonation, as well as non-verbal cues. The focus on the importance of non-verbal communication will set the basis for the introduction of the main part.

#### Learning Outcomes

#### Duration

#### Required Materials

Understanding verbal communication fundamentals.

15 min

Presentation materials (slides or handouts), pens and paper for note taking, computer/mobile device with internet connection

## 2

### MAIN PART



During this activity, participants will delve into the fundamental aspects of nonverbal communication, a key element in interpersonal interactions. Through interactive discussions and practical examples, participants will explore various forms of nonverbal cues, including body language, facial expressions, gestures, and posture. They will learn to recognize the significance of nonverbal cues in conveying emotions, attitudes, and intentions, and understand how these cues can influence communication dynamics.

Additionally, participants will examine the impact of cultural differences on nonverbal communication, gaining insights into cross-cultural interpretations of nonverbal cues. By the end of the activity, participants will develop a deeper understanding of nonverbal communication basics and its role in enhancing communication effectiveness in diverse social contexts.

#### Learning Outcomes

#### Duration

#### Required Materials

Exploring nonverbal communication basics.

20 min

Presentation materials (slides or handouts), pens and paper for note taking, computer/mobile device with internet connection



During this activity, participants will explore the role of cultural differences in shaping nonverbal communication norms and practices. Through interactive discussions and experiential learning, participants will examine how cultural backgrounds influence the interpretation and expression of nonverbal cues. Additionally, a workshop component will be integrated, where hearing participants will experience the condition of deafness using earplugs. This experiential exercise will help participants understand the challenges faced by individuals with hearing impairments and appreciate the importance of nonverbal communication in bridging cultural and communication barriers. By the end of the activity, participants will gain insights into cross-cultural interpretations of nonverbal cues and develop strategies for effective cross-cultural communication.

Learning Outcomes	Duration	Required Materials
Understanding cultural considerations in nonverbal communication.	35 min	A computer/mobile device with internet connection, pens and paper, projector, earplugs/noise-canceling headphones/headsets
<p>In this activity, participants will explore the symbiotic relationship between verbal and nonverbal communication and learn to synchronize both channels for effective message delivery. Through interactive exercises participants will practice integrating verbal and nonverbal cues to convey messages accurately and enhance communication effectiveness. They will learn how to align verbal content with nonverbal cues such as body language, facial expressions, and tone of voice to convey meaning comprehensively. By the end of the activity, participants will develop practical skills for integrating verbal and nonverbal communication, enabling them to communicate more effectively in diverse personal and professional settings.</p>		
Learning Outcomes	Duration	Required Materials
Understanding cultural considerations in nonverbal communication.	35 min	A computer/mobile device with internet connection, pens and paper, projector, earplugs/noise-canceling headphones/headsets

### 3

## CONCLUSION

This activity aims to enhance communication competence by participants reflecting on their firsthand experiences and identifying areas for improvement. Through guided exercises and peer feedback sessions, participants gain insights into their strengths and weaknesses in verbal and nonverbal communication. They engage in constructive discussions and receive supportive feedback. Strategies for continuous improvement include adapting communication styles, managing conflicts, and building rapport. Participants leave with a personalized action plan for further development.

Learning Outcomes	Duration	Required Materials
Enhancing communication competence.	15 min	Presentation materials (slides or handouts), pens and paper for note taking, computer/mobile device with internet connection

# Business Communication

This session covers effective communication strategies in professional environments, especially business communication. Participants will learn about formal written communication, presentations, meetings, and negotiations. Through discussions and exercises, they'll enhance their professional communication skills, including nonverbal communication in business.



## Duration

90 min



## Teaching Methodology

Oral presentations, peer learning and group discussions, real-world case studies and scenarios



## Required Materials

A computer/mobile device with internet connection, pens and paper, projector



## Literature

1. Coleman, P., Deutsch, M., Marcus, E. (2014). *The Handbook of Conflict Resolution: Theory and Practice, 3rd Edition*, Jossey-Bass
2. Cialdini, R. (2006). *The Psychology of Persuasion (revised edition)*, Harper Business, New York
3. Kress, G. R., Leeuwen V. T. (2001). *Multimodal discourse: The modes and media of contemporary communication*, Arnold, London
4. Kress, G. R., Leeuwen V. T. (1996). *Reading images: The grammar of visual design*, Routledge, London

**At the end of this session, youth workers will be able to:**

## KNOWLEDGE

1. Explain the fundamental principles of business communication and concepts of effective business communication.
2. Analyze business communication in the context of the business environment, including internal and external communication.
3. Research stakeholders' communication needs to adapt approaches and communication to the preferences, expectations, and goals of different stakeholders, such as colleagues, clients, superiors, and shareholders.
4. Analyze strategies for effective negotiation and persuasion applicable in business communication.
5. Recognize the importance of nonverbal communication in business interactions, including its impact on perceptions, relationships, and negotiation outcomes.
6. Identify common nonverbal signs and gestures in business communication and interpret their meanings and implications.

## SKILLS

1. Apply rules of written communication in various business contexts, including emails, reports, official notices, and proposals.
2. Apply rules of business correspondence, both orally and in writing.
3. Apply rules and advice for presentations at meetings and conferences.
4. Apply negotiation and persuasion techniques to achieve desired results in the business environment.
5. Apply strategies for timely and effective nonverbal communication to improve relationships, content credibility, and desired outcomes.



## 1

### INTRODUCTION

During this activity, participants will engage in a brief lecture-style presentation that introduces the fundamental principles of business communication. The facilitator will cover topics such as the importance of effective communication in professional environments, key components of business communication (e.g., clarity, professionalism, audience awareness), and the role of communication in achieving organizational goals. Additionally, participants will have the opportunity to discuss and analyze case studies or real-world examples that illustrate the application of these principles in different business contexts.

#### Learning Outcomes

#### Duration

#### Required Materials

Understanding of business communication's basis.

15 min

Presentation materials (slides or handouts), pens and paper for note taking, computer/mobile device with internet connection

## 2

### MAIN PART

This activity aims to enhance proficiency in formal written communication through instruction, guided practice, and feedback. It begins with a lecture on key principles and strategies for effective writing, including audience and purpose considerations and maintaining a professional tone.

Participants will then engage in hands-on exercises, using sample prompts or scenarios relevant to business contexts. They will draft responses focusing on clarity, structure, professionalism, and adherence to formal writing conventions. After completing the exercises, participants will peer-review each other's work, providing constructive feedback and further refinement of their written communication skills.

#### Learning Outcomes

#### Duration

#### Required Materials

Proficiency in formal written communication.

20 min

Presentation materials (slides or handouts), sample writing prompts or scenarios, pens and paper or laptops for writing exercises

This session is designed focusing on strategies for delivering impactful presentations in professional settings. Participants will learn essential presentation principles, organizing content visually and textually, and designing effective visual aids. The session will also involve hands-on activities, role-play scenarios, and practice sessions using visual cues and written prompts. Feedback mechanisms will be incorporated to ensure effective communication and feedback exchange for deaf and hard of hearing individuals. The session will be adapted to accommodate diverse communication styles and accessibility needs.

Learning Outcomes	Duration	Required Materials
Effective presentation skills.	20 min	Presentation materials (slides or handouts), sample writing prompts or scenarios, pens and paper or laptops for writing exercises
<p>This session aims to teach negotiation and persuasion techniques. Participants will learn negotiation principles through visual aids and written materials, focusing on accessibility and effective communication. The session also covers communication strategies, including clear articulation, visual aids, and written communication. Active listening and observation skills will be developed, with visual cues and written prompts provided. The session also covers negotiation tactics and persuasive communication techniques for deaf and hard of hearing individuals, including clear articulation, visual demonstrations, and written proposals. Role-playing negotiation scenarios will be used to practice these techniques.</p>		
Learning Outcomes	Duration	Required Materials
Negotiation and persuasion techniques.	20 min	Presentation materials (slides or handouts), sample writing prompts or scenarios, pens and paper or laptops for writing exercises

### 3

## CONCLUSION

This session aims to review and reflect on key concepts and strategies related to nonverbal communication in business settings. The facilitator will summarize key topics, including the importance of nonverbal cues and effective strategies. Participants will engage in a reflective discussion, share their experiences, and seek clarification on concepts. They will brainstorm ways to apply their new knowledge in their professional lives, develop action plans, and provide peer feedback and support. The goal is to foster a supportive learning environment where everyone feels empowered to continue developing their nonverbal communication skills beyond the session.

Learning Outcomes	Duration	Required Materials
Enhancing communication competence.	15 min	Presentation materials (slides or handouts), pens and paper for note taking, computer/mobile device with internet connection





## Module 3

# Entrepreneurship Basics

**In today's rapidly evolving world, entrepreneurship is not just about starting a business but also about cultivating a mindset of innovation, adaptability, and problem-solving.**

Whether you're an educator, youth worker, or aspiring entrepreneur, developing entrepreneurial competences is essential for success in both personal and professional initiatives. Throughout these sessions, we will explore key concepts such as entrepreneurial mindset, learning, and intelligence, and how they can be applied to practical scenarios, particularly in our work with deaf and hard of hearing young people. Through interactive activities, collaborative discussions, and experiential learning, we will enhance practical skills such as teamwork, leadership, communication, and critical thinking, while also fostering self-awareness and reflection. Our goal is to equip youth workers with practical strategies, insights, and tools to effectively integrate entrepreneurial learning and competences into their professional practice, empowering them to support deaf and hard of hearing young people in developing the skills and mindset they need to thrive in today's dynamic world.







## At the end of this module, youth workers will be able to:



### Knowledge

1. Develop a clear understanding of entrepreneurial mindset, including its core domains and competences necessary for success in entrepreneurship.
2. Apply theoretical concepts such as entrepreneurial intelligence and competences to practical scenarios, particularly in the context of youth work with deaf and hard of hearing youngsters.
3. Gain practical strategies and insights to incorporate entrepreneurial learning, competences, and intelligence concepts into their professional practice with young people, enhancing their ability to support youth in developing entrepreneurial skills and mindset.
4. Explore the EntreComp framework and its implications for entrepreneurial competence development.



### Skills

1. Enhance practical skills such as teamwork, leadership, communication, critical thinking, problem-solving, and collaboration through experiential learning activities.
2. Enhance their critical thinking and problem-solving skills as they brainstorm and propose strategies for developing entrepreneurial competences among deaf and hard of hearing young people.
3. Develop the skill of self-assessment by reflecting on their own personality traits and tendencies in response to the statements provided.

<b>SESSION 1</b> Introduction to the Entrepreneurial learning	<b>SESSION 2</b> How to Be a Successful Entrepreneur and Development of Entrepreneurial Mindset	<b>SESSION 3</b> Entrepreneurial Intelligence
150 min	150 min	180 min



### Teaching Methodology

Theoretical inputs, work in small groups with given tasks, barometer, silent floor brainstorming, walk and talk exercise, creative exhibitions, interactive presentations, discussions in plenary



## Required Materials

A3, A4 and flipchart papers, laptop and projector, post-it notes, markers, pens and colored pencils, printed and prepared handouts



## Literature

1. EntreComp: The entrepreneurship competence framework
2. [G. R. Kress- T. Van Leeuwen \(2001\). Multimodal discourse: The modes and media of contemporary communication, Arnold, London](#)
3. Frøhlich Hougaard, Karsten, et. al. (2017). Taking the future into their own hands: Youth work and entrepreneurial learning. European Commission [G. R. Kress- T. Van Leeuwen \(2001\). Multimodal discourse: The modes and media of contemporary communication, Arnold, London](#)
4. Maria-Carmen Pantea (Ed.) (2014). Young People, Entrepreneurship and Non-Formal Learning: A Work in Progress. SALTO-Youth Participation Resource Centre [G. R. Kress- T. Van Leeuwen \(2001\). Multimodal discourse: The modes and media of contemporary communication, Arnold, London](#)
5. Nakamoto & Rice. (2017). The 8 Core domains of entrepreneurial mind-set [G. R. Kress- T. Van Leeuwen \(2001\). Multimodal discourse: The modes and media of contemporary communication, Arnold, London](#)
6. Trainers ware house: Adapted paper boat exercise [G. R. Kress- T. Van Leeuwen \(2001\). Multimodal discourse: The modes and media of contemporary communication, Arnold, London](#)



# Introduction to the Entrepreneurial Learning

For many years, entrepreneurial learning was seen as contradictory to youth work. Today, it's a key part of youth work, empowering young people to start initiatives, develop projects, and transform ideas into entrepreneurial activities. This helps them gain valuable job market skills or become self-employed. Entrepreneurial learning, delivered through non-formal education, enables youth to transform societies and create new business values, equipping them for modern entrepreneurship.



## Duration

150 min



## Teaching Methodology

Interactive presentations, brainstorming; group work; discussions in pairs; plenary presentations



## Required Materials

Flipchart papers, A4 papers, pens and pencils, laptop, projector, printed EntreComp handouts



## Literature

1. EntreComp: The entrepreneurship competence framework <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>
2. Fröhlich Hougard, Karsten, et. al. (2017). Taking the future into their own hands: Youth work and entrepreneurial learning. European Commission <http://tiny.cc/bj3zyz>

**At the end of this session, youth workers will be able to:**

## KNOWLEDGE

1. Explain entrepreneurial learning (EL) as a process through which individuals assimilate entrepreneurial competences in various educational settings.
2. Acquire knowledge of the specific competences within each area of the EntreComp framework and how they contribute to entrepreneurial development.
3. Understand the potential impact of entrepreneurial learning on both individual young people and their local communities.

## SKILLS

1. Develop effective communication skills through group discussions and presentations of the EntreComp competence areas and their implications for youth work.
2. Enhance their critical thinking and problem-solving skills as they brainstorm and propose strategies for developing entrepreneurial competences among deaf and hard of hearing young people.
3. Develop the skill of identifying relevant stakeholders and external support needed to implement entrepreneurial learning activities effectively.

3. Maria-Carmen Pantea (Ed.) (2014). Young People, Entrepreneurship and Non-Formal Learning: A Work in Progress. SALTO-Youth Participation Resource Centre <https://tinyurl.com/2266766n>



1

## INTRODUCTION



The trainer starts the session by introducing the concept of entrepreneurial learning. There are many definitions. Here is the one from the Research report "Taking the future into their own hands":

- Entrepreneurial learning (EL) is a process by which an individual (a young person) assimilates entrepreneurial competences and it can take place in different settings (formal education, non-formal education, or through informal learning).

Entrepreneurial learning is not limited to aspiring entrepreneurs but also relevant for intrapreneurs within organizations who seek to foster innovation and drive change from within. It is an ongoing process that continues throughout the entrepreneurial journey, enabling individuals to continually evolve and grow as entrepreneurs.

The trainer invites the participants to share their perspectives on EL, and why it is important to develop in young people. S/he continues by saying that many countries still lack a strategy on how to integrate entrepreneurial learning into formal and non-formal education because it was / still is not clear what competences an entrepreneur should have. As a result, a research was conducted, and a competence framework was proposed in the form of EntreComp (the European Entrepreneurship Competence Framework).

### Learning Outcomes

Gain an understanding of entrepreneurial learning (EL) as a dynamic process through which individuals assimilate entrepreneurial competences, occurring across various educational settings (formal, non-formal, and informal).

### Duration

20 min

### Required Materials

Flipchart, pens, pencils, papers

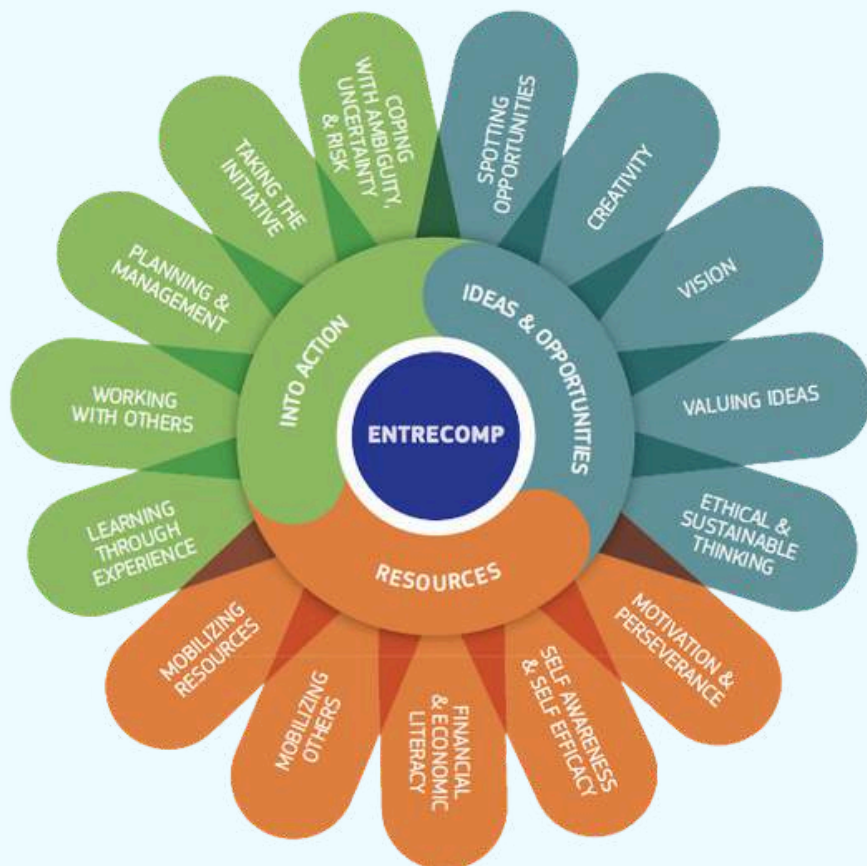
## MAIN PART

### 1. Exploring ENTRECOMP framework (40 minutes)

The session continues with a short video about the EntreComp, how and why it was created: <https://audiovisual.ec.europa.eu/en/video/I-163141?&lg=OR>

The trainer continues by presenting the three main competence areas EntreComp is divided into. All three areas are interrelated and interconnected, and each is made up of 5 competences which together constitute the building blocks of entrepreneurship as competence. As a result, the model proposes all together 442 learning outcomes. The competence areas and the accompanying competences:

- **ideas and opportunities** competence area which comprises spotting opportunities; creativity; vision; valuing ideas; ethical & sustainable thinking;
- **resources** competence area which comprise motivation & perseverance; self- awareness & self-efficacy; financial & economic literacy; mobilizing resources;
- **into action** competence area which comprises learning through experience; working with others; planning & management; taking the initiative; coping with ambiguity, uncertainty & risk.



Participants are invited to create small groups (depending on the total number). Each small group receives a handout with one competence area. Each group needs to investigate the competence area they were given, summarise the key points of each area, and the accompanying competences. In their small groups, participants also brainstorm how these competences can be developed through youth work.

Groups summarise their findings on a flipchart paper and prepare for a presentation to the rest of the participants.



### **ENTRECOMP Group presentations (20 minutes)**

Groups present competence areas and ideas for their development through youth work. After each presentation, the trainer invites the rest of the participants to add more ideas about how to develop competences in the specific area of the EntreComp through youth work activities and programmes.

### **Discussions in pairs about entrepreneurial learning in youth work with deaf and hard of hearing youngsters (30 minutes)**

By exploring the EntreComp framework, participants got a chance to see that to be an entrepreneur, a young person has to develop many competences, or at least be aware of the need to develop them to be able to search for help or support from those who are experts in those fields. The trainer continues by saying that in order to support young people in starting-up their businesses, the cooperation between formal and non-formal education is needed, as well as involvement of various other stakeholders on local and national levels. In the first part of the session they will exchange their experiences and learn from each other about entrepreneurial learning in youth work, and propose solutions for specific questions. They will be working in pairs. Each round they will choose a new pair and get a new question for discussion. Their task is to walk and talk about the question in the given time of 5 minutes per round. After explaining the process, the participants walk around and choose their first partner. The trainer tells them not to walk too far away to be able to find new partners. When pairs have formed, the trainer gives them the first question, and later all the other questions as they change. Questions can include:

- What am I already involved in that promotes entrepreneurial learning among deaf and hard of hearing young people?
- How/What else can we as youth workers do to create a learning context for deaf and hard of hearing young people to develop entrepreneurial competences and mind-set?
- How can formal and non-formal education cooperate for the benefit of deaf and hard of hearing youth to support entrepreneurial learning?
- What impact does entrepreneurial learning have on the deaf and hard of hearing young people and the local communities?
- What obstacles can we face when implementing entrepreneurial learning activities through youth work?
- What resources/help do I need?
- Which good case examples (projects, activities, programmes in youth work) already exist that promote the development of EL among deaf and hard of hearing youth?

### **What support youth workers need? Identification of relevant stakeholders (20 minutes)**

After discussions in pairs exercise, the trainer invites the participants to sit in the plenary. After exchanging experiences with other participants, the next step is to identify the expertise they already have, and to identify the competences that require external support and involvement of other stakeholders. Each youth worker writes down three things in the form of a table. Taking into consideration the EntreComp framework, their expertise as youth workers, and expertise of their sending organisations, participants need to brainstorm the following:

- The competences we and the organisation have already developed, and can easily support deaf and hard of hearing youth in developing them.
- The competences we and the organisation have not developed yet, but we can invest resources to expand our expertise to support deaf and hard of hearing youth.
- The competences we and the organisation have not developed, don't plan to do it in the future, and we need external help. Who can help us with that?

#### **Learning Outcomes**

#### **Duration**

#### **Required Materials**

Learn about the structure of the EntreComp framework, including its three main competence areas and the specific competences within each area.

110 min

Flipchart papers, A4 papers, pens and pencils, laptop, projector, printed EntreComp handouts

## 3

## CONCLUSION

Each group shares in front of the whole group what they come up with in the last column – who can support them in implementing entrepreneurial learning activities with deaf and hard of hearing youth. The trainer writes down all the potential stakeholders proposed by all the groups on one flipchart.

**For debriefing, trainers can use the following questions:**

- What did you find most valuable or interesting about the EntreComp framework?
- How do you think the EntreComp framework can benefit youth work and entrepreneurship education?
- How can formal and non-formal education collaborate more effectively to support entrepreneurial learning among deaf and hard of hearing youth?
- Were there any good case examples shared during the discussions that you found particularly inspiring or relevant?
- What competences do you feel confident in supporting deaf and hard of hearing youth to develop?

### Learning Outcomes

### Duration

### Required Materials

Gain insight into the potential stakeholders and support networks available to them for implementing entrepreneurial learning activities with deaf and hard of hearing youth.

20 min

Flipchart, pens, pencils, papers

# How to Be a Successful Entrepreneur and Development of Entrepreneurial Mindset

An entrepreneurial mindset is a highly valued 21st-century skill, essential for both starting enterprises and working in any organization. Recent studies show that employers now seek employees with a visionary approach, self-initiative, and creativity. The eight core domains of an entrepreneurial mindset are: Future orientation, Comfort with risk, Opportunity recognition, Initiative and self-reliance, Communication and collaboration, Creativity and innovation, Critical thinking and problem solving, Flexibility and adaptability. This session provides practical knowledge on these domains through interactive exercises and theoretical input.



## Duration

150 min



## Teaching Methodology

Theoretical inputs, work in small group with given tasks, barometer, interactive presentations, group debriefing



## Required Materials

A3 and A4 papers, pens and colored pencils, flipchart papers, markers, post-it notes



## Literature

1. Nakamoto & Rice. (2017). *The 8 Core domains of entrepreneurial mind-set* <https://files.eric.ed.gov/fulltext/ED582976.pdf>

**At the end of this session, youth workers will be able to:**

### KNOWLEDGE

1. Explain the eight core domains of entrepreneurial mindset, including future orientation, comfort with risk, opportunity recognition, initiative and self-reliance, communication and collaboration, creativity and innovation, critical thinking and problem solving, and flexibility and adaptability.
2. Understand the significance of entrepreneurial mindset in the job market and professional growth and they will recognize how the development of these core domains contributes to personal and professional success.

### SKILLS

1. Develop the skill of self-assessment by reflecting on their own personality traits and tendencies in response to the statements provided.
2. Enhance their collaboration skills by working in smaller groups to identify activities within their regular youth work activities that promote the core domains of entrepreneurial mindset.
3. Practice presenting their selected activities in a clear and engaging manner during the wall exhibition.



1

## INTRODUCTION



The trainer has set in the working room a scale from 1 to 10 where 1 stands for the least relatable statement and 10 for the most relatable statement. The participants are invited to stand in a line, and instructions are that based on the statements the trainer gives, they have to position themselves in the corresponding number (from 1 to 10), according to how relatable is that statement for their personalities.

**After reading each statement, the trainer asks one or two participants to share on the chosen scale. The statements read are the following:**

- I consider myself as a future oriented person;
- I am comfortable with taking risks at my job/studies;
- I am able to recognize opportunities from each life situation;
- I always like to take initiative;
- I do not rely on people's help and support, but only on myself;
- I possess good communication skills;
- It is not challenging for me to establish first contact with people of different backgrounds;
- It is easy for me to collaborate with others;
- I believe that I am creative and innovative;
- I think critically and analytically;
- I am good in solving problems in daily and work-related situations;
- I am flexible and adapt easily.

After finishing with statements, the trainer invites everyone to share which were the most relatable statements to their personalities (the ones where they positioned themselves 8, 9, or 10). When everyone shares, the trainer mentions that the statements are related to the domains of entrepreneurial mind-set and the purpose of this exercise is to reflect on which domains everyone is more developed, and which ones are still needed to be developed.

### Learning Outcomes

Gain a deeper understanding of their own personality traits and tendencies related to the domains of entrepreneurial mindset.

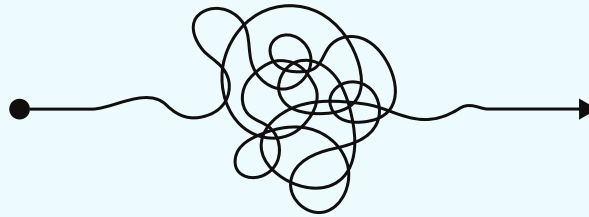
### Duration

30 min

### Required Materials

Pens, pencils, papers, papers with written numbers 1 and 10

## MAIN PART



- **Eight core domains of entrepreneurial mindset (20 minutes)**

A detailed presentation of each core domain of entrepreneurial mind-set is shown to the participants where they have the chance to ask questions while trainer presents. Besides describing each domain, the trainer also emphasises the importance of entrepreneurial mind-set development, and how these core domains are essential in the job market and professional growth. The core domains are taken from the Network for Teaching Entrepreneurship (2021) consisting of the following:

1. Future orientation,
2. Comfort with risk,
3. Opportunity recognition,
4. Initiative and self-reliance,
5. Communication and collaboration,
6. Creativity and innovation,
7. Critical thinking and problem solving
8. Flexibility and adaptability.

- **Core domains and our regular youth work activities with deaf and hard of hearing young people (40 minutes)**

After getting theoretical input from the trainer on the entrepreneurial mind-set core domains, participants are invited to work in smaller groups for the next task. In this part of the session, they will have to reflect on their daily activities with the local community and identify how/if those activities are related and/or contribute to development of entrepreneurial mind-set with the focus on the core domains. The groups have a task to find eight activities (at least one activity corresponding to one core domain), and they are given 40 minutes to conduct this task. Then, each group has to present their activities in a form of exhibition for the others.

- **Wall exhibition and presentations (40 minutes)**

The trainer invites all groups to stick their papers on the wall, or tables. They have 10 minutes to prepare their place to exhibit their activities that promote the core domains of entrepreneurial mind-set. Then, the trainer gives the sign for starting the exhibition which lasts approximately 30 minutes. All participants can visit each other's exhibits while one person has to remain all the time next to each exhibit in order to give further explanations or clarifications if needed.

### Learning Outcomes

Understand how the eight core domains of entrepreneurial mindset apply to their regular youth work activities with deaf and hard of hearing young people.

### Duration

100 min

### Required Materials

A3 and A4 papers, pens and coloured pencils, flipchart papers, markers, post-it notes



### 3

## CONCLUSION

The groups and trainers join the plenary for a short debriefing on the session with a focus on the last activity. The debriefing is facilitated by the trainer where questions related to the process of defining the activities and reflecting whether they are connected to entrepreneurial mind-set development take place. He/she also asks them whether they found interesting activities to consider for implementing in their local communities and which of these activities were impressive for them.

### Learning Outcomes

### Duration

### Required Materials

Critically analyze the activities presented by each group and assess their alignment with the core domains of entrepreneurial mindset.

20 min

Flipchart, pens, pencils, papers

# Entrepreneurial Intelligence

The concept of entrepreneurial intelligence is especially known in the new era entrepreneurship where the old standard way of entering entrepreneurial world is not applicable. Furthermore, the literature introduces several elements and characteristics of the entrepreneurial intelligence. A well-known theory from Bonsall and Oladapo (n.d.) introduce the following elements of entrepreneurial intelligence: Vision, Passion, Brand, Emotional Intelligence, Creativity, Resourcefulness, Solution oriented, Leveraging, Proactivity, Negotiation and Time Management. Participants in this session are going to practice different exercises that correspond to the mentioned characteristics and that stimulate their entrepreneurial intelligence for further practicing and implementation with deaf and hard of hearing young people. Additionally, the chosen methods in this session focus on leadership and teamwork as key competences to contribute on the entrepreneurial intelligence elements.

**At the end of this session, youth workers will be able to:**

## KNOWLEDGE

1. Explain the concept of entrepreneurial intelligence and its significance in entrepreneurship nowadays.
2. Learn about key elements associated with entrepreneurial intelligence, including vision, passion, emotional intelligence, creativity, resourcefulness, proactivity, negotiation, and time management.
3. Understand the relevance of entrepreneurial intelligence to educational programs for deaf and hard of hearing young people.

## SKILLS

1. Develop teamwork and leadership skills through the paper boat exercise, including communication, coordination, and decision-making.
2. Engage in silent floor brainstorming to critically analyze and interpret key elements of entrepreneurial intelligence.
3. Practice summarizing inputs and presenting findings to the group, enhancing their presentation skills.



### Duration

180 min



### Teaching Methodology

Theoretical inputs, simulation exercise, silent floor brainstorming, work in smaller groups, discussions in plenary



### Required Materials

A3 and A4 papers, flipchart papers, pens and coloured pencils, post-it notes



### Literature

1. Trainers ware house: Adapted paper boat exercise <https://blog.trainerswarehouse.com/time-management-activities>



## 1

## INTRODUCTION

The session starts with some theoretical input by the trainer related to entrepreneurial intelligence concept and its importance in the new era entrepreneurship. The trainer adds that the upcoming exercises are designed in a way to strengthen the knowledge on the key principles of entrepreneurial intelligence.

### Learning Outcomes

### Duration

### Required Materials

Understand of the concept of entrepreneurial intelligence and its significance in contemporary entrepreneurship.

20 min

Flipchart, pens, pencils, papers

## 2

## MAIN PART

### Exploring teamwork and leadership – paper boat exercise (50 minutes)

This exercise is designed for strengthening the teamwork and leadership competences of the participants when working in small groups. The trainer divides participants in 5 small groups and asks them to appoint a leader of the group. Then, the leader of each group joins the trainer outside the working room for separate instructions for the task. The instructions are that they test making a boat from a paper (A4 paper or from newspaper), and then further instructions are that they lead their teams inside to do the same.

#### The general rules for all groups are the following:

- Receiving 10 papers in rectangular shape
- 10 paper boats of the same shape and size are to be built with a good quality
- The maximum time to finish the whole task is 20 minutes

Leaders join their groups and communicate the rules and the task to their members. After 20 minutes all groups join the plenary to present their paper boats and shortly discuss on the process of making the paper boats. The trainer facilitates the discussion by using the following questions:

- How did you feel during the last 20 minutes making the boats?
- What is your rating on the leader's communication towards the task?
- Did you manage to make all 10 paper boats?
- What is the satisfaction rate of your teamwork?
- Do you think this process is related to the everyday work and projects?
- How important do you find the role of the leader in such processes?
- How important do you find the effective teamwork in such processes?

### Silent floor brainstorming: Key elements of Entrepreneurial Intelligence (30 minutes)

Trainers put in the floor A3 papers or flipchart paper with the following titles: Vision, Passion, Brand, Emotional Intelligence, Creativity, Resourcefulness, Solution oriented, Leveraging, Proactivity, Negotiation and Time Management. They instruct participants that in the next 20-25 minutes they are invited to contribute individually and in silence to each paper. They should analyse how they understand each title/concept written and write their answers on each paper, including relevance on entrepreneurial intelligence when working with deaf and hard of hearing young people. While participants stand up and approach the titles, trainers observe the process and help/support them in case they need some clarification or understanding of the titles.

### Preparing the posters from the inputs (30 minutes)

When the silent floor brainstorming is over, the trainer invites participants to go back to their small groups from the previous exercise. Then, he/she gives 2 completed papers with titles to each group. Their task is to read their respective papers and summarise the input given from each participant for a short presentation in the plenary. They use 25 minutes to do this.

Learning Outcomes	Duration	Required Materials
Enhance their teamwork and leadership skills through the paper boat exercise, improving their ability to communicate effectively, delegate tasks, and collaborate with others to achieve a common goal.	110 min	A3 and A4 papers, flipchart papers, pens and coloured pencils, post-it notes

## 3

### CONCLUSION

Groups join the plenary for presenting their summary of the key elements of entrepreneurial intelligence and their relevance on educational programmes for deaf and hard of hearing young people. Each presentation takes up to 10 minutes and the trainer gives further input for each key element presented and presentation given. Trainers can use the following debriefing questions:

- What were the key takeaways from the presentations on the key elements of entrepreneurial intelligence?
- Did you notice any common themes or differences across the presentations?
- How effectively did each group summarize the inputs from the silent floor brainstorming?
- Were there any insights shared during the presentations that stood out to you?
- How do you think these key elements can be practically applied in educational programs for deaf and hard of hearing young people?
- What further questions or discussions do you have about entrepreneurial intelligence and its relevance to our work with youth?

Learning Outcomes	Duration	Required Materials
Understand of the key elements of entrepreneurial intelligence and their relevance to educational programs for deaf and hard of hearing young people.	50 min	Flipchart, pens, pencils, papers

## Module 4

# Enhancing Employability Skills for Hard of Hearing and Deaf Individuals

**This module, consisting of three sessions with a total duration of 3 hours, aims to equip hard of hearing and deaf individuals with the necessary skills and confidence to thrive in various professional environments. It will cover the following sessions:**

1. Understanding Workplace Dynamics in presence of Deafness and Hearing Impairment,
2. Effective Communication in the Workplace with Speech and Language of Deaf and Hard of Hearing Persons, and
3. Communication Methods for Deaf and Hard of Hearing Persons.







# At the end of this module, youth workers will be able to:



## Knowledge

1. Recognize the unique employment challenges faced by individuals with hearing loss, including communication barriers and misconceptions about their abilities.
2. Understand the spectrum of hearing loss and its impact on employability skills, such as communication, teamwork, and adaptability, within the context of the workplace.
3. Identify available resources and support systems tailored to the needs of hard of hearing and deaf individuals, including assistive technologies, vocational rehabilitation services, and legal protections.
4. Differentiate between various communication methods and accommodations suitable for the workplace environment, considering individual preferences and requirements.
5. Analyse the role of self-advocacy and empowerment in navigating employment opportunities and accessing necessary accommodations and support.



## Skills

1. Advocate for oneself effectively in employment settings, articulating needs and preferences related to hearing loss and requesting appropriate accommodations.
2. Utilize a range of communication strategies and assistive technologies to facilitate effective workplace interactions, ensuring clarity and understanding.
3. Collaborate with employers, colleagues, and support professionals to create an inclusive work environment that accommodates the needs of hard of hearing and deaf individuals, promoting equal opportunities for participation and advancement.

<b>SESSION 1</b> Understanding Employment Challenges and Hearing Loss Spectrum	<b>SESSION 2</b> Effective Communication in the Workplace with Speech and Language of Deaf and Hard of Hearing Persons	<b>SESSION 3</b> Communication Methods for Deaf and Hard of Hearing Persons
60 min	60 min	60 min



## Teaching Methodology

Interactive presentations, group discussions, role-playing exercises



## Required Materials

Presentation slides, handouts on communication strategies, earplugs



## Literature



1. World Health Organization (2023). Deafness and hearing loss. <https://www.who.int/news-room/fact-sheets/detail/deafness-andhearing-loss>
2. European Commission (2023). Employment, Social Affairs & Inclusion, Skills for jobs: Understanding skills <https://ec.europa.eu/social/main.jsp?catId=1215>
3. EU Europass (2023). Plan Your Career <https://europa.eu/europass/en/work-europe/plan-your-career>
4. World Heal Dammeyer, J., Crowe, K., Marschark, M., & Rosica, M. (2019). *Work and employment characteristics of deaf and hard-of-hearing adults*. The Journal of Deaf Studies and Deaf Education, 24(4), 386-395.
5. Punch, R., Creed, P. A., & Hyde, M. B. (2006). *Career barriers perceived by hard-of-hearing adolescents: Implications for practice from a mixed-methods study*. Journal of deaf studies and deaf education, 11(2), 224-237.



## Session 1

# Understanding Employment Challenges and Hearing Loss Spectrum

This session focuses on introducing participants to the unique challenges faced by hard of hearing and deaf individuals in the workplace. It covers the spectrum of hearing loss and its impact on employability skills, as well as available resources and support systems.

**At the end of this session, youth workers will be able to:**

### KNOWLEDGE

1. Recognize the employment challenges faced by individuals with hearing loss.
2. Understand the spectrum of hearing loss and its impact on employability skills.
3. Identify available resources and support systems tailored to the needs of hard of hearing and deaf individuals.



### Duration

60 min



### Teaching Methodology

Presentation of key concepts and statistics, facilitated discussion, Q&A session



### Required Materials

Projector, computer, internet connection, presentation, whiteboard and markers, paper and pens, eventual copies of handouts and workshop summaries



### Literature

1. Dammeyer, J., Crowe, K., Marschark, M., & Rosica, M. (2019). Work and employment characteristics of deaf and hard-of-hearing adults. *The Journal of Deaf Studies and Deaf Education*, 24(4), 386-395.
2. Punch, R., Creed, P. A., & Hyde, M. B. (2006). Career barriers perceived by hard-of-hearing adolescents: Implications for practice from a mixed-methods study. *Journal of deaf studies and deaf education*, 11(2), 224-237.





## 1

### INTRODUCTION

The trainer gathers participants and welcomes them to the session. Participants are divided into smaller groups and provided with questions related to their understanding of employment challenges faced by individuals with hearing loss. Each group discusses and presents their answers to the rest of the participants. The trainer comments on the answers and provides additional information.

1. The trainer divides participants into smaller working groups.
2. Each group receives questions related to employment challenges faced by individuals with hearing loss.
3. Groups discuss the questions and write down their answers on paper.
4. Each group presents their answers to the rest of the participants.
5. The trainer comments on the answers provided and adds further insights on the topic.

**Sample questions:**

- How do societal perceptions and attitudes towards hearing loss impact employment opportunities for individuals with hearing impairments?
- What are some common misconceptions or stereotypes about individuals with hearing loss in the workplace, and how can we address them?
- What are the legal rights and accommodations available to individuals with hearing loss in the workplace, and how can employers ensure compliance and inclusivity?
- How does communication breakdown, both verbal and non-verbal, contribute to challenges for individuals with hearing loss in professional settings?
- What strategies can employers implement to foster a more inclusive and supportive work environment for employees with hearing impairments?
- How do technological advancements, such as hearing aids and assistive devices, impact the employment landscape for individuals with hearing loss?
- What are some effective communication techniques and best practices for managers and colleagues when interacting with employees who have hearing impairments?
- How can organizations proactively address barriers to career advancement and professional development for individuals with hearing loss within their workforce?

**Learning Outcomes**

**Duration**

**Required Materials**

Understand the unique challenges faced by individuals with hearing loss in employment settings.

Recognize the importance of discussing and understanding misconceptions about the abilities of hard of hearing and deaf individuals.

30 min

Paper and pens

## 2

### MAIN PART

The trainer delivers a presentation on the spectrum of hearing loss and its impact on employability skills. The presentation covers various levels of hearing loss, their effects on communication, teamwork, and adaptability in the workplace.

1. The trainer begins the presentation on the spectrum of hearing loss and its impact on employability skills.
2. The presentation covers different levels of hearing loss and their effects on communication, teamwork, and adaptability.
3. Examples and case studies are provided to illustrate the points discussed.
4. Participants are encouraged to ask questions and engage in discussions during the presentation.

Learning Outcomes	Duration	Required Materials
Understand the spectrum of hearing loss and its implications for employability skills.	20 min	Presentation slides, examples and case studies
Recognize the diverse impact of hearing loss on communication and teamwork.		

## 3

### CONCLUSION

The trainer leads a brief discussion with participants, connecting the insights gained from the activities in this session. Participants share their impressions and knowledge acquired from discussing employment challenges and the spectrum of hearing loss. The trainer summarizes the key conclusions, emphasizing the need for an individualized approach in addressing the diverse needs of hard of hearing and deaf individuals in the workplace.

1. The trainer facilitates a brief discussion with participants, allowing them to exchange impressions and knowledge gained from the previous activities.
2. Participants share their insights and reflections on employment challenges and the spectrum of hearing loss discussed in the session.
3. The trainer summarizes the key conclusions, emphasizing the importance of an individualized approach to support hard of hearing and deaf individuals in employment settings.

Learning Outcomes	Duration	Required Materials
Understand the importance of addressing misconceptions about the abilities of hard of hearing and deaf individuals.	10 min	-
Recognize the need for tailored approaches to support individuals with varying degrees of hearing loss.		



## Session 2

# Effective Communication in the Workplace with Speech and Language of Deaf and Hard of Hearing Persons

This session focuses on equipping participants with effective communication strategies and self-advocacy skills.

It covers various communication methods, accommodations, and the importance of advocating for oneself in employment settings.

**At the end of this session, youth workers will be able to:**

### KNOWLEDGE

1. Learn effective communication strategies for the workplace.
2. Understand the importance of self-advocacy in employment settings.

### SKILLS

1. Practice articulating their needs and requesting accommodations.



### Duration

60 min



### Teaching Methodology

Presentation of communication strategies, role-playing exercises, group discussion, Q&A session



### Required Materials

Projector, computer, internet connection, presentation, whiteboard and markers, earplugs, paper and pencil, role-playing scenario cards, copies of handouts and workshop summaries



### Literature

1. Foster, S., & MacLeod, J. (2003). Deaf people at work: Assessment of communication among deaf and hearing persons in work settings. *International journal of audiology*, 42, S128-S139.
2. Bruce, S. M., & Borders, C. (2015). Communication and language in learners who are deaf and hard of hearing with disabilities: Theories, research, and practice. *American Annals of the Deaf*, 160(4), 368-384.





## 1

### INTRODUCTION

The trainer welcomes participants and briefly recaps the key concepts covered in the previous session. Participants are divided into pairs or small groups for a role-playing exercise where they practice advocating for themselves in workplace settings related to hearing loss.

1. The trainer welcomes participants and briefly recaps the key concepts covered in the previous session.
2. Participants are divided into pairs or small groups for a role-playing exercise.
3. Each group is assigned scenarios where individuals must advocate for themselves in workplace settings related to hearing loss.
4. Participants role-play the scenarios, practicing articulating their needs, requesting accommodations, and highlighting their unique strengths in the workplace.
5. The trainer provides guidance and feedback during the role-playing exercise.

#### Learning Outcomes

#### Duration

#### Required Materials

Understand the importance of effective communication strategies in the workplace.

20 min

Scenario cards or slides, paper and pens

Develop skills in advocating for themselves and requesting accommodations.

## 2

### MAIN PART

The trainer delivers a presentation on effective communication strategies and self-advocacy for individuals with hearing loss in the workplace. The presentation covers various communication methods, accommodations, and tips for advocating for oneself effectively.

1. The trainer begins the presentation on effective communication strategies and self-advocacy in the workplace.
2. The presentation covers various communication methods, accommodations, and tips for advocating for oneself effectively.
3. Examples and case studies are provided to illustrate the points discussed.
4. Participants are encouraged to ask questions and engage in discussions during the presentation.

#### Learning Outcomes

#### Duration

#### Required Materials

Learn about various communication strategies and accommodations suitable for the workplace environment.

25 min

Presentation slides, projector, internet connection

Participants develop skills in self-advocacy and articulating their needs related to hearing loss.

### 3

## CONCLUSION

The trainer leads a discussion with participants, connecting the insights gained from the role-playing exercise and the presentation on effective communication strategies and self-advocacy. Participants share their experiences and reflections, and the trainer summarizes the key learnings, emphasizing the importance of collaboration and inclusivity in the workplace.

1. The trainer facilitates a discussion with participants, allowing them to share their experiences and reflections on the role-playing exercise and the presentation.
2. Participants discuss their strategies for promoting inclusivity and advocating for accommodations in their workplaces.
3. The trainer summarizes the key learnings and insights from the session, emphasizing the importance of collaboration and inclusivity in creating an inclusive work environment.

### Learning Outcomes

### Duration

### Required Materials

Understand the importance of collaboration and inclusivity in creating an inclusive work environment.

Reflect on their experiences and develop strategies for promoting inclusivity and advocating for accommodations in their workplaces.

15 min

-

## Session 3

# Communication Methods for Deaf and Hard of Hearing Persons

This session focuses on fostering collaboration and inclusivity in the workplace. It covers strategies for creating an inclusive work environment, utilizing assistive technologies, and promoting equal opportunities for participation and advancement.

**At the end of this session, youth workers will be able:**

### KNOWLEDGE

1. Understand the importance of collaboration in creating inclusive work environments.
2. Learn about assistive technologies and their role in facilitating workplace interactions.
3. Develop action plans for promoting inclusivity in their workplaces.



### Duration

60 min



### Teaching Methodology

Presentation of inclusive workplace strategies, demonstration of assistive technologies, group discussion and action planning



### Required Materials

Projector, computer, internet connection, presentation, whiteboard and markers, demonstrations of assistive technologies



### Literature

1. Haynes, S. (2014). Effectiveness of communication strategies for deaf or hard of hearing workers in group settings. *Work*, 48(2), 193-202.
- Foster, S., & MacLeod, J. (2004). The role of mentoring relationships in the career development of successful deaf persons. *Journal of Deaf Studies and Deaf Education*, 9(4), 442-458.
2. Caplier, A., Stillitano, S., Aran, O., Akarun, L., Bailly, G., Beutemps, D., & Burger, T. (2008). Image and video for hearing impaired people. *EURASIP Journal on Image and Video Processing*, 2007, 1-14.
3. Bothe, H. H. (2006, July). Deaf and hard of hearing people: Electronic communication aids: Introduction to the special thematic session. In *International Conference on Computers for Handicapped Persons* (pp. 575-578). Berlin, Heidelberg: Springer Berlin Heidelberg.





## 1

### INTRODUCTION

The trainer welcomes participants and briefly recaps the key concepts covered in the previous session. Participants engage in a group discussion on real-life experiences and challenges faced in their workplaces related to hearing loss.

1. Participants engage in a group discussion, sharing their real-life experiences and challenges faced in their workplaces related to hearing loss.
2. The trainer facilitates the discussion, encouraging participants to share their strategies for emphasizing the importance of the utilization of assistive technologies and collaborating with colleagues and employers to create inclusive work environments.

#### Learning Outcomes

#### Duration

#### Required Materials

Understand the importance of collaboration and communication in creating inclusive work environments.

20 min

Whiteboard and markers

Reflect on their experiences and develop strategies for promoting inclusivity in their workplaces.

## 2

### MAIN PART

The trainer delivers a presentation on assistive technologies and their role in facilitating workplace interactions for hard of hearing individuals. The presentation includes demonstrations and practical tips for utilizing assistive technologies effectively.

1. The trainer begins the presentation on assistive technologies and their role in facilitating workplace interactions for hard of hearing individuals.
2. The presentation includes demonstrations and practical tips for utilizing assistive technologies effectively.
3. Participants are encouraged to ask questions and engage in discussions during the presentation.

#### Learning Outcomes

#### Duration

#### Required Materials

Learn about various assistive technologies available to facilitate workplace interactions for hard of hearing individuals.

20 min

Presentation slides, examples of assistive technologies, projector, computer, internet connection

Gain practical tips for utilizing assistive technologies effectively in their workplaces.



### 3

## CONCLUSION

The trainer leads a brief discussion with participants, connecting the insights gained from the group discussion and the presentation on assistive technologies. Participants share their impressions and reflections, and the trainer summarizes the key learnings, emphasizing the importance of utilizing assistive technologies and collaborating with colleagues and employers to create inclusive work environments.

1. The trainer facilitates a brief discussion with participants, allowing them to share their impressions and reflections on the group discussion and the presentation.
2. Participants discuss their strategies for utilizing assistive technologies effectively in their workplaces.
3. The trainer summarizes the key learnings and insights from the session, emphasizing the importance of collaboration and communication in creating inclusive work environments.

### Learning Outcomes

### Duration

### Required Materials

Understand the role of assistive technologies in facilitating workplace interactions for hard of hearing individuals.

20 min

-

Reflect on their experiences and develop strategies for utilizing assistive technologies effectively in their workplaces.

# Assistive Technology



**This module consists of two sessions with a total duration of 3 hours, focusing on the following sessions:**

1. Introduction to Assistive Technology
2. Assistive Technology for Deaf and Hard of Hearing Persons.





## At the end of this module, youth workers will be able to:



### Knowledge

1. Explain the concept and purpose of assistive technology.
2. Assess the impact of assistive technology on daily life.
3. Identify and analyze the communication challenges faced by deaf and hard of hearing persons.
4. List and describe assistive technologies available to deaf and hard of hearing persons.
5. Evaluate the effects of assistive technology on the daily lives of deaf and hard of hearing persons.



### Skills

1. Apply knowledge of assistive technologies available to deaf and hard of hearing persons in interactions with them.

<b>SESSION 1</b> Introduction to Assistive Technology	<b>SESSION 2</b> Assistive Technology for Deaf and Hard of Hearing Persons
90 min	90 min



### Teaching Methodology

Oral presentations, discussions, demonstrations; participants will work in groups or pairs



### Required Materials

Projector, computer, internet connection, presentation, whiteboard and markers, earplugs, medical face masks, poster, paper and pencil, copies of handouts and workshop summaries



### Literature

1. Bryant, Brian R. (1998). *Assistive technology: An introduction*. Journal of learning disabilities 31, 1-2 <https://tinyurl.com/22a4gxlj>
2. Bankaitis, A. U. (2007). *Hearing assistive technology*. In Valente, M., Hosford-Dunn, H., & Roeser, J. R. (Eds.), *Audiology Treatment* (pp. 400-417). NY: Thieme Medical Publishers



## Session 1

# Introduction to Assistive Technology

In this session, participants will learn about the basic concept of assistive technology: they will explore its key features and understand its purpose. Based on this, participants will appreciate the importance of assistive technology in improving daily life quality and ensuring accessibility and inclusivity in various aspects of life.

At the end of this session, youth workers will be able to:

### KNOWLEDGE

1. Define assistive technology.
2. Explain the purpose of using assistive technology.
3. Identify key features of assistive technology.
4. List types of assistive technologies.
5. Evaluate the impact of assistive technology on daily life.



### Duration

90 min



### Teaching Methodology

Oral presentations, discussions



### Required Materials

Projector, computer, internet connection, presentation, whiteboard and markers, copies of handouts and workshop summaries



### Literature

1. Bryant, Brian R. (1998). *Assistive technology: An introduction*. Journal of learning disabilities 31, 1-2 <https://tinyurl.com/22a4gxlj>





## 1

### INTRODUCTION

The trainer begins the workshop with questions that participants should answer in one or two words, and the trainer record their answers on a whiteboard:

1. What is assistive technology?
2. What is the primary purpose of assistive technology?

Guided by the trainer's questions, participants assess their own level of knowledge and understanding of the role and importance of assistive technology.

**The trainer asks new questions:**

1. Have you encountered assistive technology? If so, please share the situations where you have seen or used it. (Recommendation: Before participants answer to this question, the trainer is suggested to first describe a situation where assistive technology is used.)
2. Now, imagine that in the previously described situations where assistive technology was applied, it was not available. What would happen? How would this affect a person with a disability?

During this activity, the trainer and participants exchange their opinions and draw conclusions.

Learning Outcomes	Duration	Required Materials
Analyze the role and importance of assistive technology.	20 min	Whiteboard and markers

## 2

### MAIN PART

Using the prepared presentation, the trainer introduces assistive technology.

**The presentation includes the following topics:**

- Definition of assistive technology
- Purpose of assistive technology
- Types of assistive technologies

**Link:** <https://tinyurl.com/25v22o62>

Learning Outcomes	Duration	Required Materials
Present the concept of assistive technology, identify its purpose of application, and list types of assistive technologies.	30 min	Projector, computer, internet connection, presentation



Participants watch a video where a person with a disability shares their everyday experience of using assistive technology, outlining its possibilities, benefits, and challenges.

**Video:** *Jane Velkovski – The life-changing power of assistive technology*

**Link:** <https://www.youtube.com/watch?v=ltGGGN4jeYE>

After watching the video, a group discussion follows. The trainer and participants exchange their impressions and opinions about the information presented in the video.

Learning Outcomes	Duration	Required Materials
Assess the impact of assistive technology on everyday life.	25 min	Projector, computer, internet connection

### 3

## CONCLUSION

The trainer summarizes the key points of assistive technology and, if needed, further clarifies them to the participants.

Learning Outcomes	Duration	Required Materials
Conclude on the role and importance of using assistive technology.	15 min	-

# Assistive Technology for Deaf and Hard of Hearing Persons

In this session, participants learn about assistive technology available to deaf and hard of hearing persons, which facilitates their communication with others and access to information. Through interactive tasks, participants will explore existing assistive technologies for deaf and hard of hearing persons and learn how to apply them.

At the end of this session, youth workers will be able to:

### KNOWLEDGE

1. Identify and analyze the effects of communication difficulties for deaf and hard of hearing persons.
2. List and explain assistive technologies available to deaf and hard of hearing people.
3. Assess and evaluate the impact of assistive technology on the daily lives of deaf and hard of hearing people.

### SKILLS

1. Apply knowledge of assistive technologies available to deaf and hard of hearing persons in interactions with them.



#### Duration

90 min



#### Teaching Methodology

Oral presentations, discussions, demonstrations; participants will work in groups



#### Required Materials

Projector, computer, internet connection, presentation, medical face masks, earplugs, paper and pencil, copies of handouts and workshop summaries



#### Literature

1. Bankaitis, A. U. (2007). *Hearing assistive technology*. In Valente, M., Hosford-Dunn, H., & Roeser, J. R. (Eds.), *Audiology Treatment* (pp. 400-417). NY: Thieme Medical Publishers





## 1

### INTRODUCTION



The trainer divides participants into smaller groups, preferably with no more than three members per group. During the task, all participants must wear earplugs, and at least two members in each group should wear a medical mask. This prevents them from using their own voice for communication. The goal of the task is for participants to devise alternative ways to communicate with each other under the given restrictive conditions.

All groups share the same objective: to find a way to establish communication under limited conditions. Each group is assigned its own discussion topic.

#### Recommended discussion topics:

1. **In a restaurant** (roles: waiter, restaurant guests)
2. **In an office** (roles: manager, employees)
3. **In the hospital** (roles: doctor, nurse, patient)
4. **In a store** (roles: salesperson, customers)
5. **In the classroom** (roles: students, teacher)

After completing their group work and guided by the trainer's questions, groups exchange their findings and impressions from working on the simulation task.

#### Questions:

1. What communication methods did you use during the task?
2. Did you use one communication method or several?
3. Which communication method proved most effective for you? Explain the reasons.
4. Did your communication flow smoothly, or did you encounter difficulties?
5. How did you feel when misunderstandings or lack of understanding occurred among each other?
6. What are the consequences of communication barriers faced by deaf and hard of hearing persons?

#### Learning Outcomes

#### Duration

#### Required Materials

Create new methods of communication under given simulation conditions.

40 min

Medical face masks, earplugs, paper and pencil

Identify the effects of communication barriers on the quality of life for deaf and hard of hearing persons.

## 2

### MAIN PART

The trainer uses a prepared presentation to introduce participants to various examples of assistive technologies intended for deaf and hard of hearing persons. The trainer briefly presents how each individual device works.

**Presentation:** *Assistive Technology for Hearing Impaired*

**Link:** <https://tinyurl.com/25v22o62>

Learning Outcomes	Duration	Required Materials
Present existing assistive technologies intended for deaf and hard of hearing persons.	20 min	Projector, computer, internet connection, presentation
<p>Participants watch a video in which several deaf and hard of hearing persons share their own experiences with the use of assistive technology in their lives.</p> <p><b>Video:</b> <i>Between Sound &amp; Silence: How Technology Is Changing Deafness</i></p> <p><b>Link:</b> <a href="https://www.youtube.com/watch?v=fY4G9mgHKQs">https://www.youtube.com/watch?v=fY4G9mgHKQs</a></p> <p>After watching the video, there will be a collective exchange of impressions and a discussion led by the trainer's questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What devices do they use as assistive technology?</li> <li>2. How do they feel when they don't use their hearing aids?</li> <li>3. What would happen if assistive technology were not available to deaf and hard of hearing persons? What would be the consequences?</li> <li>4. How have hearing aids evolved throughout history?</li> <li>5. How do deaf and hard of hearing persons identify themselves?</li> <li>6. How are they perceived by society?</li> <li>7. What challenges have they faced and how have they dealt with them?</li> </ol>		
Learning Outcomes	Duration	Required Materials
Present existing assistive technologies intended for deaf and hard of hearing persons.	20 min	Projector, computer, internet connection, presentation

## 3

### CONCLUSION

Connecting the acquired knowledge and skills from this and previous workshops, the trainer and participants exchange their opinions and draw conclusions about the purpose and importance of using assistive technology in the daily lives of deaf and hard of hearing persons.

Learning Outcomes	Duration	Required Materials
Conclude on the purpose and importance of using assistive technology in the daily lives of deaf and hard of hearing persons.	10 min	-



# Inclusive Education

**This module consists of two sessions with a total duration of 3 hours, focusing on the following topics:**

1. Introduction to Inclusive Education
2. Inclusive Education for Deaf and Hard of Hearing Persons – Opportunities and Challenges.







## At the end of this module, youth workers will be able to:



### Knowledge

1. Explain the concept of inclusive education and its objectives.
2. Evaluate and assess the purpose and significance of inclusion in the educational system.
3. Identify the specific needs of the deaf and hard of hearing in the context of education.
4. Describe strategies and methods to ensure inclusion in the education of deaf and hard of hearing persons. Vrh obrasca
5. Analyze challenges in implementing inclusive education for deaf and hard of hearing persons and propose potential solutions to overcome them.

<b>SESSION 1</b> Introduction to Inclusive Education	<b>SESSION 2</b> Inclusive Education for Deaf and Hard of Hearing Persons – Opportunities and Challenges
90 min	90 min



### Teaching Methodology

l presentations, discussions, demonstrations;  
participants will work individually, in groups and in pairs



### Required Materials

Projector, computer, internet connection, presentation, whiteboard and markers, paper, sticky notes, pencil, worksheets, copies of handouts and workshop summaries



### Literature

1. Stubbs, S. (2008). *Inclusive education: Where there are few resources*, The Atlas Alliance <https://tinyurl.com/2dx4ycqg>

## Session 1

# Introduction to Inclusive Education

In this session, participants will be introduced to the concept of inclusive education, its role, purpose, and objectives. Through working on tasks, they will be able to assess and evaluate the purpose and significance of implementing inclusion in education.

At the end of this session, youth workers will be able to:

### KNOWLEDGE

1. Explain the concept of inclusion within the educational system and its goals.
2. Evaluate and assess the purpose and importance of implementing inclusion in education.



### Duration

90 min



### Teaching Methodology

Oral presentations, discussions; participants will work individually and in groups



### Required Materials

Projector, computer, internet connection, whiteboard and markers, sticky notes, paper, pencil, worksheets, copies of handouts and workshop summaries



### Literature

1. Stubbs, S. (2008). *Inclusive education: Where there are few resources*, The Atlas Alliance  
<https://tinyurl.com/2dx4ycqg>





## 1

## INTRODUCTION

The trainer hands out a sticky note to each participant and then writes the term "inclusive education" on the whiteboard. Each participant writes their association with the mentioned term on the sticky note and places it next to the term on the whiteboard. Afterwards, the trainer reads out each association aloud, followed by a group discussion on the role and importance of inclusion in education.

Afterwards, participants work in pairs. They respond to the trainer's questions and then present their answers to the group. In the end, guided by the trainer's suggestions and comments, they collectively define the definition and purpose of inclusive education.

### Questions:

1. What is inclusive education?
2. What is the purpose of inclusive education?
3. In what ways does inclusive education contribute to the individual and society?

### Learning Outcomes

### Duration

### Required Materials

Define inclusive education and analyze the purpose and significance of implementing inclusion in education.

40 min

Whiteboard and markers, paper, sticky notes and pencil, worksheets

## 2

## MAIN PART

Participants watch a video presentation showcasing different education models: segregation, integration, and inclusion. They also familiarize themselves with the main characteristics of inclusive education.

**Video:** *What is inclusive education?*

**Link:** <https://www.youtube.com/watch?v=yHE3Lklix3I>

### Learning Outcomes

### Duration

### Required Materials

Present the concept of inclusive education and its key features.

35 min

Projector, computer, internet connection

# 3

## CONCLUSION

The trainer presents key concepts from this session: access to education is a fundamental human right, and inclusive education promotes equality among children and encourages acceptance of diversity. Participants also share their own opinions and conclusions drawn during this session.

Learning Outcomes	Duration	Required Materials
Conclude on the purpose and importance of ensuring inclusion in education.	15 min	-

# Inclusive Education for Deaf and Hard of Hearing Persons – Opportunities and Challenges

During this session, participants will learn with the specific needs and challenges faced by deaf and hard of hearing persons in the educational system. Through working on various tasks, they will be able to identify and analyze the issues that deaf and hard of hearing people encounter during their education and devise possible solutions to overcome them.



At the end of this session, youth workers will be able to:

## KNOWLEDGE

1. Identify the specific needs of deaf and hard of hearing persons in the context of education.
2. Analyze the challenges of implementing inclusion in education for deaf and hard of hearing persons and suggest possible solutions to overcome them.
3. List strategies and methods to ensure inclusion in the education of deaf and hard of hearing persons.



### Duration

90 min



### Teaching Methodology

Oral presentations, discussions; participants will work in groups



### Required Materials

Projector, computer, internet connection, paper, pencil, worksheets, copies of handouts and workshop summaries



### Literature

1. Stubbs, S. (2008). *Inclusive education: Where there are few resources*, The Atlas Alliance  
<https://tinyurl.com/2dx4ycqg>





## 1

### INTRODUCTION



Participants watch a short video showing the same school day from two perspectives – that of hearing students and deaf students. Afterwards, guided by the trainer's questions, participants discuss it.

**Video:** „Pardon?“ - what living with a hearing impairment is really like

**Link:** [https://www.youtube.com/watch?v=LPiksr\\_Dnmg](https://www.youtube.com/watch?v=LPiksr_Dnmg)

**Questions:**

1. Are the experiences of the same school day portrayed from the perspectives of hearing and deaf students the same or different?
2. Is the school environment adapted to the needs and abilities of deaf students?
3. What challenges do deaf students face during classes?
4. Why do issues arise in following the lessons?
5. How could the presented issues in classes be resolved?
6. How do teachers interact with deaf students?
7. What is the relationship like between deaf students and their peers?
8. Do deaf students find ways to overcome challenges in their school?

**Learning Outcomes**

**Duration**

**Required Materials**

Compare and analyze the experiences of hearing and deaf students in school.

Identify the challenges that students with hearing impairments face during their education.

30 min

Projector, computer, internet connection

## 2

### MAIN PART

Participants work in groups. Each group is assigned identical tasks – descriptions of real situations in school. Participants are required to offer suggestions for resolving these situations.

#### Examples of situations:

1. The school doesn't have enough funds to hire a full-time sign language interpreter, meaning the student would receive partial support during classes or attend some classes without a sign language interpreter.

How would you solve this problem?

1. In the classroom, you have a hard of hearing student who distances themselves from classmates during breaks and doesn't join their gatherings, and they aren't invited to play by other students, so they spend time alone.

How would you address this situation?

1. The teacher believes that adapting teaching materials and methods for a deaf student is unnecessary, even though it is necessary.

Each group presents their suggestions, and then they discuss them together. If necessary, the trainer comments on their proposals and provides additional information.

Learning Outcomes	Duration	Required Materials
Analyze the challenges of ensuring inclusion in school for students with hearing impairments and suggest solutions to overcome these challenges.	45 min	Paper and pencil, worksheets

## 3

### CONCLUSION

The work continues in groups. Each group writes conclusions they have learned during this and the previous session about inclusive education. Each group presents their conclusions to the other participants. If necessary, the trainer comments on their conclusions and provides additional remarks.

Learning Outcomes	Duration	Required Materials
Conclude on the role and importance of ensuring inclusion in education for persons with hearing impairments.	15 min	Paper and pencil

# Mentorship and Support

**Mentoring can be introduced by using the description from the “Mentoring Life: Small waves in the big ocean of change - Manual for Youth Mentors”, in the following way:**

“The concept of mentoring dates back a long way: it is, in fact, a very ancient learning path, in which the younger and less experienced subjects (students, juniors or mentees) were joined by an older or more experienced one (senior or mentor) with the aim of promoting their growth in the training, personal, work, and social fields. It is starting from these spontaneous relationships, which voluntarily connect the generations leading to maturation through the resources present in the community, that Mentoring develops. Mentoring is therefore a type of formal relationship, which does not arise by chance but develops with the aim of personal growth and improvement. The main tool is the “mentor-mentee” relationship.”

**This module will cover the topics of understanding and defining mentorship and who mentor is, principles of mentoring and types of mentoring, and steps in establishing relationship between a mentor and a mentee.**





# At the end of this module, youth workers will be able to:



## Knowledge

1. Develop understanding of what mentorship is and learn definitions of mentoring.
2. Develop understanding and learn the benefits of mentoring.
3. Gain knowledge on characteristics of mentoring relationships.
4. Develop and further improve knowledge about principles of mentoring.
5. Develop basic understanding of different types of mentoring.
6. Develop understanding of mentor-mentee relationship and quality of mentor-mentee relationship.



## Skills

1. Develop a profile of an ideal mentor including the positive and desired characteristics of a mentor.
2. Develop skills for implementing at least one type of mentoring with deaf and hard of hearing youngsters in field of developing their entrepreneurial and employability skills.
3. Develop skills for setting quality mentoring activities, step-by-step, from selection of mentors to evaluation of the process.

SESSION 1	SESSION 2	SESSION 3
Understanding the Mentorship and Support	Principles of Mentoring and Types of Mentoring	How to Establish Mentoring and Support Relationship – Step-by-step
150 min	120 min	150 min



## Teaching Methodology

Theoretical inputs, presentations, group discussion, educational posters, brainstorming, role-plays, discussion and debriefing in plenary; work in smaller groups



## Required Materials

Flipchart papers, markers, A3 papers, pens, coloured pencils, old magazines, glue, scissors, handout for session "How to establish mentoring and support relationship - step-by-step"



## Literature

1. Mentoring Life: Small waves in the big ocean of change - Manual for Youth Mentors (Manual): <https://tinyurl.com/2bs56n2d>
2. Mentoring Life: Small waves in the big ocean of change - Toolkit for Youth Mentors (Toolkit): <https://tinyurl.com/2b79sg7a>
3. Holistic Mentoring: tools and practices for youth work (Toolkit): <https://tinyurl.com/26rbdjxc>
4. Youth Mentorship - Steps in Establishing a Successful Mentorship Relationship (Manual): <https://tinyurl.com/29sz8v3n>
5. The Mentor's Toolbox (Manual): <https://tinyurl.com/26xzt9fb>
6. TreasureBox for Mentors (Toolkit): <https://tinyurl.com/28gzggc2>
7. HowNow: What Makes A Good Mentor-Mentee Relationship <https://tinyurl.com/2bozghfj>



## Session 1

# Understanding the Mentorship and Support

This session is dedicated to defining mentorship, understanding definitions of mentorship, benefits of mentoring, and qualities of a good mentor. Through series of brainstorming activities combined with inputs and group work on drawing persona of ideal mentor, participants will raise their knowledge on the topic and will raise their skills of developing profile of ideal mentor for deaf and hard of hearing youngsters working on development of their entrepreneurial and employability skills.

**At the end of this session, youth workers will be able to:**

### KNOWLEDGE

1. Develop understanding of what mentorship is and learn definitions of mentoring.
2. Develop understanding and learn the benefits of mentoring.
3. Gain knowledge on characteristics of mentoring relationships.

### SKILLS

1. Develop a profile of an ideal mentor including the positive and desired characteristics of a mentor.



### Duration

150 min



### Teaching Methodology

Theoretical inputs by trainers, presentations by participants, discussion and debriefing in plenary, brainstorming; work in smaller groups



### Required Materials

Flipchart papers, markers, A3 papers, pens, coloured pencils, old magazines, glue, scissors



### Literature

1. Mentoring Life: Small waves in the big ocean of change - Manual for Youth Mentors (Manual): <https://tinyurl.com/2bs56n2d>
2. Mentoring Life: Small waves in the big ocean of change - Toolkit for Youth Mentors (Toolkit): <https://tinyurl.com/2b79sg7a>





## 1

## INTRODUCTION

### The meaning of mentoring - brainstorming - 10 min

The trainer starts the session with **brainstorming on meaning of the mentoring**. Answers of participants are written on the flipchart paper, and by the end of this step, trainer reads out all of the written contributions.

### Definition of mentoring - input - 5 min

As a follow-up on the first brainstorming step on the introductory part of the session, trainer presents the group with **input on definition of mentoring** – from the resources for the session:

*"The concept of mentoring dates back a long way; it is, in fact, a very ancient learning path, in which the younger and less experienced subjects (students, juniors or mentees) were joined by an older or more experienced one (senior or mentor) with the aim of promoting their growth in the training, personal, work and social fields.*

*It is starting from these spontaneous relationships, which voluntarily connect the generations leading to maturation through the resources present in the community, that Mentoring develops.*

*Mentoring is therefore a type of formal relationship, which does not arise by chance but develops with the aim of personal growth and improvement. The main tool is the "mentor-mentee" relationship.*

*Youth mentoring is the process of matching mentors with young people who need or want a caring, responsible adult in their educational path."*

*When organising mentoring and support activities with deaf and hard of hearing youngsters, it would be beneficial if the mentor is coming from the same target group in order to be able to relate to the problems that the target group faces while making their first entrepreneurial steps of finding first employment opportunities.*

### Benefits of mentoring - brainstorming - 5 min

After the group had a chance to learn what mentoring is, trainer starts another **brainstorming session** – this time on **benefits of mentoring**. Participants are invited to actively contribute to the brainstorming, and all of the answers are written on flipchart paper. Once the group has contributed to the brainstorming session, trainer concludes the step by reading out loud all the written answers.

Introduction part of the session is concluded by **inputs by trainers on benefits of mentoring and characteristics of mentoring relationships**.

### Benefits of mentoring - input - 10 min

#### Benefits of mentoring on mentees:

- Increased educational results from the process
- Healthier relationships and lifestyle choices
- Improvements of attitudes
- Enhanced self-esteem and self-confidence
- Improved behaviour
- Stronger relationships with peers and other individuals
- Improved interpersonal skills

**Characteristics of mentoring relationships - input - 5 min**  
**Characteristics of mentoring relationships**

When we refer to youth mentoring, we can identify a number of key characteristics that can ensure successful relationships. Among them, we can mention the following:

**A) Medium-long term relationships between mentor and mentee**

The time commitment of mentors and mentees varies along with the frequency and type of interaction. For example, some mentoring relationships are designed for interaction to occur once or twice a week, with phone calls or online interaction between meetings. Other mentoring relationships are held occasionally on an "as needed" basis. While time commitment can vary, research suggests that long-term relationships are more beneficial than short-term mentorship relationships (lasting more than a year).

**B) Empathy between mentor and mentee**

In order to be able to develop a successful relationship, in addition to a long-time frame and a well-defined program, a key aspect is also that of the empathy that must occur between the mentor and the mentee. If the relationship is based on mutual commitment, constant openness and flexibility, willingness to listen and acquire new skills, very important conditions can be established.

**C) Planning**

Meetings between mentors and mentees can be scheduled in several ways. Many mentoring programs have fixed times for meetings with mentors and mentees; however, some allow for flexibility so that mentors and mentees can identify dates and times that work well for their schedules. Regardless of the program's flexibility, research has found greater benefits for relationships where there is frequent, consistent, and reliable contact between mentor and mentee.

*\*Inputs by trainers can be further extended, with use of the suggested session materials which are also a base for the inputs materials presented in the session.*

Learning Outcomes	Duration	Required Materials
Develop understanding of what mentorship is and learn definitions of mentoring.		
Develop understanding and learn the benefits of mentoring.	35 min	Flipchart papers, markers
Gain knowledge on characteristics of mentoring relationships.		

**2**

**MAIN PART**

**Who is a mentor - brainstorming - 10 min**

Trainer opens the main part of the session with another brainstorming, this time with question "Who is a mentor – how would you describe him/her?". All the answers are written on the flipchart paper.

At the end, trainer reads out all of the answers, and concludes this step.

### Drawing ideal mentor - 45 min

Participants are divided into 4 or more smaller groups, depending on the size of the whole group. Each group is given task to based on all of the inputs we had so far in the session, on A3 paper, draw a persona of an ideal mentor. Inside of the persona all of the characterises of the ideal mentor should be written: who is this person, what do they like to do, why are they a good mentor, how to they communicate...

Participants are given coloured pencils, old magazines to use cut-outs from them, glue, scissors; all to use to make best possible drawing of the ideal mentor persona.

Groups are instructed to think about persona of mentors working with deaf and hard of hearing youngsters.

### Presenting the drawings and analysis - 30 min

After the drawings are finalised, groups meet again in plenary, and present the drawings – one by one. Trainer concludes the presentations with questions on similarities and differences between the drawings of different groups.

At the end, the drawings are hanged on the wall, and will be reflected on during the other sessions concerning the topic of mentoring.

### Qualities of a good mentor - input - 5 min

Main part of the session is closed with the trainer's inputs on qualities of a good mentor.

#### Qualities of good mentor

- Experienced youth worker or individual with background in the fields and entrepreneurship and employability skills development;
- Outgoing, open-minded person;
- Has experience of working with deaf and hard of hearing youngsters, or themselves are deaf or hard of hearing individual,
- Continuity - if the mentee gets stuck at one point the mentor should help get back on track;
- Good organizational skills;
- Charismatic;
- People's person;
- Empathic;
- Language skills;
- Group working skills;
- Have a wide knowledge about entrepreneurship and boosting employability skills;
- Leadership skills.



#### Learning Outcomes

Develop a persona of an ideal mentor including the positive and desired characteristics of a mentor.

#### Duration

90 min

#### Required Materials

Flipchart paper, markers, A3 papers, pens, coloured pencils, old magazines, glue, scissors

### 3

## CONCLUSION

Session is concluded with discussion in plenary. Trainer leads the discussion with following questions for reflection on the session:

- What does mentorship mean to you personally? Share some thoughts and experiences.
- How do you think mentorship can benefit both mentors and mentees? Did you have some other opinion before this session that was changed after the session?
- Let's reflect again on the characteristics of successful mentoring relationships. Which ones resonate with you the most and why?
- Do you think that mentorship should be a formal or informal relationship? Why?
- Imagine yourself as a mentor. What positive qualities would you possess, and how would you contribute to your mentee's growth?
- In what ways can mentorship support personal and professional development?
- Discuss the importance of setting clear goals and expectations in a mentorship relationship. How can this contribute to its success?
- What is mentorship and what is support? How do these two come together?
- What can we take as lesson learned from this session, relevant for our future work?
- How can we use outcomes of this session in our day-to-day activities?

### Learning Outcomes

### Duration

### Required Materials

Conclusion and reflection on the information presented throughout the session.

25 min

-

## Session 2

# Principles of Mentoring and Types of Mentoring

Session on principles of mentoring and types of mentoring brings participants closer to developing understanding of mentoring and importance of mentoring in the processes of empowering deaf and hard of hearing youngsters' entrepreneurial and employability skills.

Participants will gain knowledge on principles of mentoring, and will develop their skills for implementing at least one type of mentoring – through group work and role-play sketches preparation and implementation.

**At the end of this session, youth workers will be able to:**

### KNOWLEDGE

1. Develop and further improve knowledge about principles of mentoring.
2. Develop basic understanding of different types of mentoring.

### SKILLS

1. Develop skills for implementing at least one type of mentoring with deaf and hard of hearing youngsters in field of developing their entrepreneurial and employability skills.



### Duration

120 min



### Teaching Methodology

Theoretical inputs, brainstorming, role-plays, discussion and debriefing in plenary; work in smaller groups



### Required Materials

Flipchart papers, markers



### Literature

1. Mentoring Life: Small waves in the big ocean of change - Manual for Youth Mentors (Manual): <https://tinyurl.com/2bs56n2d>
2. Mentoring Life: Small waves in the big ocean of change - Toolkit for Youth Mentors (Toolkit): <https://tinyurl.com/2b79sg7a>
3. Holistic Mentoring: tools and practices for youth work (Toolkit): <https://tinyurl.com/26rbdjxc>
4. Youth Mentorship - Steps in Establishing a Successful Mentorship Relationship (Manual): <https://tinyurl.com/29sz8v3n>







## 1

## INTRODUCTION

Trainer starts the session with talk with the participants, in format of a group discussion, on principles of mentoring. Participants are invited to share what they think the principles of mentoring might be.

After the group discussion, trainer introduces participants to principles of mentoring. Key points from each principle can be in advanced written on a flipchart paper, or can be written by trainer during the input.

### Principles of Mentoring

When it comes to mentoring youth, we have to take into consideration several principles that underlie it. These principles are applicable in various mentoring contexts and can help ensure that the benefits of mentoring extend to individuals, units and the institution.

Among these principles, we can consider as most relevant the following ones:

#### A) Voluntary relationship

At the basis of a successful mentoring, there must above all be the voluntariness of each actor involved in it. Being a relationship that involves strong emotional involvement, it is essential to have solid foundations.

Based on this voluntariness, it will then be possible to develop an agreed set of goals and activities that will help both mentor and mentee to cultivate a meaningful relationship and achieve the defined goals. Therefore, mentoring involves a clearly demarcated, close and unforced relationship that ends when the mentee is able to operate independently.

#### B) Inclusion

In addition to being a voluntary relationship, surely time and energy must be devoted to creating an inclusive space where the parties can bring their best and most authentic selves. In this context, it is important to underline the key role of flexibility and adaptability in the relationship.

This principle is important for our specific types of activities and the target groups we plan to involve in the upcoming activities.

#### C) Connection

Mentoring requires a trusting and confidential relationship based on mutual respect. Based on these guidelines, it becomes possible to develop a sincere relationship, based on empathy and the desire to learn continuously and constantly on the part of both, in order to improve and strengthen their knowledge in various fields. In fact, the purpose, objectives and activities then defined must be established by mutual agreement between the mentor and the mentee.

#### D) Relationship between mentor and mentee

Effective mentoring arises from a mutual relationship between mentor and mentee, where each actively contributes to the success of the relationship. In this relationship, the two actors are the mentors and the mentees.

Mentors have to build the relationship on the basis of the mentee's needs, what they want to learn: the mentor acts as a resource and guide for the mentee learning process, offering useful information, warning of dangers, sharing own experiences on the road.

Likewise, learners play an active role in the relationship, not being passive recipients to be filled by a mentor, but active partners in the learning process. They initiate discussions, bring their questions, contribute their knowledge and set the direction and duration of their mentoring relationships.

**E) Create a roadmap**

Another fundamental principle at the basis of mentoring youth is the principle according to which all the journeys that will be carried out together must be traced and scheduled.

Objectives, activities, tables, attention to detail: every aspect counts and needs to be defined in the best possible way, to develop the fluid process of mentoring.

Learning Outcomes	Duration	Required Materials
Develop and further improve knowledge about principles of mentoring.	15 min	Flipchart papers, markers

**2**

**MAIN PART**



Participants are divided into 5 groups, each group in charge of presenting 1 type of mentoring through the role-play sketches.

**Each group receives a task to prepare 2 roleplays:**

- 1.1st roleplay showcasing how the specific type of mentoring looks like when applied to mentoring deaf and hard of hearing youngster in the process of developing their entrepreneurial skills (the youngster already went through a training course and have gained basic skills, and is now in process of developing entrepreneurial idea of their own).
- 2.2nd roleplay showcasing how the preparation of the mentoring process looks like, from the shoes of the mentor.

Each group receives the input on the type of mentoring they are presenting through the roleplays, and gets additional links to resources (resources of this session) and information where to find relevant information within each of the resources.

Groups are given 60 minutes for preparations of the sketches.

After the preparation phase, groups present each of the types of mentoring.

## Types of Mentoring

### A) Virtual/Distance Mentoring

Especially following the occurrence of the Covid-19 pandemic, one type of tutoring is that which occurs remotely. The most important thing is to establish a relationship of trust, empathy and good communication between the mentor and the mentee. This type of mentorship allows people from all corners of the world to pursue a meaningful mentorship relationship, thus increasing the chances (especially for those who are in rural/distant areas).

### B) Group mentoring

A single mentor is matched with a cohort of mentees. Initial program structure is provided while allowing mentors to direct progress, pace and activities. Through this, regular mentoring meetings are organized to discuss some topics that are relevant to the mentees in the group. In particular, group mentoring can enable mentors and mentees to understand each other's struggles and concerns, to share experiences, ideas and suggestions that can be useful to all involved.

### C) Traditional One-on-one Mentoring

It is the traditional model of mentoring, where a mentor and mentee agree to join a mentoring partnership to help the mentee develop, improve and achieve their goals. Mentee-mentor partners participate in a mentoring relationship with structure and timeframe of their making or as established by a formal mentoring program. While the focus is primarily on the mentee, the mentor will also benefit from developing leadership skills, learning from the mentee, and a sense of satisfaction from supporting someone in their own career.

### D) Reverse Mentoring

Reverse mentoring is when a younger person mentors an older person in an organization. Essentially, traditional tutoring in reverse. It can be used to upskill senior employees in digital technology, for example, or as part of a diversity and inclusion initiative.

Regardless of the type of mentoring, one-on-one mentoring has the potential to use reverse mentoring, as there is always a lot we can learn from each other.

### E) Peer Mentoring

Like one-on-one mentorship, peer mentorship is when two people join in a mentorship but both parties are from a similar job level, age range, or situation.

In this typology, the actors involved can act in turn as "mentor" and "pupil", sharing experiences and skills, learning together, and holding each other accountable.

Learning Outcomes	Duration	Required Materials
Develop basic understanding of different types of mentoring.		
Develop skills for implementing at least one type of mentoring with deaf and hard of hearing youngsters in field of developing their entrepreneurial and employability skills.	90 min	-

### 3

## CONCLUSION

Trainer concludes the session with debriefing in plenary, led with use of the following questions:

- Let's reflect on the principles of mentoring discussed in the session. Which principle resonates with you the most, and why?
- How does voluntariness in mentoring relationships contribute to the success of the mentorship journey?
- In what ways can mentors create an inclusive space for mentees to? Share your ideas and possible experiences.
- How can trust and mutual respect be established and maintained in a mentoring relationship? What role do this play in the effectiveness of mentorship?
- Let's reflect on the relationship between mentor and mentee as described in the role-play sketches. How can both parties actively contribute to the success of the mentorship relationship?
- How does having a clear plan benefit both mentors and mentees?
- Considering the different types of mentoring discussed (virtual/distance, group, traditional one-on-one, reverse, peer); which type do you think would be most effective for mentoring deaf and hard of hearing youth in developing entrepreneurial and employability skills, and why?
- How can peer mentoring be applicable to process of empowering deaf and hard of hearing youngsters entrepreneurial and employability skills? Have you heard of similar programs? What are the benefits of these programs? What can we learn from the examples and practices of peer mentoring of deaf and hard of hearing individuals?
- What is useful from this session to our day-to-day work with youngsters? How can we use it?

### Learning Outcomes

### Duration

### Required Materials

Conclusion and reflection on the information presented throughout the session.

15 min

-

## Session 3

# How to establish mentoring and support relationship - step-by-step

Through this last session in the topic of mentorship and support, participants will learn about quality mentor-mentee relationship and will develop their skills for establishing mentor-mentee relationship.

**At the end of this session, youth workers will be able to:**

### KNOWLEDGE

1. Develop understanding of mentor-mentee relationship and quality of mentor-mentee relationship.

### SKILLS

1. Develop skills for setting quality mentoring activities, step-by-step, from selection of mentors to evaluation of the process.



### Duration

150 min



### Teaching Methodology

Theoretical inputs, presentations, group discussion, educational posters, discussion and debriefing in plenary



### Required Materials

Flipchart papers, markers, A3 papers, pens, coloured pencils, old magazines, glue, scissors, handout for session "How to establish mentoring and support relationship - step-by-step"



### Literature

1. Youth Mentorship - Steps in Establishing a Successful Mentorship Relationship (Manual): <https://tinyurl.com/29sz8v3n>
2. The Mentor's Toolbox (Manual): <https://tinyurl.com/26xzt9fb>
3. TreasureBox for Mentors (Toolkit): <https://tinyurl.com/28gzggc2>
4. HowNow: What Makes A Good Mentor-Mentee Relationship <https://tinyurl.com/2bozghfj>





## 1

### INTRODUCTION

Trainer starts the session with introduction and talk with participants on the following question: "What would be described as a quality mentor-mentee relationship". Participants are invited to share some examples they have from their practice, or some positive stories about good quality mentor-mentee relationship. During the group discussion, some of the key points can be written on the flipchart, by either the trainer or participants. Trainer closes introductory part of the session by sharing some inputs on what make a quality mentor-mentee relationship:

#### Clear expectations and goals

Establishing clear expectations and goals is essential for a fruitful mentor-mentee relationship. Both parties should have a shared understanding of what they want to achieve and how they will work together to accomplish those objectives.

#### Regular and open communication

Open communication is the foundation of any successful relationship, and the mentor-mentee dynamic is no exception. Regular check-ins, whether in person, on the phone, or through digital platforms, allow for ongoing dialogue and feedback.

#### Trust and confidentiality

Trust is a crucial element in a mentor-mentee relationship. Mentees must feel comfortable sharing their aspirations, challenges, and failures without fear of judgement or repercussions.

#### Experience and expertise

A good mentor possesses relevant experience and expertise in the mentee's field or area of interest. They have walked the path the mentee aspires to follow and can offer valuable insights, advice, and industry knowledge.

#### Empathy and emotional support

Mentors should not only provide professional guidance but also offer emotional support to their mentees. They should empathise with the mentee's struggles and challenges, providing a safe space for mentees to express their emotions and concerns.

#### Constructive feedback and accountability

Constructive feedback is a vital component of a mentor-mentee relationship. Mentors should provide honest and timely feedback, highlighting areas for improvement and celebrating achievements.

#### Continual learning and adaptability

Both mentors and mentees should embrace a mindset of continual learning and adaptability. The mentor should stay up-to-date with trends, enabling them to provide relevant and valuable advice.

#### Learning Outcomes

Develop understanding of mentor-mentee relationship and quality of mentor-mentee relationship.

#### Duration

30 min

#### Required Materials

Flipchart papers, markers

## 2

### MAIN PART

Participants are divided into 8 pairs or smaller groups, depending on the size of the whole group. Each group receives one of the eight steps of establishing mentoring and support relationship (Handout), from the manual "Youth Mentorship - Steps in Establishing a Successful Mentorship Relationship".

Each group needs to prepare educational poster presenting their step in graphical way. For this purpose, participants can use all of the given materials. Participants are given 60 minutes to prepare their educational posters.

After all groups finalise the educational posters, posters are posted around the walls in the working room, and participants are invited to visit each poster, read it, and learn from the group preparing that poster on the specifics of the step they had. This is repeated until the whole group went from step 1 to step 8 of establishing mentoring and support relationship.

#### Learning Outcomes

#### Duration

#### Required Materials

Develop skills for setting quality mentoring activities, step-by-step, from selection of mentors to evaluation of the process.

100 min

Pens, coloured pencils, old magazines, glue, scissors, enough copies of Handout for session How to establish mentoring and support relationship - step-by-step

## 3

### CONCLUSION

Session is concluded with the discussion in plenary, which trainer leads with use of the following questions:

1. What have we learned from this session?
2. Which step do you find most important?
3. Which step do you find as most interesting?
4. Have you ever been in position to mentor someone? Did you follow these steps, or at least some of them, during the process of mentoring?
5. How can this new knowledge be useful for our day-to-day activities?

#### Learning Outcomes

#### Duration

#### Required Materials

Conclusion and reflection on the information presented throughout the session.

20 min

-

## Module 8

# Career Development

**Career development holds very important place for deaf and hard of hearing young people as it empowers them to overcome barriers, achieve independence, and pursue their aspirations in a hearing-centric society.**

By providing pathways to economic stability, promoting self-confidence and empowerment, fostering social inclusion, and enhancing overall well-being, career development initiatives empower these individuals to realize their full potential and contribute meaningfully to society.





# At the end of this module, youth workers will be able to:



## Knowledge

1. Raise awareness of various career options suitable for deaf and hard of hearing young people, broadening their understanding of potential vocational pathways.
2. Improve their knowledge of the importance of self-awareness in career decision-making, recognizing its role in making informed choices and pursuing fulfilling career paths.
3. Acquire knowledge of the distinction between soft skills (interpersonal skills) and hard skills (specific, teachable skills), including examples of each and their significance in the job market.
4. Gain knowledge of the importance of systematic career planning, particularly for deaf and hard of hearing young people, recognizing it as a vital tool for navigating the job market and achieving career goals.



## Skills

1. Improve their ability to collaborate effectively with others through engagement in group brainstorming and discussion activities, fostering teamwork and cooperation.
2. Develop the skill of self-awareness by reflecting on their existing skills, qualities, and experiences, and understanding how to leverage them in youth work activities with deaf and hard of hearing young people.
3. Develop the skill of self-assessment by reflecting on their current abilities, interests, and communication methods, enabling them to evaluate their strengths and areas for improvement accurately.
4. Develop problem-solving skills by identifying potential obstacles and challenges in reaching their goals and brainstorming strategies to overcome them, enhancing their ability to navigate challenges effectively.



## Attitudes

1. Cultivate empathy towards individuals with different abilities, recognizing the importance of inclusivity and understanding in their roles as youth workers.

<b>SESSION 1</b> Hopes, Dreams and Wishes	<b>SESSION 2</b> Build Your Career – Soft Skills Development	<b>SESSION 3</b> Building Your Career – Creation of Plan
90 min	90 min	90 min



## Teaching Methodology

Theoretical inputs, oral presentation, brainstorming, work in smaller groups with given tasks, reflection and debriefing



## Required Materials

Flipchart paper, pens, pencils, A4 papers, scissors, tape, prepared handouts of Chatterbox, prepared handouts of „three circles“



## Literature

1. Your personality, interests, values, skills, and strengths <https://tinyurl.com/27xwovbf>
2. Ross, Annemarie D., Pagano, T. (2009). Development of a Curriculum to Teach the “Soft Skills” Necessary for the Future Deaf and Hard-of-Hearing Laboratory Technician Workforce <https://files.eric.ed.gov/fulltext/EJ1169404.pdf>
3. Phillippe, T., Auvenshine, D. (2019). Career Development Among Deaf Persons <https://tinyurl.com/29b3o4jz>





# Hopes, Dreams and Wishes

This session is designed to teach and empower youth workers to be able to motivate young people to recognise their own strengths, interests and personalities. They will learn how this can help deaf and hard of hearing young people to choose a job/career which suits them and which they would find fulfilling, and how can this be connected with improving position of those youngsters on the labor market and combating their unemployment.



**At the end of this session, youth workers will be able to:**

### KNOWLEDGE

1. Understand the distinction between strengths, interests, and personality traits.
2. Raised awareness of various career options suitable for deaf and hard of hearing young people.
3. Improve knowledge of the importance of self-awareness in career decision-making.

### SKILLS

1. Practice effective communication while sharing examples of their strengths, interests, and personality traits.
2. Improve ability to collaborate effectively with others through engagement in group brainstorming and discussion activities.

### ATTITUDES

1. Cultivate empathy towards individuals with different abilities, recognizing the importance of inclusivity and understanding in their roles as youth workers.



### Duration

90 min



### Teaching Methodology

Theoretical inputs, oral presentation, brainstorming, work in smaller groups with given tasks, reflection and debriefing



### Required Materials

Flipchart paper, pens, pencils, A4 papers, scissors, tape, prepared handouts of Chaterrbox



### Literature

1. Your personality, interests, values, skills, and strengths <https://tinyurl.com/27xwovbf>



## 1

### INTRODUCTION

#### Exploring the terms „strength“, „interest“ and „personality“

Trainers start the session by introducing the terms 'strength', 'interest' and 'personality' and help participants understand what is meant by these.

The easiest way to explain these terms is by talking a little bit about yourself! Explain to the group that you're going to talk about your own character to help them understand the difference between a strength, an interest and their personality.

Tell the group:

1. **One thing you're good at.** Explain that when we talk about a person's strengths we mean the things they're good at. It could be a person's determination or problem-solving abilities. Or a skill, like their writing or singing abilities.
2. **One thing you enjoy doing.** Explain that the things that a person enjoys doing are called interests. It could be anything; it doesn't have to be an incredible talent, just something someone enjoys doing like reading, cooking or dancing. Explain that you don't have to be good at something to enjoy doing it, although sometimes people are also skilled at something which they love doing, which is where strengths and interest overlap.
3. **One of your personality traits.** Explain that your personality is the way that you are as a person – your thoughts, feelings and behaviors that make you different from everyone else. Your personality is what makes you unique, for example you could have a positive (or negative!) personality, a caring personality, a rational personality etc.

#### Learning Outcomes

#### Duration

#### Required Materials

Gain clarity on the differences between strengths, interests, and personality traits through personal reflection and explanation.

20 min

Flipchart, markers, pen, pencils, A4 papers

## 2

### MAIN PART

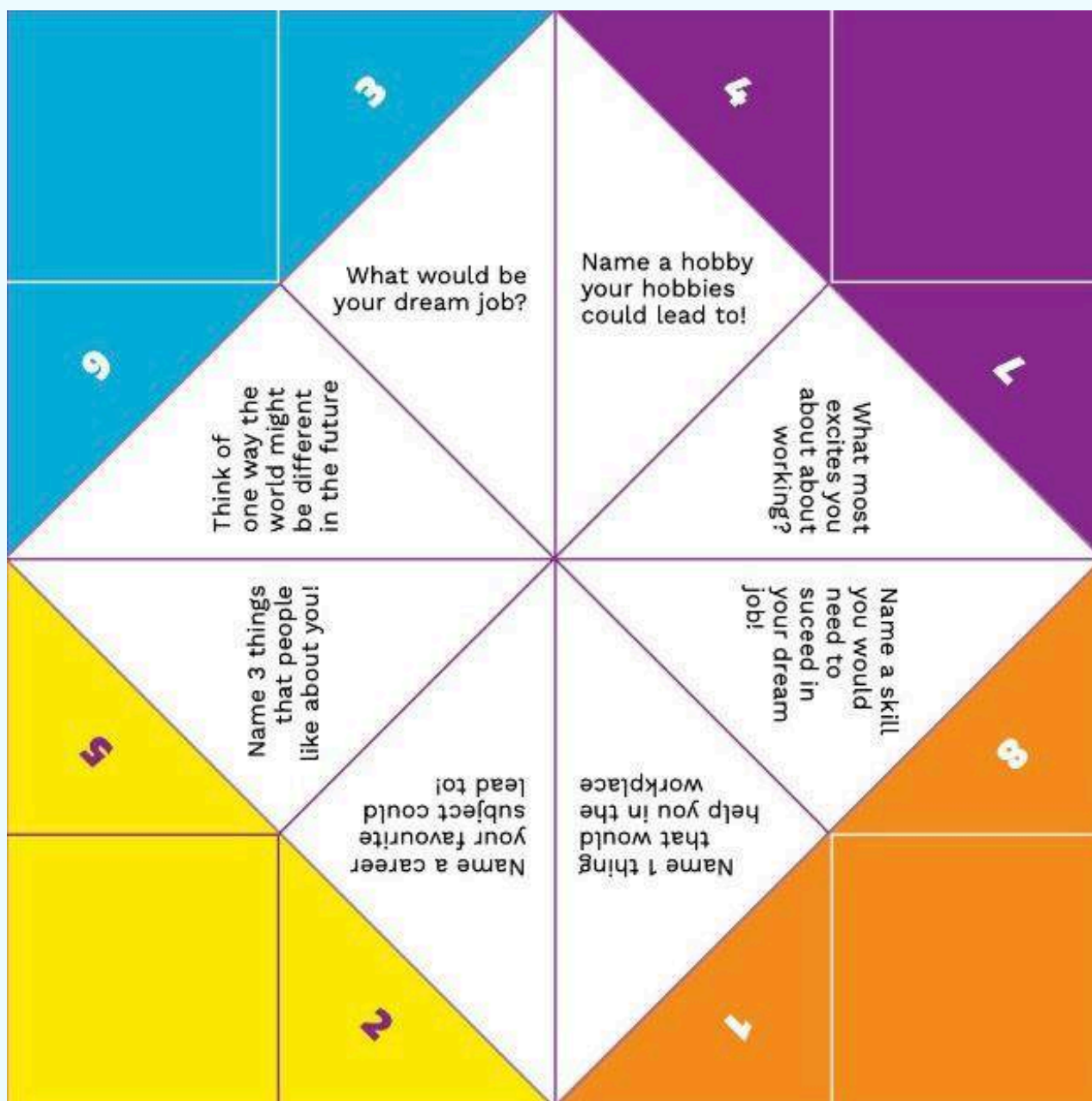
#### Simulation exercise: „Exploring career paths with deaf and hard of hearing young people“

##### Step 1: Brainstorming (15 minutes)

Youth workers are first divided into smaller groups. Trainers then ask them to brainstorm a list of jobs they think deaf and hard of hearing young people might be interested in. Each group should write down their ideas on flipchart paper. At the end, trainers should discuss briefly with the youth workers the importance of understanding oneself in relation to career choices, based on the previous activity explanation.

## Step 2: Creating Chatterboxes (15 minutes)

Each small group is provided with the already prepared chatterboxes.



### They are given the following instructions:

- Cut out the purple square
- Fold the square in half lengthways and then again across the middle.
- Open the square and turn it over so the writing is facing down. Fold the four corners in to the middle.
- Turn the square over again and fold the new four corners into the middle.
- Fold in half so the questions face in.
- Put your fingers in the pockets and you're ready to go!

## Step 3: Chatterbox discussion (20 minutes)

Have each group pair up and simulate being deaf and hard of hearing young people. Instruct them to take turns opening the questions on the chatterbox and discussing their answers with their partner. Encourage the youth workers to role-play the activity authentically, considering how they would support actual deaf and hard of hearing young people.

#### Step 4: Reflection (10 minutes)

After completing the chatterbox questions, have each group reflect on what they've learned about themselves and their "partners." Ask each group to share a few insights with the whole group.

Learning Outcomes	Duration	Required Materials
Enhanced understanding of career exploration and empathy towards deaf and hard of hearing young people.	50 min	Flipchart, markers, pen, pencils, A4 papers, scissors, tape, printed handouts

### 3

## CONCLUSION

Connecting insights with the importance of career choosing

Trainers lead a discussion on how the insights gained from the activity relate to the initial career choices brainstormed by the youth workers (previously written down on the flipchart paper).

Trainers should encourage youth workers to consider whether they still think those jobs match their simulated personalities and interests, or if they've discovered new possibilities. Also, discuss any simulated skills or knowledge needed to pursue chosen careers or alternative options. Finally, youth workers should discuss different ways to foster an inclusive and supportive environment for deaf and hard of hearing young people to explore their interests and strengths and share strategies for ongoing career exploration and support within the regular youth work activities they are implementing.

Learning Outcomes	Duration	Required Materials
Integrate personal insights with career choices and strategies for Inclusive support.	20 min	Pens, pencils, A4 papers



# Build Your Career – Soft Skills Development

Soft skills, often overlooked but undeniably vital, play a fundamental role in the career development of deaf and hard of hearing youth.

These interpersonal attributes, communication, teamwork, problem-solving, adaptability, and professionalism, are not only essential for navigating the complexities of the modern workplace but are particularly critical for individuals facing unique challenges such as hearing impairment. Through the cultivation of these essential skills, deaf and hard of hearing youth can unlock their full potential, thrive in their chosen fields, and contribute meaningfully to society.

**At the end of this session, youth workers will be able to:**

### KNOWLEDGE

1. Acquire knowledge of the distinction between soft skills (interpersonal skills) and hard skills (specific, teachable skills), including examples of each and their significance in the job market.
2. Gain knowledge of essential soft skills valued by employers, such as positive attitude, communication skills, problem-solving skills, time management, teamwork skills, and working under pressure.

### SKILLS

1. Participants will develop the skill of self-awareness by reflecting on their existing skills, qualities, and experiences, and understanding how to leverage them in job applications.
2. Participants will enhance their collaboration and communication skills, as they work together to identify examples of activities, skills, and qualities within each circle.



### Duration

90 min



### Teaching Methodology

Theoretical inputs, individual work, work in smaller groups, group discussions, debriefing and reflection



### Required Materials

Flipchart paper, pens, pencils, A4 papers, scissors, tape, prepared handouts „three circles“



### Literature

1. Ross, Annemarie D., Pagano, T. (2009). Development of a Curriculum to Teach the "Soft Skills" Necessary for the Future Deaf and Hard-of-Hearing Laboratory Technician Workforce <https://files.eric.ed.gov/fulltext/EJ1169404.pdf>





## 1

## INTRODUCTION



## SOFT SKILLS VS HARD SKILLS

Trainers introduce concept of soft skills. Soft skills are interpersonal skills which allow you to interact effectively and positively with other people. These skills are also often called 'transferable skills', this means that they can be used in lots of different types of jobs but also that you can use and develop these in other places than a workplace. Soft skills are the opposite of 'hard skills'. A hard skill is a specific skill that you can be taught and measured on, e.g. speaking Spanish, writing a computer program or operating a forklift truck.

**Some of the most important soft skills employers look for are the following:**

1. **Positive attitude:** employers want young people to show enthusiasm, commitment and energy. Young people can show they have a positive attitude by working hard and being keen to learn and work.
2. **Communication skills:** this involves listening effectively and responding to questions, as well as talking and communicating clearly in other ways. It can involve giving instructions and taking feedback.
3. **Problem-solving skills:** this means not giving up when faced with a problem and finding solutions for problems.
4. **Time management:** this can mean arriving at work on time, but also planning your time to juggle tasks and get the most important things done first, eg serving a customer who is standing at the counter is more important than sending an email.
5. **Teamwork skills:** having a job always involves working with other people. Businesses rely on staff to work well together to achieve their goals. Good team players are friendly, open, helpful and honest.
6. **Working under pressure:** the world of work is often busy. There are deadlines to meet, and you need to do your job well. Sometimes there may be lots of different tasks to juggle. Employers want people who don't panic, but who can stay calm and get their job done well.

## Learning Outcomes

Gain a clear understanding of the distinction between soft skills and hard skills.

## Duration

15 min

## Required Materials

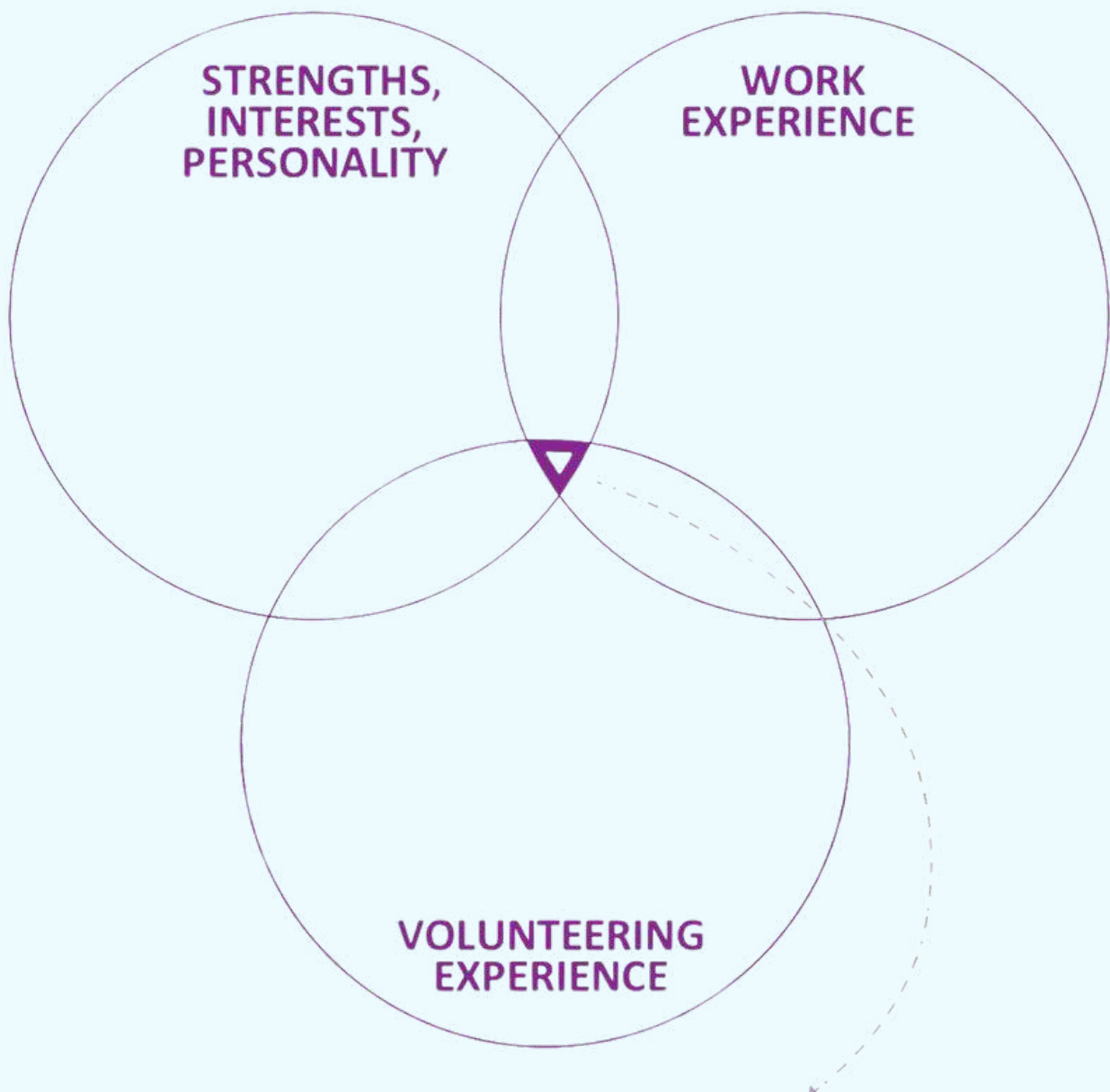
Flipchart, papers, pens, pencils

## MAIN PART

### Introduction to the exercise (10 minutes)

Trainers explain that the purpose of the exercise is to help deaf and hard of hearing young people recognize their existing skills and qualities and understand how to utilize them in job applications. It is important to emphasize the importance of self-awareness and confidence in the job application process and ask youth workers to share their previous experiences related to the topic

### Understanding the „concept of 3 circles“(10 minutes)



Trainers provide an overview of the three circles concept (hobbies and interests, work experience, volunteering or community work) and how they overlap to represent transferable skills. Then, together with youth workers discuss why each area is relevant and how it contributes to building a comprehensive skill set for deaf and hard of hearing young people.

### Example scenario (25 minutes)

Trainers divide youth workers into smaller groups of 3–4 people. Each group is provided with paper and highlighter pens. Trainers then guide youth workers through the process of drawing the three circles and brainstorming examples of activities and skills within each circle. Encourage them to identify overlapping skills and qualities and highlight those they believe are valued by employers.

### Reflection and discussion (15 minutes)

Trainers facilitate the reflection through the following guiding questions:

- What examples of activities and experiences did you identify within each circle?
- Which skills and qualities did you recognize as being transferable across different areas, such as hobbies, work experience, and volunteering?
- Why do you think it's important for deaf young people to recognize and highlight their transferable skills in job applications?
- How do these skills contribute to their overall employability and success in the job market?

Learning Outcomes	Duration	Required Materials
Understand the importance of recognizing and utilizing transferable skills derived from various areas such as hobbies, work experience, and volunteering.	60 min	Flipchart paper, pens, pencils, A4 papers, scissors, tape, prepared handouts „three circles“

## 3

### CONCLUSION

#### Role of youth workers in empowering deaf and hard of hearing young people and improving their soft skills

Deaf and hard of hearing young people may face unique challenges and barriers in the job market due to communication barriers, misconceptions about deafness, and lack of accessibility. It's crucial to emphasize to deaf young people that they have valuable skills, talents, and contributions to offer to employers. By recognizing their worth and potential, deaf and hard of hearing young people can approach job searching and career development with confidence and self-assurance.

Trainers should use this time also to present different resources available for both youth workers and deaf and hard of hearing young people, such as career counseling services, job training programs, and online resources (based on the local context and their previous experience). Youth workers should discuss how exercise they did could be implemented in the regular youth work activities they do on daily basis.

Learning Outcomes	Duration	Required Materials
Gain an understanding of their role in empowering deaf and hard of hearing young people to overcome challenges and barriers in the job market.	15 min	Pens, pencils, A4 papers

# Build Your Career – Creation of Plan

Career building action plans are essential tools for deaf and hard of hearing youngsters as they navigate the complex landscape of employment and professional development. These individuals face unique challenges and barriers in the job market due to communication barriers, misconceptions about deafness, and lack of accessibility. Therefore, having a structured roadmap for career advancement is crucial for empowering them to overcome these obstacles and achieve their aspirations. By providing clarity, fostering accountability, promoting self-awareness, and facilitating collaboration, these action plans serve as indispensable tools for unlocking their full potential and fostering inclusive and equitable opportunities for career advancement.



At the end of this session, youth workers will be able to:

## KNOWLEDGE

1. Gain knowledge of the importance of systematic career planning, particularly for deaf and hard of hearing young people.
2. Familiar with the components of a career development plan, including self-assessment, goal setting, decision-making, qualification requirements, personal responsibilities, and support needs.

## SKILLS

1. Develop the skill of self-assessment by reflecting on their current abilities, interests, and communication methods.
2. Enhance their decision-making skills by considering various choices and options to reach their goals.
3. Develop problem-solving skills by identifying potential obstacles and challenges in reaching their goals and brainstorming strategies to overcome them.



### Duration

90 min



### Teaching Methodology

Theoretical inputs, individual work, work in smaller groups, group discussions, debriefing and reflection



### Required Materials

Flipchart paper, pens, pencils, A4 papers, scissors, tape



### Literature

1. Phillippe, T., Auvenshine, D. (2019). Career Development Among Deaf Persons <https://tinyurl.com/29b3o4jz>



## 1

## INTRODUCTION

### Opening discussion

A short discussion to introduce participants to the topic takes place. The trainer raises a couple of questions in order to stress attention on the importance of systematic career planning especially in the focus of deaf and hard of hearing young people such as:

1. How do you think setting and working towards goals can benefit young people, particularly those with hearing impairments?
2. What challenges do you think deaf and hard of hearing young people might encounter when pursuing their goals or aspirations?
3. How can we as youth workers support them in overcoming these challenges?
4. How can action planning empower young people to take ownership of their future and make meaningful progress towards their aspirations?
5. What skills or approaches do you think are important for effectively supporting these young people?

### Learning Outcomes

### Duration

### Required Materials

Gain a deeper understanding of the significance of systematic career planning, particularly in the context of deaf and hard of hearing youth.

15 min

Flipchart, papers, pens, pencils

## 2

## MAIN PART

Presenting career plan template and participants fulfilling the given handouts (15 minutes for presentation and 30 minutes for work)

**Career development plan consists from the following categories:**

### Section 1: Something about myself

Where am I now? What do I enjoy doing? What am I good at? How do I communicate?

### Section 2: MY GOAL: What do I want to do?

### Section 3: What choices do I need to make to reach my goal?

What choices do they need to make, e.g. do they want to keep studying after they leave school, or do they want to get a job? they want to do an apprenticeship, or go to university? Where do they want to go to university, do they want to take a gap year etc.?



#### **Section 4: What qualifications or experience will I need to reach my goal?**

What experience and/or qualifications do they need to reach their goal, e.g. a college qualification, work experience, a university degree etc.

#### **Section 5: What things do I need to be responsible for myself?**

These are the things they need to be responsible for themselves, e.g. contacting a careers advisor, doing some research online, contacting a company for work experience etc.

#### **Section 6: What things will I need help with?**

These are the things they need a 'helping hand' with or the support they will need, e.g. putting communication support in place, securing funding, purchasing a piece of technology etc. These can also be people who can help them, e.g. parents, a teacher etc.

#### **Section 7: What three things am I going to do after today to start reaching my goal?**

Reflection and debriefing (15 minutes)

#### **After participants successfully fulfilled career plans, trainer concludes the main part with the following guiding questions:**

- How did you like the career planning by using this concrete template?
- What was hard and what was easy?
- How did you see the template? Any suggestions for its improvement?
- How do you see its effectiveness in career planning with deaf and hard of hearing young people?

<b>Learning Outcomes</b>	<b>Duration</b>	<b>Required Materials</b>
Develop enhanced career planning skills and gain clarity about their career goals through the completion of the provided career plan template.	60 min	Flipchart paper, pens, pencils, A4 papers, scissors, tape

## **3**

### **CONCLUSION**

For the final part, trainers continue with the discussion in plenary through the following guiding questions:

- How do you plan to apply what you've learned when working with deaf and hard of hearing young people in your local community?
- What steps can you take to further prepare yourself for supporting these young people in setting and achieving their goals?
- How will you incorporate the insights and strategies discussed today into your work with deaf and hard of hearing youth?

<b>Learning Outcomes</b>	<b>Duration</b>	<b>Required Materials</b>
Develop action plans for applying the knowledge and insights gained from the training when working with deaf and hard of hearing young people in their local communities.	15 min	Pens, pencils, A4 papers

## Module 9

# Advocacy and Accessibility

**This module consists of three sessions with a total duration of 5 hours, focusing on the following topic:**

1. Advocacy for the Rights of Deaf and Hard of Hearing Persons
2. Accessibility – What It Is and How to Ensure It in Youth Work Activities
3. Workplace Adaptations for Deaf and Hard of Hearing Persons





# At the end of this module, youth workers will be able to:



## Knowledge

1. Defining the principles and objectives of advocacy.
2. Analyzing and assessing the importance of advocacy with the aim of promoting and protecting the rights of deaf and hard of hearing persons.
3. Interpreting the Convention on the rights of persons with disabilities, an international document recognizing and respecting the rights of persons with disabilities on an equal basis with others.
4. Understand of what accessibility is and how accessibility can be implemented within youth work activities.
5. Identify and analyze challenges faced by deaf and hard of hearing persons in the workplace.



## Skills

1. Applying strategies to advocate for the rights of deaf and hard of hearing persons.
2. Apply recommendations for adapting the work environment for deaf and hard of hearing persons.
3. Assess and adjust work conditions to accommodate the abilities of deaf and hard of hearing persons.
4. Develop accessible youth work activities by following relevant guides and suggestions for organising accessible youth work activities.

<b>SESSION 1</b>	<b>SESSION 2</b>	<b>SESSION 3</b>
Advocacy for the Rights of Deaf and Hard of Hearing Persons	Accessibility – What It Is and How to Ensure It in Youth Work Activities	Workplace Adaptations for Deaf and Hard of Hearing Persons
90 min	120 min	90 min



## Teaching Methodology

Oral presentations, theoretical input, (group) discussions, world café participants will work in groups and in pairs



## Required Materials

Projector, computer, internet connection, flipchart papers, paper, poster, markers, pencil, worksheets, resources for the hosts of the world café tables (in digital or printed format), copies of handouts and workshop summaries



## Literature

1. United Nations: *Convention on the Rights of Persons with Disabilities* <https://tinyurl.com/UN-Convention>
2. European Disability Forum: *Your rights in the EU* <https://www.edf-feph.org/your-rights-in-the-eu/>
1. Bankaitis, A. U. (2007). Hearing assistive technology. In Valente, M., Hosford-Dunn, H., & Roeser, J. R. (Eds.), *Audiology Treatment* (pp. 400-417). NY: Thieme Medical Publishers
2. Accessibility of activities by Council of Europe [https://www.coe.int/en/web/youth/accessibility](https://www.coe.int/en/web/youth/accessibility-of-activities)  
[\\_of-activities](https://www.coe.int/en/web/youth/accessibility-of-activities)



# Advocacy for the Rights of Deaf and Hard of Hearing Persons

During this session, participants will familiarize themselves with the principles and objectives of advocacy, explore the Convention on the rights of persons with disabilities, an international document recognizing and respecting the rights of persons with disabilities on an equal basis with others. Additionally, participants will analyze examples where deaf and hard of hearing persons experience discrimination and their fundamental rights are violated, and then propose strategies and solutions to achieve equality and protect the rights of deaf and hard of hearing persons.

At the end of this session, youth workers will be able to:

### KNOWLEDGE

1. Defining the principles and objectives of advocacy.
2. Analyzing and assessing the importance of advocacy with the aim of promoting and protecting the rights of deaf and hard of hearing persons.
3. Interpreting the Convention on the rights of persons with disabilities, an international document recognizing and respecting the rights of persons with disabilities on an equal basis with others.
4. Analyze examples of discrimination and violations of the rights of deaf and hard of hearing persons and propose solutions to ensure equality and protect the rights of deaf and hard of hearing persons.

### SKILLS

1. Applying strategies to advocate for the rights of deaf and hard of hearing persons.



#### Duration

90 min



#### Teaching Methodology

Oral presentations, discussions; participants will work in groups and in pairs



#### Required Materials

Projector, computer, internet connection, paper, pencil, copies of handouts and workshop summaries



#### Literature

1. Ross, Annemarie D., Pagano, T. (2009). Development of a Curriculum to Teach the "Soft Skills" Necessary for the Future Deaf and Hard-of-Hearing Laboratory Technician Workforce <https://files.eric.ed.gov/fulltext/EJ1169404.pdf>





## 1

### INTRODUCTION

Participants are divided into pairs. Everyone has the same questions. At the end, each pair presents their answers.

The aim of the task is to facilitate an exchange of opinions, experiences, and knowledge among participants on the importance of advocating for the rights of deaf and hard of hearing persons and the strategies employed in advocacy. During the discussion, the trainer provides feedback on participants' responses and, when necessary, offers additional information.

**Questions:**

1. What is advocacy and why is it important?
2. In what ways can you advocate for the rights of deaf and hard of hearing persons?
3. In which situations do you think deaf and hard of hearing persons most commonly experience discrimination?

**Learning Outcomes**

**Duration**

**Required Materials**

Define the concept of advocacy.

Analyze and assess the importance of advocacy with the aim of promoting and protecting the rights of deaf and hard of hearing persons.

20 min

Paper and pencil

## 2

### MAIN PART

The trainer introduces participants to the Convention on the rights of persons with disabilities (its timeline and purpose of its creation). Afterward, participants work in groups. Each group reads the Convention and then answers questions about it.

**Questions:**

1. What are the principles of the Convention?
2. What are the obligations of states under the Convention?
3. In what ways does the Convention promote equal rights and accessibility for deaf and hard of hearing persons?
4. How is sign language defined?

Participants discuss the Convention, and the trainer provides feedback on their responses and offers additional information as needed.

**Learning Outcomes**

**Duration**

**Required Materials**

Analyze and interpret the Convention on the rights of persons with disabilities.

30 min

Projector, computer, internet connection, paper and pencil

The work continues in groups. All groups have the same task – to analyze examples of discrimination and violations of the rights of deaf and hard of hearing persons. In the end, each group presents their answers to the others.

**Task:**

Read the following examples, then answer the questions.

**Example 1.**

A deaf or hard of hearing person was rejected in a job interview due to their disability, even though they were qualified for the job.

**Example 2.**

A deaf or hard of hearing persons consistently requests adjustments to educational materials based on their needs; however, the teachers refuse to accommodate them.

**Example 3.**

A sign language interpreter is not allowed to be with a deaf or hard of hearing persons during their medical examination, even though it's evident that they need a sign language interpreter.

**Questions:**

1. According to which articles of the Convention are the rights of deaf and hard of hearing persons violated in the given examples?
2. Imagine that a deaf or hard of hearing person came to you after experiencing discrimination.
  - What would you do?
  - What would you advise that person?

Learning Outcomes	Duration	Required Materials
Analyze examples of discrimination and violations of the rights of deaf and hard of hearing persons.	30 min	Projector, computer, internet connection, paper and pencil
Propose solutions to ensure equality and protect the rights of deaf and hard of hearing persons.		

**3**

**CONCLUSION**

The session concludes with a brief exchange of opinions and conclusions between participants and the trainer regarding the newly acquired knowledge.

Learning Outcomes	Duration	Required Materials
Conclude on the presented concepts.	10 min	-

# Accessibility – What It Is and How to Ensure It in Youth Work Activities

This session provides space for participants to learn what accessibility is, and how accessibility can be ensured within youth work activities.

At the end of this session, youth workers will be able to:

## KNOWLEDGE

1. Understand of what accessibility is and how accessibility can be implemented within youth work activities.

## SKILLS

1. Develop accessible youth work activities by following relevant guides and suggestions for organising accessible youth work activities.



### Duration

120 min



### Teaching Methodology

Theoretical input, group discussion, group reflection/discussion; World café



### Required Materials

Flipchart papers, markers, resources for the hosts of the world café tables (in digital or printed format)



### Literature

1. Accessibility of activities by Council of Europe [https://www.coe.int/en/web/youth/accessibility\\_of-activities](https://www.coe.int/en/web/youth/accessibility_of-activities)
2. More Accessible, Safer Spaces – Online Manual for Youth Work Settings by Rauhankasvatusinstituutti ry <https://rauhankasvatus.fi/en/more-accessible-safer-spaces/>

*\*Literature and materials for the world café can be adjusted based on the needs of the group, language etc.*

*The materials suggested in this session were selected taking into consideration international character of the project within which this session was developed.*



## 1

## INTRODUCTION

Trainer starts the session with discussion in plenary led with the following questions:

1. How would you explain accessibility to your 80 years old grandma?
2. Do you have previous experience in organizing accessible youth work activities or events? Can you share the experience? What went well and what could be improved?
3. Why do we need accessibility?
4. How can we make our youth work activities accessible to deaf and hard of hearing youngsters, or youth workers and other professionals?

Answers for different questions can be written on the flipchart paper.

Trainer makes conclusion of the discussion and closes the introductory part of the session by offering one or more definitions of accessibility. It is recommended that these definitions are clearly written on flipchart paper, and later put on the wall, so they can be referred to during other sessions.

### Different definitions of accessibility that trainer can use:

<https://dictionary.cambridge.org/dictionary/english/accessibility>

<https://www.merriam-webster.com/dictionary/accessible>

<https://www.seewritehear.com/learn/what-is-accessibility/>

<https://www.dictionary.com/browse/accessibility>

### Learning Outcomes

### Duration

### Required Materials

Have clear understanding of what is accessibility and how accessibility can be implemented within youth work activities.

20 min

Flipchart papers, markers

## 2

## MAIN PART

In preparation for the session, three more experienced participants are asked to read the materials in advance and take role of the hosts of the tables during the world café exercise on the topic of accessibility.

Hosts of the tables have role to present the specific topic of the table to the guests of the table, discuss the topic and take notes from any discussion taking place.

**Note for the trainer:** The materials can be adjusted to the needs of the groups. The suggested materials in this session are selected based on the characteristics of the project within which this session is developed.

Participants are divided into three groups, each group with starting position at one of the tables. Every 25 minute, groups rotate and visit the other table they haven't visited yet. During the exercise trainers serve hot beverages to participants – as in real life coffee place.

**Topics by the tables:**

**Table 1:** Accessibility In Mind (link for the suggested resource to be used: <https://rauhankasvatus.fi/en/accessibility-in-mind/>)

**Table 2:** How to ensure accessibility for deaf and hard of hearing participants (link for the suggested resource to be used: "manual Promoting Accessibility of the Training and Education Programme" <https://www.coe.int/en/web/youth/accessibility-of-activities>)

**Table 3:** Principles for a safer space (link for the suggested resource to be used: <https://rauhankasvatus.fi/en/principles-for-a-safer-space/>)

Last 5 minutes of this part of the session are left for participants to form the circle in the room with chairs and move to the final part of the session.

Learning Outcomes	Duration	Required Materials
Develop accessible youth work activities by following relevant guides and suggestions for organizing accessible youth work activities.	80 min	Resources for the hosts of the world café tables (in digital or printed format)

**3**

**CONCLUSION**

Session is concluded in plenary. Trainer leads the last part of the session with use of the following questions:

- What did you know already about accessibility?
- What is new for you?
- How can we make our youth work activities and events more accessible to deaf and hard of hearing participants?
- How can we ensure accessibility for deaf and hard of hearing youngsters joining our activities for empowerment of entrepreneurial and employability skills?
- How will you use outcomes of this session in your future youth work activities?

Learning Outcomes	Duration	Required Materials
Conclusion and reflection on the information presented throughout the session.	20 min	-



## Session 3

# Workplace Adaptations for Deaf and Hard of Hearing Persons

In this session, participants acquire knowledge and skills about creating an inclusive work environment for deaf and hard of hearing persons. Participants will learn to identify inaccessible situations in the workplace as hindering factors for effective communication and productivity of deaf and hard of hearing employees. Additionally, they will become familiar with strategies to ensure an adapted and safe work environment for deaf and hard of hearing persons.

At the end of this session, youth workers will be able to:

### KNOWLEDGE

1. Identify and analyze the challenges faced by deaf and hard of hearing persons in the workplace.
2. Recognize workplace situations that aren't accessible to deaf and hard of hearing employees.

### SKILLS

1. Implement strategies and methods to make the work environment accessible and adapted for deaf and hard of hearing persons.



#### Duration

90 min



#### Teaching Methodology

Oral presentations, discussions; participants will work in groups



#### Required Materials

Projector, computer, internet connection, poster and paper, pencil and markers, worksheets, copies of handouts and workshop summaries



#### Literature

1. Bankaitis, A. U. (2007). Hearing assistive technology. In Valente, M., Hosford-Dunn, H., & Roeser, J. R. (Eds.), *Audiology Treatment* (pp. 400-417). NY: Thieme Medical Publishers





## 1

## INTRODUCTION

The trainer divides the participants into three groups. Each group receives an example of a workplace situation. Together, they analyze the described situation and check if adjustments have been made for deaf and hard of hearing persons. If not, they identify all indicators suggesting this and explain them. Then, they suggest what needs to be changed or added to ensure deaf and hard of hearing persons are equal participants in that situation.

**Tasks** (examples of situations):

### Situation 1 (Group 1) During a Meeting

The company's usual meetings take place in a room that is generally poorly lit. Participants sit around a long rectangular table, often placing a person with hearing impairments out of their line of sight. Throughout the meeting, participants speak softly and unclearly, interrupt each other, turn away, cover their mouths, or type on computers while speaking. There's no designated speaker order or agreement on who speaks when, nor is there an agenda for the meeting. A person with a hearing impairment is present at the meeting.

### Situation 2 (Group 2) In the Cafeteria (During Lunch Break)

Colleagues eat together during the lunch break, sitting at a long rectangular table, often placing a person with a hearing impairment out of their line of sight. They talk simultaneously, speaking softly or unclearly. They frequently speak while chewing or cover their mouths with a hand or napkin while speaking. Conversation topics change quickly without any indication that the subject has shifted. Sitting at the table, they often turn or move around. The lighting in the cafeteria is poor, and it can sometimes be noisy. A person with a hearing impairment sits with them at the table.

### Situation 1 (Group 1) In the Office

The office space is usually dimly lit. Desks are scattered around – colleagues sit behind or next to each other, often out of each other's line of sight. Throughout the workday, colleagues converse with each other, speaking softly or unclearly. They often turn away, cover their mouths, or type on their computers while speaking, not looking at their conversation partners directly. A person with a hearing impairment is sitting with them in the office.

After completing group work, each group presents their solutions to the other participants. Guided by the trainer's comments and suggestions, participants share their impressions and opinions with each other.

#### Learning Outcomes

Identify and understand accessibility issues for deaf and hard of hearing persons in the workplace.

Suggest solutions for an inclusive work environment for deaf and hard of hearing persons.

#### Duration

40 min

#### Required Materials

Paper and pencil, worksheets

## 2

### MAIN PART

Group work continues – participants are divided into three groups, as in the previous part of the workshop. The task for each group is the same – to write recommendations and instructions on adapting the work environment for deaf and hard of hearing persons.

Each group approaches the task differently:

- **First group:** creating an informational brochure with instructions and tips on ways to adapt the work environment for deaf and hard of hearing employees
- **Second group:** designing a promotional poster about the needs for ensuring an accessible work environment for deaf and hard of hearing persons
- **Third group:** creating an "FAQ – Frequently Asked Questions" that will contain questions and answers addressing common concerns regarding the adaptation of the work environment for deaf and hard of hearing employees

In the end, each group presents their work to the other participants.

#### Learning Outcomes

#### Duration

#### Required Materials

Define strategies to ensure an inclusive work environment for deaf and hard of hearing persons.

40 min

Poster and paper, pencils and markers

## 3

### CONCLUSION

The trainer leads a concluding discussion on the importance of ensuring accessible work environments for deaf and hard of hearing persons as a measure to achieve inclusivity and equality among all employees and to encourage productivity among deaf and hard of hearing employees.

Participants exchange their conclusions, opinions, and impressions gained during the tasks in this workshop.

#### Learning Outcomes

#### Duration

#### Required Materials

Conclude on the importance of ensuring an accessible work environment for deaf and hard of hearing persons.

10 min

-





Module 10

# Cultural Differences

**This module consists of one session with a total duration of 1.5 hours, focusing on the following topic:**

1. Characteristics of Deaf Culture – Comparative Analysis.





At the end of this module,  
youth workers will be able to:



### Knowledge

1. List the characteristics of Deaf culture.
2. Critically assess prejudices about deaf and hard of hearing persons and sign language.
3. Compare the differences between the hearing culture and the Deaf culture.

### SESSION 1

#### Characteristics of Deaf culture – Comparative Analysis

90 min



### Teaching Methodology

Oral presentations, discussions; participants will work in groups



### Required Materials

Projector, computer, internet connection, paper, pencil, copies of handouts and workshop summaries



### Literature

1. Ladd, P. (2003). *Understanding Deaf Culture: In Search of Deafhood*, Multilingual Matters Ltd. <https://tinyurl.com/Deaf-Culture>





## Session 1

# Characteristics of Deaf Culture – Comparative Analysis

During this session, participants will analyze and identify key cultural characteristics of a community, then learn about the characteristics of Deaf culture and compare them with those of their own community. They will also become familiarized with common prejudices about deaf and hard of hearing persons and sign language.

At the end of this session, youth workers will be able to:

### KNOWLEDGE

1. Analyze and identify cultural characteristics of a community.
2. Critically assess prejudices about deaf and hard of hearing persons and sign language.
3. List the characteristics of Deaf culture.
4. Compare the differences between the hearing culture and the Deaf culture.



### Duration

90 min



### Teaching Methodology

Oral presentations, discussions; participants will work in groups



### Required Materials

Projector, computer, internet connection, paper, pencil, copies of handouts and workshop summaries



### Literature

1. Ladd, P. (2003). *Understanding Deaf Culture: In Search of Deafhood*, Multilingual Matters Ltd. <https://tinyurl.com/Deaf-Culture>





## 1

### INTRODUCTION

The trainer begins the workshop with questions about culture, community belonging, and cultural diversity. Guided by the trainer's questions, participants analyze the meaning of "culture," their own belonging to a specific community, and the differences between the Deaf community and the hearing community.

**Questions:**

1. How would you define the term "culture"?
2. Are there criteria that determine if a particular community has its own culture? If so, what are those criteria?
3. Do you consider yourselves members of a specific community? If yes, which community do you belong to?
4. How do you determine that you belong to a particular community?
5. Does the community to which you belong have its own cultural characteristics? If yes, what are they?
6. Do deaf people have their own community? Explain your answer.
7. How would you describe the Deaf community?
8. Do you believe there are cultural differences between your community and the Deaf community? Explain your answer.

**Learning Outcomes**

**Duration**

**Required Materials**

Analyze the cultural characteristics of a community and the differences between the Deaf community and the hearing community.

20 min

-

## 2

### MAIN PART

Participants watch a video in which deaf and hard of hearing persons share their own opinions on common prejudices about them, their community, and sign language, followed by an exchange of impressions and a brief discussion.

**Video:** *What It's Like To Be Deaf*

**Link:** <https://www.youtube.com/watch?v=0YcGev7B5AA>

**Questions:**

1. List the prejudices mentioned in the watched video.
2. Why do prejudices about deaf persons and sign language exist?
3. What do deaf and hard of hearing persons think about these prejudices?
4. How do deaf and hard of hearing persons identify themselves, and how are they perceived by hearing persons?

Learning Outcomes	Duration	Required Materials
Critically assess prejudices about deaf and hard of hearing persons and sign language.	20 min	Projector, computer, internet connection
<p>Participants watch a video in which a deaf person talks about the key characteristics of Deaf culture, the history of the Deaf community, and the importance of sign language interpreters.</p> <p><b>Video:</b> <i>Protecting and Interpreting Deaf Culture</i>  <b>Link:</b> <a href="https://www.youtube.com/watch?v=io7z5PftOU4">https://www.youtube.com/watch?v=io7z5PftOU4</a></p> <p>Following this, participants collaborate in group activities. They are divided into two groups. The task of the first group is to conduct a comparative analysis between the hearing culture and the Deaf culture based on the watched video. The second group is to identify the key characteristics of Deaf culture.</p> <p>In the end, each group presents their work to the others.</p>		
Learning Outcomes	Duration	Required Materials
Present the key characteristics of Deaf culture.	40 min	Projector, computer, internet connection, paper and pencil

### 3

## CONCLUSION

The session concludes with a brief exchange of opinions and conclusions between participants and the trainer regarding the newly acquired knowledge.

Learning Outcomes	Duration	Required Materials
Conclude on the presented concepts.	10 min	-

## Partners

### ASSOCIATION OF THE DEAF AND HARD OF HEARING OF THE CITY OF ZAGREB



Association of the deaf and hard of hearing of the City of Zagreb was formed in 1984 and it is the oldest association of deaf people in Croatia. The Association stands as a stalwart advocate for the Deaf and Hard of Hearing community, working to bolster their status across multiple societal spheres including family life, educational settings, workplaces, and other communal arenas. We are steadfastly committed to the mission of safeguarding the human rights of the deaf and hard of hearing.

The Association has a track record of executing projects funded through the European Social Fund and the Erasmus+ program, with a total of 13 successful initiatives to date.

The Association works towards eliminating the stereotypes and creating a public opinion on deafness, Croatian sign language and deaf people in general. It organizes various programs and projects locally, nationally and internationally which include activities important not only for deaf people, but also for other communities. It continually works on the betterment of the social position of the deaf people, cooperates with different institutions, starts initiatives and calls for cooperation.



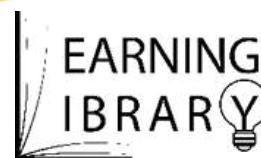
### YOUTH POWER GERMANY

Youth Power Germany e.V., located in Berlin, is a non-governmental, non-profit organization dedicated to empowering young people, particularly those overcoming social and cultural obstacles, including migrants. Our core mission is to highlight the unique strengths and diversity of young people, fostering unity and aiding their integration into society.

Our approach is rooted in non-formal education, offering resources designed for those working with youth, and focusing on creating connections and opportunities for meaningful engagement. With a wide network of partnerships across Europe, we bring diverse and timely expertise to our initiatives. Our programs are designed to develop creativity, critical thinking, problem-solving, effective communication, and the ability to manage uncertainty and risk. We place equal importance on creating nurturing and stimulating learning environments and on developing personal competencies and motivation among educators.

At Youth Power Germany e.V., we celebrate diversity, recognise individual strengths, and strive to unite young people in their journey towards a harmonious societal integration.

## LEARNING LIBRARY OÜ



Learning Library OÜ is a small edu-tech company that provides educational tools and solutions to companies and NGOs. The company idea was created in 2021, while the official registration of the company was done in 2022. The Learning Library brings together experts from education, youth work, Human Resources (HR) and Information Technology (IT), with one aim – to help digitalise learning and educate individuals to improve local communities.

Learning Library is working in the field of education, bringing together different methods from the non-formal education and the business sector. The company is cooperating with different national and international level organisations and companies. Since the start of the company's existence,

Learning Library has been providing services and support to several small local organisations in developing their online learning courses, websites, interactive learning platforms, educational games and applications.



**ISTITUTO  
UNIVERSITARIO  
CAROLINA ALBASIO**

## ISTITUTO AD ORDINAMENTO UNIVERSITARIO "SCUOLA SUPERIORE CAROLINA ALBASIO

Istituto ad Ordinamento Universitario Carolina Albasio is a higher education institution based in Italy that offers undergraduate and postgraduate education, including Bachelor's degrees in Language and Cultural Mediation, postgraduate courses and higher education courses. Its unique identity is rooted in its ability to create synergies between different realities and to support educational, research and technology transfer initiatives.

The university combines humanities with ICT, business, economics and law courses, ensuring effective job placement in a multicultural context. Carolina Albasio is a place of excellence, benefiting from the collaboration of leading academics and professionals.

The university has reduced its environmental impact and is fully accessible and inclusive to people from all backgrounds, including international students, refugees, SLD students and students with disabilities.



## Authors



**Katarina Jurilj** is a hard of hearing person, a Croatian language professor, and a Croatian Sign Language interpreter with long-term experience in education on Croatian Sign Language and within the deaf, hard of hearing, and deafblind community. She also has experience working with deaf and hard of hearing persons of various age groups, teaching them Croatian (spoken) language. As a professor, her focus is on supporting the integration of deaf and hard of hearing children into the educational system.

Mrs. **Lisa Lonati**, MA, holds a master's degree in modern languages for international communication and cooperation from Università del Sacro Cuore (Milan), with a curriculum of international relations, and a bachelor's degree in cultural and linguistic mediation. As today she's a language teacher in Carolina Albasio University, where she teaches English and German to youth and adults. Since 2020 she's a Project Manager of EU funded projects, and since 2022 is part of the International Relations Office of CRSL and Carolina Albasio University.



**Alessandra Russo** is a Ph.D. candidate in the Department of Political Science in the Faculty of Political and Social Sciences at the Università Cattolica del Sacro Cuore (UCSC) in Milan, Italy. Her research focuses on the applications of Artificial Intelligence in warfare and its impact on global technological and geopolitical competition.

**Franjo Brkan** holds a degree in Social Work and Family Therapy; he has professional experiences in Bosnia and Herzegovina and Germany. Furthermore, he worked as a University Teaching Assistant, with papers published on issues relevant to youth and marginalized communities. He has been engaged in the development of learning materials and workshops that would improve the employability and enterprise skills of young people from minority groups. The work he does is all about driving inclusivity, innovation, and the fostering of ambition in marginalized communities.



**Daniel Almeida** combines his work with contemporary art and cultural management in the creation of inclusive educational programs. He is specialized in inclusion and intercultural learning, developing innovative workshop and online courses for the empowerment of minoritized groups of young people. He leads his work with inclusive education, developing projects that make educational actions able to empower young people to have improved responses to social challenges, and promoting intercultural dialogue for a respectful coexistence.



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