



Curriculum of the Frontrunners Project Management

- A Deaf International Youth Leadership training programme -

-Filip Verhelst and Ole Vestergaard, January 2007

The Concept of the Frontrunners Project

The ambition of the *Frontrunners, a Deaf International Leadership Training Programme*, is to take effort of that each individual has the ability of paving the way to better conditions for the Deaf people, in their country and also worldwide. Frontrunners will also illustrate the importance of World Federation of the Deaf (WFD – equivalent to United Nations), it's important for us that the participants through the Frontrunners, in time will be able act as role models for the present Deaf generation, and also generations to come.

Vision

To give Deaf youth, during, under and after the Frontrunner programme, tools to be ABLE to make a difference. This means to improve the terms for them as an individual, for their nation and finally for Deaf people worldwide.

The Frontrunners course follows the philosophy and aims of the World Federation of the Deaf, based on the principles of the Universal Declaration of Human Rights.

The contents

Deaf-related topics

The students will improve their awareness about Deaf topics – History, Culture, Language, Community, oppression and discrimination, etc...

The aim for the students will be to:

- know Deaf History and the importance of it.
- improve their knowledge about Sign Language.
- explain about oppression of the Deaf, audism, and discrimination.
- use international signs during the course.
- know the treats of the future of the Deaf Community.
- explain about Deafhood.
- analyze different forms of Deaf Art (theatre, painting, movies, ...)

Leadership-related topics

The aim for the students will be to:

- work with the SWOT-analyse.
- go in cooperation with other people/organisations (Team Performance Model).
- be able to take action at different projects.
- use their knowledge about leadership.
- know about the goals of different organisations: WFD, WFDYS, UN, UNESCO, ILO, WHO, World Bank.
- be aware about the Linguistic Human Rights (for Deaf people).
- develop following communication skills: speech- and argumentation skills, group work and workshop skills.
- explain about High and Low Power Distance.
- be able to solve conflicts within groups and between people.
- empower other deaf people.
- be aware about the status of deaf people in developing countries.

Project Management

The overall aim is to acquire knowledge and skills about Project Management and through practical training become a good project manager.

Module 1, Start of Project

Specification of the project.
Definition of project area and borders.
Objective and aim of the project.
Typical phases during project development.
Analysis and examination of partners and resources
Formation of the optimal project organisation.
Launch of project and project group.

Module 2, Planning of Project

Time schedules and activity planning.
Activities and critical paths.
Risk management and evaluation of time and economical resources.
Planning of activities.
Reviews and reports.

Module 3, Implementation, Running and Finalization of Projects

Roles and responsibilities of the Project Manager
Development of the Project Team
Possible conflicts – and how to handle and solve them.
Finalization of projects, including evaluation.

Teachers and Guest speakers

Guest speakers will have a major role in the course. We will have international Deaf guest speakers with their expertise to give workshops and present on various themes. Filip Verhelst and Ole Vestergaard will mentor the students from topic to topic.

The key objectives of the Frontrunners

The key objectives of the Frontrunners course are:

In relation to the student...

- To foster the optimal development of the individual student's professional and personal potential; to motivate and inspire the student's sense of enterprise.

In general relation to Deaf Youth...

- The individual student will acquire the skills, knowledge and understanding of themselves and the world around them. This will enable them to realize their values, visions and goals in an organically, socially (and economically) viable way.

Competences

To realize the above ambitions, Castberggaard operate with the model of competence (borrowed and altered from the *Kaospiloterne*, Denmark).

This model contains four competences:

- Professional competence
- Social competence
- The competence to act
- The competence to innovate

This model focuses on the degree to which the individual is able to manage and master actual problems, tasks and situations in their lives.

A person's mastery of a given situation or specific context involves:

- The ability to show professional competence in relation to the specific condition and people involved in a situation or project
- The ability to assume responsibility and show the personal courage and initiative required to act in accordance with their personal knowledge and understanding
- The ability to procure new knowledge when necessary
- The ability to adapt themselves and their reaction patterns to the changes which may occur in the context of the situation/project
- The ability to adapt the situation/project to changes which may occur in the context of the situation/project

The professional competence

The professional competence given during the Frontrunners period consists of the professional knowledge and skills, considered necessary to master a given situation/project demanding leadership.

The professional competence can be placed in two categories:

- Ad. 1. Professional competence (tools, methods etc.)
- Ad. 2. Systematic and organizational understanding (a holistic perspective and understanding of the surrounding world).

Ad 1. Professional competence consist of the skills necessary to the co-ordination and leadership including:

- Project: idea – planning – implementation – evaluation
- Process management: communication – conflict resolution – process facilitation – team understanding – role understanding.

Ad 2. Systematic and organizational competence includes:

- The ability to analyse, interpret and understand the societal, cultural, social and organizational context.
- Intercultural competence.
- Deaf awareness

Social competence

Social competence is understood as the ability to be with and relate constructively to other people.

The social competence includes:

- The ability to collaborate on common projects and towards shared goals
- The ability to foster and maintain contact to network
- The ability to understand and respect the needs and interests of others
- The ability to develop and exploit channels of communication and influence – personal impact.
- The ability to work with, and resolve, conflicts
- The ability to work and act in an intercultural environment

The competence of Take Action

The competence can be seen as the ability to realize values, visions, knowledge, insight, experience and context awareness in practical, goal-oriented action.

The competence to act includes:

- The ability to establish goals, prioritise and decide
- The ability and will-power to take responsibility/lead, and show initiative

- The ability to handle ambiguity/complexity and turbulence
- The willingness to take risks.

The competence to innovate

The competence to innovate is understood as the ability to learn, and learn quickly, combined with the ability to adapt. During recent decades, the demand for such competence has grown, just as development and change have become part of the working and everyday lives of most people.

The competence to innovate includes:

- An understanding of development and change
- The ability to adjust or unlearn inappropriate habits and competence
- Curiosity and the desire to experiment
- The ability to focus on possibilities rather than problems
- The ability to unite various fields of competence

Pedagogy

We believe that the most efficient learning processes – in relation to the objectives of the program – are learning processes, which combine theory, method and practice.

The actual weighting of each of these aspects within each module depends on the evaluations of Filip Verhelst, Ole Vestergaard, and the guest lecturers and finally the students – evaluations will be based on the student's real needs.

Pedagogy and the four fields of competence

We will work with the ability to integrate the four fields of competence as described earlier.

When the integration is successful, we are no longer talking about an instrumental appropriation of theoretically distinct forms of competence, but rather a truly integrated personal educational program for each student.