

Inclusion Support Circles Methodology



Section I

Introductory Section



Section II

Inclusion Support Circles with YWwD: Definition and Participants

Section III

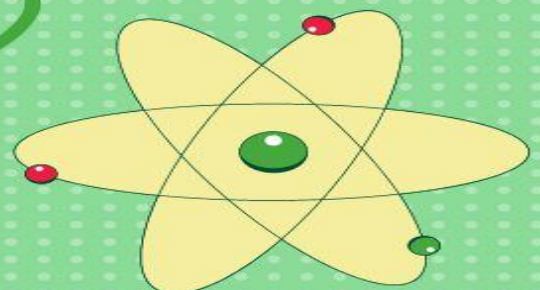
The Key Principles of Inclusion Support Circles

Section IV

How to deliver Inclusion Support Circles face to face

Section V

How to deliver Inclusion Support Circles online





SECTION I

Introductory Section

Product 1 is a practical methodology that develops the main aspects relevant to the delivery of Inclusion Support Circles for Young Women with Disabilities (YWwD).

The main objective of said product is to provide the practitioners that will implement the ideas developed in this product with a set of both in-person and online tools that will improve the results of their work while also helping the YWwD in their everyday lives and challenges. The aim to support this collective can only work if they (YWwD) are put at the center of the activities proposed in the following sections.

Some of the key concepts that these should cover include:

- Raise the level of self-confidence and the perception of the YWwD, and pay attention to their individual context and situations.
- Highlighting the opportunities that are present in their day-to-day lives as a way to optimize their skillsets, talents, and interpersonal abilities.
- How to develop and build in a positive way their every day relationships and help them navigate difficult situations, always starting from their own point of reference, their communities where they are involved, and their networks.
- Communicate and share ideas that can be both powerful and interesting from people that have similar experiences. Providing “food for thought” and an open honest discussion about relevant topics.
- Leave the support circle with an increased sense of belonging and a new network of like-minded women that can create opportunities for future synergies.

The perspective on this methodology should include both parts: online and face-to-face, to take advantage of the main positive qualities that the two parts can provide, always looking to maximize the positive benefit of the YWwD.

Since the focus of the methodology is practical, every section includes guidelines, step-by-step activities, tools, and tips to help the facilitators achieve the objectives proposed in the introductory section.

In Section II, the concept of the Inclusion Support Circle is defined, not only from a theoretical point of view but developing key aspects:

- Who can and should be part of the Inclusion Support Circles.



- What is the intrinsic value that these circles provide to the YWwD and their communities.
- How can these communities face discrimination in their daily lives, and the different approaches they can take both from the perspective of a person with disabilities and as a women.
- The main steps to the implementation of the support circles in the context of people with disabilities.
- Tips for facilitators and how to deliver these support circles.

In Section III, the key aspects of successful inclusion support circles are presented, introducing the two main elements to consider: the individual aspect and the community aspect. Some relevant concepts that are covered include

- The focus of the Inclusion Support Circles and the core values presented in them.
- The uniqueness of said methodology: it is innovative, deep, and action-based, to guarantee a practical and useful base, that emanates from a sense of belonging, trust, and empathy.
- The Inclusive Support Circles allow the communities to face barriers of discrimination and increase the focus on sustainability both in their personal lives but also in their own groups of belonging.
- There is a strong frame of collaboration: the circle is built by the individual contributions of the YWwD. While participation is voluntary, healthy discussions are encouraged.

In Sections IV and V, the guidelines and tips for facilitators are provided, both for the face-to-face Inclusion Circles but also for their online counterparts. These guides include:

- How to deliver the Inclusion Support Circles: the setting and different aspects to create a good atmosphere are considered.
- Main guidelines and key aspects, such as the focus on sustainability, inclusivity, diversity, and acceptance as the main drivers of the Support Circles.
- A step-by-step guide to help the facilitators navigate the different activities and practical dynamics proposed.
- Tools that can ease the group into healthy and productive discussions where everybody feels welcomed.
- Methods of gathering feedback and evaluating the Support Circles.

Finally, as a key part of the product, there are 8 practical concepts proposed to increase the quality of the methodology and to help the different facilitators achieve the objectives of the Product while keeping its practical focus:



8 Practical Concepts for the Inclusion Support Circles

| | | |
|----------------|---|-------------------|
| <i>Topic 1</i> | "I, Unique and Valuable" | ACE-ES Romania |
| <i>Topic 2</i> | "My rights, your rights - Communication and tolerance" | NCDP |
| <i>Topic 3</i> | "Dialogue&participation in decisions, without barriers!" | FAR |
| <i>Topic 4</i> | "Me and community! My involvement, my civic contribution" | NCDP |
| <i>Topic 5</i> | "Lifestyle, health, exercise and food" | CESUR |
| <i>Topic 6</i> | "Waste and environmental protection" | FAR |
| <i>Topic 7</i> | "Different but together - diversity, inclusion, cohesion" | ACE-ES Romania |
| <i>Topic 8</i> | "Creative and Digital!" | CESUR |

8 Practical Concepts

1

Unique and Valuable

2

**My rights, your rights -
Communication and tolerance**

3

Dialogue & participation in decisions, without barriers

4

**Me and community!
My involvement, my civic contribution**

5

Lifestyle, health, exercise and food

6

Waste and environmental protection

7

Different but together - diversity, inclusion, cohesion

8

Creative and Digital!



SECTION II

Definition of Inclusion Support Circle with YWwD – What is an Inclusion Support Circle and Who is in an Inclusion Support Circle

Support circles for people with disabilities are an informal way of providing emotional and practical support to disabled people by connecting them with a network of supportive individuals.

They are often created by disabled people themselves, or by other disability activists and organizations, and act as a way of providing disabled people with access to a network of support from their peers. Support circles are typically organized around specific themes such as physical health, mental health, social activities, or employment.

The members of the support circle will meet regularly to discuss their shared experiences, share advice, and provide emotional and practical support to each other. Support circles often also organize events and activities that are accessible to all members of the circle.

The purpose of the support circle is to create a safe space where people with disabilities can come together to share their experiences, provide emotional and practical support to each other, and access resources and advice that can help them navigate life with a disability. We want to create an atmosphere of understanding and acceptance, where everyone can feel comfortable to openly talk about their needs and challenges. We want to empower each other to live our best lives, and to provide each other with the support we need to do so.

Who is in an Inclusion Support Circle?

An inclusion support circle typically consists of people with disabilities, family members, caregivers, and allies. Additionally, there may be members of the community and representatives of local organizations who are involved in the support circle.

The goal of the inclusion support circle is to create a safe and inclusive environment where everyone can share their experiences, provide support to each other, and access resources and advice that can help them navigate life with a disability.

What new PWD support circles bring to the world?

PWD support circles bring a sense of community, understanding, and acceptance to the world. They provide a safe space for people with disabilities to share their struggles and



successes, to access resources and advice, and to connect with peers who can relate to and support them. Through these circles, disabled people can access the emotional and practical support they need to navigate life with a disability.

Additionally, these circles can help to raise awareness of disability issues, and to advocate for the rights of disabled people. Finally, by creating an inclusive and empowering space, PWD support circles can help to create a more equitable and just world for everyone.

How can a disabled person objectively assess the discrimination?

A disabled person can objectively assess discrimination by paying attention to how they are being treated in comparison to others. Are they being treated differently than someone who does not have a disability? Are they being excluded from activities or opportunities that are available to others? Are they being denied access to resources, services, or accommodations? Are they facing additional barriers in their day-to-day lives that other people do not have to face? Paying attention to these patterns of discrimination can help a disabled person assess the level of discrimination they are experiencing.

Additionally, seeking out resources or organizations that can provide further information on disability rights and discrimination can also be helpful.

Do you think that a young woman with disabilities is doubly discriminated against?

Young women with disabilities are often doubly discriminated against because they face both gender and disability discrimination. This can limit their access to resources, services and opportunities and lead to further marginalization and exclusion. In addition, young women with disabilities may face additional barriers due to social stigma, lack of access to appropriate healthcare and accommodation, and the intersection of gender and disability discrimination. It is important to recognize these intersecting forms of discrimination and work to create a more inclusive and equitable society for young women with disabilities.

Why do I need a support circle and what impact does it have on PWDs?

Having a support circle can have a positive impact on people with disabilities by providing them with access to a network of support and understanding. It can be a source of emotional and practical support, as well as a safe space to discuss shared experiences and to access resources and advice.

Additionally, support circles can help to raise awareness of disability issues and to advocate for the rights of disabled people. Finally, having a support circle can help to reduce feelings of isolation and to create a sense of community and acceptance.

STEPS for a model support circle implementation plan



The steps for implementing dialogue and participation of people with disabilities in support circles are:

1. Ensure that the space is accessible and inclusive of all participants, including those with disabilities.
2. Create a plan for the support circle that outlines the activities, topics, and discussion points.
3. Make sure that everyone in the circle understands the purpose and guidelines of the support circle.
4. Allow for active participation from all members of the circle, including those with disabilities.
5. Facilitate meaningful dialogue and conversations that are respectful of all participants.
6. Provide resources, information, and other materials that are relevant to the participants' experiences.
7. Monitor and evaluate the effectiveness of the support circle.
8. Set up a system for the participants to stay connected after the support circle has ended.

The organizational structure of a support circle can vary depending on the needs and goals of the participants. Generally, it is helpful to have a facilitator to lead the discussion and ensure that all participants have a chance to express their views. Additionally, it is important to have a structure that allows for active participation from all members of the circle, including those with disabilities. Finally, it is important to create a system for monitoring and evaluating the effectiveness of the support circle, and to develop a system for the participants to stay connected after the support circle has ended.

How to deliver Inclusion Support Circles face to face (guidelines, steps, practical tools and tips for facilitators)

When delivering an inclusion support circle face to face, it is important to start by creating a safe and welcoming environment for all participants. This can include ensuring that the space is accessible and inclusive of all participants, including those with disabilities, and that everyone understands the purpose and guidelines of the support circle. Additionally, it is important to provide resources and information that are relevant to the participants' experiences, and to facilitate meaningful dialogue and conversations that are respectful of all participants. Finally, it is important to monitor and evaluate the effectiveness of the support circle, and to develop a system for the participants to stay connected after the support circle has ended.

Guidelines



When delivering an inclusion support circle face to face, the following guidelines should be followed:

1. Create a safe and welcoming environment for all participants.
2. Ensure that the space is accessible and inclusive of all participants, including those with disabilities.
3. Provide resources and information that are relevant to the participants' experiences.
4. Facilitate meaningful dialogue and conversations that are respectful of all participants.
5. Monitor and evaluate the effectiveness of the support circle.
6. Develop a system for the participants to stay connected after the support circle has ended. steps?

Steps

The steps for delivering an inclusion support circle face to face are as follows:

1. Establish the goals and objectives of the support circle.
2. Recruit participants from the local community.
3. Create and distribute a participant agreement to ensure that all participants understand the purpose and guidelines of the support circle.
4. Create a plan for the support circle that outlines the activities, topics, and discussion points.
5. Identify or create accessible and inclusive spaces for the support circle to meet.
6. Provide resources, information, and other materials for the support circle.
7. Facilitate meaningful dialogue and conversations that are respectful of all participants.
8. Monitor and evaluate the effectiveness of the support circle.
9. Set up a system for the participants to stay connected after the support circle has ended.

What are the benefits of support circles for people with disabilities?

The benefits of support circles for people with disabilities include providing an opportunity to connect with others who have similar experiences, providing emotional



and practical support to each other, and accessing resources and advice that can help them navigate life with a disability. Additionally, support circles can be a source of validation, where the participants can feel seen, heard, and respected.

Practical Tools

Some practical tools that can be used in a support circle for people with disabilities include:

- active listening,
- open-ended questions,
- affirmations,
- check-ins,
- brainstorming,
- role-play,
- visual aids (such as diagrams or images),
- storytelling, and reflective activities.

Additionally, techniques such as restorative justice and trauma-informed approaches can be used to create a safe and supportive environment.

Finally, it is important to be mindful of the different needs and abilities of the participants, and to tailor the activities and discussions accordingly.

Tips for facilitators

When facilitating a support circle for people with disabilities, it is important to remember the following tips:

1. Ensure that the space is accessible and inclusive of all participants, including those with disabilities.
2. Allow for active participation from all members of the circle, including those with disabilities.
3. Tailor activities and discussions to the needs and abilities of the participants.
4. Facilitate meaningful dialogue and conversations that are respectful of all participants.
5. Monitor and evaluate the effectiveness of the support circle.
6. Set up a system for the participants to stay connected after the support circle has ended.

Tips for persons with disabilities



When participating in a support circle for people with disabilities, it is important to remember the following tips:

1. Be open and honest about your needs and experiences.
2. Speak up if you need help or feel that your needs are not being heard.
3. Respect the opinions and experiences of others in the circle.
4. Set boundaries and be mindful of your own needs.
5. Offer support, advice, and resources to other members of the circle.
6. Celebrate your successes and accomplishments.



SECTION III

The Key Principles of Inclusion Support Circles

Inclusion Support Circles operate on two main elements:

- 1) We are all interconnected through human rights.
- 2) Each person has inherent dignity and worth.

Beside these, it is so important to remember that:

- Every person has personal experience that can be shared.
- We all have something to learn from others.
- Listening for understanding is transformational.

1. The YWwD are the focus of the Inclusion Support Circle. The Inclusion Support Circle should reflect these persons identity, culture, and values.

2. The Inclusion Support Circle is grounded in the beliefs of choice, respect, trust, self-determination, capacity, inclusion, independence, and active citizenship.

3. Every Inclusion Support Circle is unique; Circles of Support grow and develop at different paces and in different ways. There is no need to be overly prescriptive or for lots of rules!

4. The Inclusion Support Circle builds on natural support networks; members care about the YWwD and have a genuine interest in their wellbeing.

5. The Inclusion Support Circle does not replace the role of the family or of services in a YWwD life.

6. The Inclusion Support Circle is not usually responsible for developing personalized care plans for the individual. The Inclusion Support Circle focuses on what is important to the YWwD – their needs of development, motivation, dreams and wishes.

7. The members of the Inclusion Support Circle work collaboratively and creatively. YWwD are open, honest, and willing to learn.

8. Inclusion Support Circle works towards a common vision: enabling the YWwD to achieve their personal goals and live their best life.

9. Each member of the Inclusion Support Circle has an equal opportunity to contribute. YWwD bring their own talents and attributes.



10. The Inclusion Support Circle assists the person with a disability with the person-centred planning process; decision-making, planning life goals for the present and future, identifying and addressing risks and barriers. Their work leads to clear actions and outcomes.

11. The Inclusion Support Circle celebrates achievements.

12. All inclusion support circles will face challenges.

They are not a quick fix solution and need time, commitment, and resources to establish and sustain them.

YWwD and facilitators should have realistic expectations.

In an Inclusion Support Circle, YWwD are able to talk with other folks who are like themselves - people who truly understand what they are going through and can share the type of practical insights that can only come from firsthand experience.

There are common characteristics of Inclusion Support Circles:

- They are made up of peers - YWwD who are all directly affected by a particular issue, or circumstance.
- They usually have a professional or volunteer discussion leader or facilitator.
- They tend to be fairly small in size, to better allow everyone a chance to talk.
- Attendance is voluntary.

**Preparation and
Planning**
key elements

- being organised and prepared for each session & topic
- know and understand the collective and individual needs of YWw in each session
- establishing positive structures and routines and developing approaches to enhance motivation

**Participant-
centred
approach**
key elements

- consider all participants - YWwD as individuals in terms of their social, cultural and health circumstances. Reflect on their views and keep these central to practice
- ask YWwD about strategies that they have found useful in the past
- encourage YWwD to understand and manage their own needs independently, where possible



- involve YWwD in setting and reviewing their objectives to ensure they are meaningful and relevant
- take into account specific additional support needs may have individual participants - YWwD. For example, a communication difficulty or anxiety may find expression in withdrawal or in challenging behaviour

Differentiation and Flexible Topics
key elements

- resources, which are accessible for different participants - YWwD with additional support needs
- topics of Circles should offer challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence and relevance
- topics and resources selected together with YWwD
- YWwD are involved in setting and reviewing their developing objectives to ensure relevance and create an element of personalization and choice
- the facilitating style should be adapted to meet the needs of individual participants – YwWD
- strategies that promote active participation, including opportunities for multi-sensory learning and group work should be used
- good working relationships between peers – YwWD and cooperative and collaborative strategies
- implementation of peer mentoring - this involves the use of some YWwD to model appropriate behaviour or give support to other participants

Inclusion Support Circles might be long-running, or they can be restricted for certain periods of time.

- the type of time-limited format is best suited to crisis situations.
- problems that are more long-term in nature - are better served by ongoing, long-term circles.
- open circles are those in which new members are welcome to join at any time during the life of the circle. This may also mean that anyone can join the group - friends, family members etc.
- in closed circles, people are only allowed to join at certain times (e.g., for the first three weeks only) or under certain circumstances.
- decision on a time that will make it possible for the most people to be there
- a good location of circle is very crucial



Presence:

- YWwD should be present, should take part in different contexts & actions which best meet their needs.

Involvement:

- YWwD should have voices heard in Inclusion Support Circles.
- YWwD should have the opportunity to participate and engage as fully as possible in aspects related to Inclusion Support Circles.

Achievements:

- YWwD should be achieving to their full potential in their community and groups.
- YWwD should have access to a variety of topics tailored to meet their needs.

Support

- YWwD should benefit from the Inclusion Support Circles implementation inclusive practices and relationships.
- YWwD should be given the right help, at the right time, from the right people, to support their wellbeing in and out of Inclusion Support Circles.
- YWwD should be supported to overcome barriers to achieve their full potential.



SECTION IV

How to deliver Inclusion Support Circles face to face (guidelines, steps, practical tools and tips for facilitators)

Inclusion Support Circles face-to-face should be delivered in groups of 5 to 10 people, with a moderator taking the role of leading the process and creating an environment of trust and sharing. This person is referred to as the facilitator of the Inclusion Support Circle.

From the start, it should be stated the main aspects of the methodology to its participants so they can get involved with full clarity about the process, be totally informed and feel safe and that the core elements of the support circles are relevant. On the other hand, they should have access to the resources and materials that have been used as part of the experience after it's finished.

Finally, as it happens with the online version, it is vital to evaluate the effectiveness of the support circle and to provide a system for the participants to stay connected after the support circle has ended.

The group is brought together intentionally with the person with a disability at the center. The group recognizes that this person is unique, with talents, skills, dreams, and a contribution to make to society.

If the group formed would like to continue with the Inclusion Support Circle, they may start with a small number of people and grow over time. Circles of Support often consist of between four and eight people; it should depend on the preference of the person with a disability. Some people are uncomfortable in large groups or it may be hard to reach a consensus and agree on actions in a large group.

Guidelines for delivering Inclusion Support Circles face-to-face include:

1. The person with a disability is the focus of the Inclusion Support Circle. It should reflect this person's identity, culture, and values. The YWwD are the starting point. Therefore, the facilitator should evaluate the efficacy of the support circle, and provide a method for the YWwD to stay in touch after the Support Circle is concluded.
2. The Support Circle is grounded in the beliefs of choice, respect, trust, self-determination, capacity, inclusion, independence, and active citizenship.
3. Every Circle of Support is unique; Circles of Support grow and develop at different paces and in different ways. In this case, the facilitator should provide the tools, and let the discussion flow naturally and organically,



4. The Inclusive Support Circle builds on natural support networks; members care about the YWwD and have a genuine interest in their wellbeing.

5. The Circle of Support does not replace the role of the family or of services in a person's life, but it should serve its purpose of strengthening the concepts provided in the methodology, and also the ones that arise during the discussion between the participants.

6. These types of plans focus on what is important for the YWwD - the support they need to stay healthy, safe, and well. The Support Circle focuses on what is important to the person – their dreams and wishes, and helps them achieve that on their own and with autonomy.

7. The participants should work collaboratively and creatively. They are open, honest, and willing to learn.

8. Every young woman with a disability that participates is working towards a common vision: enabling the person with a disability to achieve their personal goals and live their best life.

9. Each member of the session has an equal opportunity to contribute. They bring their own talents and attributes. Achievements and breakthroughs should be celebrated as such.

10. The facilitator should be aware that challenges are going to happen during the sessions. The Inclusive Support Circles are not a quick-fix solution and the ideas need time, commitment, and resources to establish and sustain them. Therefore they should have realistic expectations.

In addition, the facilitator should guarantee that the session is inclusive of all participants, regardless of their personal situations. They should also convey the information needed, the guidelines, and resources to help and improve the participant's experience in the Inclusion Support Circle.

The atmosphere should be based on the principles of acceptance and common understanding, where everyone can feel comfortable sharing their thoughts, and experiences, looking, and maybe asking for personal advice. In this sense, the facilitator should customize the experience based on the approach the YWwD are taking the Support Circle in, and also their needs, skills, and requests.

Active participation from all members of the circle should be encouraged. In order to facilitate meaningful dialogue and conversations that are respectful of all participants in the future, the facilitator could potentially follow up with participants after the support circle has ended.



Steps to create Inclusion Support Circles face to face

1. Establish the goals and objectives of the support circle.
2. Set up the physical distribution and the right mindset to conduct the support circle, where a moderator will lead the discussion while letting it flow naturally and organically.
3. Create and distribute a participant agreement form to ensure that all participants understand the purpose and guidelines of the support circle.
4. Create a plan for the support circle that outlines the activities, topics, and discussion points.
5. Provide resources, information, and other materials for the support circle.
6. Monitor and evaluate the effectiveness of the support circle.
7. Set up a system for the participants to stay connected after the support circle has ended.

Practical tools to create Inclusion Support Circles face to face

Some practical tools to create an Inclusion Support Circle face-to-face can include:

1. Online tools like Kahoot to perform activities involving questions. Even though the experience is face-to-face, it makes sense to provide digital tools that can enhance the real-life experience.
2. Agreements to sign personally and individually, to give to the YWwD in order to guarantee that they understand the purpose and guidelines of the support circle and the different aspects and activities that are going to take place, based on the practical concepts provided in the methodology.

These tools, which were also present in section IV, can also be applied in these sessions since they share the same end goal:

3. Activity and discussion plans to ensure that the support circle runs smoothly.
4. Resources and materials that are relevant to the participant's experiences.
5. Evaluation tools to monitor and evaluate the effectiveness of the support circle.
6. Contact information cards or systems to allow participants to stay connected after the support circle has ended.



Steps for facilitators to implementing a support circle face to face

Steps for facilitators to implementing a support circle include:

1. Set from the start the main objectives to be accomplished together in the face-to-face session for the Support Circle. Make the YWwD involved in the process.
2. Find willing participants that can help create a positive inclusive atmosphere, starting from the local level, possibly contacting associations that can get in touch with YWwD interested in the Support Circle.

As in the case of the online support circles, and based on the previous points:

3. Create and share with the Support Circle a participant agreement form to ensure that all participants understand the purpose and guidelines of the support circle.
4. Together with the group of participants, decide a specific and organized plan for the session, which includes the practical tools, resources, activities and main topics to discuss together. Make it an inclusive experience where everybody can share at the same level.
5. Identify or create accessible and inclusive spaces for the support circle to meet.
6. Pay attention to the dynamics created in the session, and use the resources, information and materials accordingly for it to run smoothly.
7. Control metrics and evaluation to check the success and main takeaways from the session.
8. Set up a system for the participants to stay connected after the support circle has ended.,

Practical tip for the Facilitators to start the Support Circles

The facilitator should have the leading role, breaking the ice and introducing themselves before inspiring the rest of the group to do the same. There are several activities that can help, such as telling light-hearted stories about themselves or playing games such as trying to find pairs with hobbies in common.

Once the dynamic is settled and everybody feels a bit more welcomed and comfortable, the facilitator should explain the different activities and the main points of the session, insisting on the atmosphere that the Support Circle should have: everybody is welcome and free to join the discussion, and they all share the same objectives and goals.



SECTION V

How to deliver Inclusion Support Circles online (guidelines, steps, practical tools and tips for facilitators) (FAR+NCDP)

How to deliver Inclusion Support Circles online

Inclusion Support Circles can be delivered online by using video conferencing platforms such as Zoom, Skype, or Google Hangouts.

Additionally, it is important to ensure that the platform is accessible and inclusive of all participants, including those with disabilities. When setting up the virtual space, it is important to provide information on the purpose and guidelines of the support circle, as well as resources and materials that are relevant to the participants' experiences. It is also important to create an atmosphere of acceptance and understanding, where everyone can feel comfortable sharing their experiences and offering advice. Finally, it is important to monitor and evaluate the effectiveness of the support circle, and to provide a system for the participants to stay connected after the support circle has ended.

Guidelines for delivering Inclusion Support Circles online include:

1. Ensure that the platform is accessible and inclusive of all participants, including those with disabilities.
2. Provide information on the purpose and guidelines of the support circle, as well as resources and materials that are relevant to the participants' experiences.
3. Create an atmosphere of acceptance and understanding, where everyone can feel comfortable sharing their experiences and offering advice.
4. Monitor and evaluate the effectiveness of the support circle, and provide a system for the participants to stay connected after the support circle has ended.
5. Tailor activities and discussions to the needs and abilities of the participants.
6. Allow for active participation from all members of the circle, including those with disabilities.
7. Facilitate meaningful dialogue and conversations that are respectful of all participants.
8. Follow up with participants after the support circle has ended.

Steps to create Inclusion Support Circles online



1. Establish the goals and objectives of the support circle.
2. Set up a video conferencing platform and ensure that it is accessible and inclusive of all participants, including those with disabilities.
3. Create and distribute a participant agreement to ensure that all participants understand the purpose and guidelines of the support circle.
4. Create a plan for the support circle that outlines the activities, topics, and discussion points.
5. Provide resources, information, and other materials for the support circle.
6. Monitor and evaluate the effectiveness of the support circle.
7. Set up a system for the participants to stay connected after the support circle has ended.

Practical tools to create Inclusion Support Circles online

Some practical tools to create an Inclusion Support Circle online include:

1. Video conferencing platforms such as Zoom, Skype, or Google Hangouts.
2. Participant agreements to ensure that all participants understand the purpose and guidelines of the support circle.
3. Activity and discussion plans to ensure that the support circle runs smoothly.
4. Resources and materials that are relevant to the participants' experiences.
5. Evaluation tools to monitor and evaluate the effectiveness of the support circle.
6. Contact information cards or systems to allow participants to stay connected after the support circle has ended.

Steps for facilitators to implement a support circle

Steps for facilitators to implement a support circle include:

1. Establish the goals and objectives of the support circle.
2. Recruit participants from the local community.
3. Create and distribute a participant agreement to ensure that all participants understand the purpose and guidelines of the support circle.



4. Create a plan for the support circle that outlines the activities, topics, and discussion points.
5. Identify or create accessible and inclusive spaces for the support circle to meet.
6. Provide resources, information, and other materials for the support circle.
7. Develop a system for monitoring and evaluating the success of the support circle.
8. Set up a system for the participants to stay connected after the support circle has ended.

Online support circle monitoring methods

Online monitoring methods for a support circle could include tracking the number of participants in each session, the number of posts in the group chat, the number of comments and views on posts, or the number of resources shared.

Additionally, online surveys or assessments can be used to collect feedback and to measure the effectiveness of the support circle. Additionally, online support circles can use social media platforms and other digital tools to stay connected, and to keep participants engaged. Finally, online support circles could use video conferencing tools, such as Zoom or Skype, to facilitate virtual meetings and to ensure that all participants have access to the support circle.

How it works

1. People with disabilities or their family members can contact the support circle by phone, e-mail or online form.
2. Circle of Support will provide information about their services and work with the individual or family to determine the best approach to meeting their needs.
3. The circle of support will match the individual or family with appropriate resources, such as peer support groups, job training programs, and advocacy organizations.
4. The individual or family is then connected to resources and given guidance on how to use them.
5. The circle of support will provide ongoing support and monitoring to ensure that the individual or family receives the services and resources they need.
6. The circle of support will also connect the individual or family with additional resources if needed.



How the facilitator presents the opening of the circle of support

The facilitator will begin the circle of support by introducing themselves and providing an overview of what the circle is and what it is meant to do. They will explain that the group is a safe space for PWDs and their families to share experiences, provide support and receive guidance. They will also explain the rules of the circle, such as respecting each other's privacy, being honest, and being open to different perspectives.

The facilitator will then lead a discussion to get to know the participants and to introduce the topics that will be discussed during the circle. The facilitator will also help to foster a sense of community and belonging by encouraging discussion and participation. Finally, the facilitator will provide information about the resources available and how to access them.

Steps

1. The facilitator will introduce themselves and provide an overview of what the circle is and what it is meant to do.
2. The facilitator will explain the rules of the circle, such as respecting each other's privacy, being honest, and being open to different perspectives.
3. The facilitator will lead a discussion to get to know the participants and to introduce the topics that will be discussed during the circle.
4. The facilitator will help to foster a sense of community and belonging by encouraging discussion and participation.
5. The facilitator will provide information about the resources available and how to access them.
6. The facilitator will outline the expectations of the circle, such as confidentiality and respect.
7. The facilitator will provide an opportunity for the participants to ask questions and provide feedback.
8. The facilitator will explain the process for providing support and how to access additional resources.
9. The facilitator will then lead the group in a guided meditation or relaxation exercise.

Online exercise models in a circle of support for PWDs



1. **Relaxation Exercises:** The facilitator can lead the group through a series of relaxation and mindfulness exercises to help participants relax and reduce stress.

2. **Problem solving exercises:** The facilitator can lead the group through problem-solving exercises to help the participants identify and address their challenges.

Ex. The facilitator can lead the group through a problem-solving exercise to help the participants identify and address their challenges. The exercise can start by having the participants identify a specific challenge they are facing. Then, the facilitator can ask them to brainstorm potential solutions and discuss the pros and cons of each option. After that, the group can select one option and create an action plan to implement the solution. At the end of the exercise, the facilitator can provide guidance and resources to help the participants move forward with the solution.

One example of an online problem-solving exercise would be the following:

- 1. The facilitator will ask the participants to identify a specific challenge they are facing.*
- 2. The facilitator will then ask the participants to brainstorm potential solutions to the challenge.*
- 3. The facilitator will facilitate a discussion about the pros and cons of each option.*
- 4. The group will select one option and create an action plan to implement the solution.*
- 5. The facilitator will provide guidance and resources to help the participants move forward with the solution.*
- 6. The facilitator will review the action plan and provide feedback to the participants.*
- 7. The facilitator will then ask the participants to evaluate the exercise and provide feedback.*

3. **Goal setting exercises:** The facilitator can lead the group through goal-setting exercises to help the participants set realistic and achievable goals.

4. **Coping strategies:** The facilitator can lead the group through discussion and exercises on different coping strategies to help the participants manage stress and difficult emotions.

5. **Journaling:** The facilitator can encourage the participants to keep a journal to track their progress and reflect on their experiences.



Journaling is a useful tool for PWDs to track their progress and reflect on their experiences. The facilitator can encourage the participants to keep a journal, and provide guidance and resources on how to do so.

- 1. The facilitator will explain the benefits of journaling and provide resources on different writing techniques and prompts.*
- 2. The facilitator can encourage the participants to set aside regular time for journaling.*
- 3. The facilitator can provide guidance on how to use journaling to track progress, reflect on experiences, and process emotions.*
- 4. The facilitator can provide tips and suggestions on how to write in a journal, such as using a specific format or writing style.*
- 5. The facilitator can encourage the participants to share their journal entries with the group, if they are comfortable doing so.*
- 6. The facilitator can provide support and guidance to the participants throughout the process.*

Journal writing techniques

- 1. Free Writing: Free writing involves writing without any structure or plan. The goal is to simply write whatever comes to mind without worrying about grammar, punctuation, or spelling.*
 - 2. Stream of Consciousness Writing: Stream of consciousness writing involves recording your thoughts and feelings as they come to you, without any filtering or censoring.*
 - 3. Prompts: Prompts are questions or statements that can help generate ideas for writing.*
 - 4. Reflection: Reflection involves writing about a specific experience or event, and exploring how it made you feel and what you learned.*
 - 5. Gratitude: Writing about things you are grateful for can help you focus on the positive aspects of life.*
 - 6. Creative Writing: Creative writing involves creating stories or poems to express yourself.*
- 6. Online discussions:** The facilitator can lead online discussions on topics relevant to the group, such as advocacy and self-care.



The facilitator can lead online discussions on topics relevant to the group, such as advocacy and self-care. The facilitator can also create an agenda for the discussion, set ground rules, and provide resources and activities to help guide the conversation. They can also encourage participation, ensure everyone's voice is heard, and ensure that any decisions made are respected and followed up on. Additionally, the facilitator can help to ensure that everyone is on the same page and that everyone has the same access to information. Finally, the facilitator can help to create a safe and trusting environment for all participants.

Online advocacy model

An online advocacy model is a strategy used to bring attention to an issue or cause through the use of digital technology. This can include creating websites, blogs, and social media accounts to spread awareness, using online petitions and other forms of digital activism, and engaging in online conversations with decision makers. Online advocacy can be used to spread awareness, influence public opinion, and bring about positive change.

People with disabilities (PWDs) can use online advocacy to advocate for an accessible and inclusive world without barriers. This can include creating websites and blogs to highlight the challenges PWDs face and how these can be addressed, creating online petitions to demand change, engaging in online conversations with policy makers, and organizing digital events and campaigns to raise awareness. PWDs can also use digital tools to share their stories, connect with other PWDs, and build solidarity.

How to organize a digital event, steps

1. Identify the goal and purpose of the event: Start by determining what you want to accomplish with the event and who the target audience is.
2. Choose a platform: Decide which platform you will use to host your event. Popular options include Zoom, WebEx, and Google Meet.
3. Create an event page: Create an event page with all the necessary information, such as the date, time, and description of the event.
4. Promote the event: Promote your event through social media, email, and any other channels that make sense for your target audience.
5. Create engagement: Include interactive elements in your event to keep people engaged. This could include polls, Q&A sessions, and breakout rooms.
6. Follow up: After the event, follow up with attendees and thank them for participating. Ask for feedback and use it to improve future events.



7. **Supportive activities:** The facilitator can lead supportive activities such as art therapy, music therapy, and yoga to help the participants find new ways to express themselves and reduce stress.

8. The facilitator will close the circle by thanking the participants and giving them an opportunity to provide feedback.



**Inclusion Support Circle
Implementation protocol/concept**

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| Circle 1 | KEY TOPIC: <i>"I, Unique and Valuable"</i> Circle Objective: to increase the level of self-knowledge and self-acceptance of participants – young women with disabilities. |
| Duration | The Circle lasts a maximum of 3 hours |
| The introductory part | <p>“Who am I?” A simple, yet profound question.</p> <p>Self-knowledge is ”actual genuine information one possesses about oneself”. This includes information about our emotional state, personality traits, relationships, behavioral patterns, opinions, beliefs, values, needs, goals, preferences, and social identity.</p> <p>Self-acceptance is the act of accepting yourself and all your personality traits exactly as they are. You accept them no matter whether they are positive or negative. This includes your physical and mental attributes.</p> <p>Self-acceptance means recognizing that your value goes beyond your personal attributes and actions.</p> <p>To achieve self-acceptance, you must learn to accept the parts of yourself you consider negative or undesirable.</p> <p>It’s also important to acknowledge and celebrate your positive qualities and achievements.</p> <p>Regardless of where life takes us, we must always face ourselves. So, we might as well make our self-relationship our <i>absolute best</i> relationship.</p> <p>As Oscar Wilde wrote: <i>“To love oneself is the beginning of a lifelong romance.”</i></p> <p>Circle discussions, sharing and exercises will not only help participants to increase the compassion and kindness they show themselves, but will also give them the tools to face today’s tough challenges with a healthy dose of confidence and courage!</p> <p>This Circle offers opportunities and strategies to help participants improve the overall opinion of themselves for a healthier self-knowledge and self-esteem feeling more assertive, confident, and empowered to act in their personal life and in their community.</p> |



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| <p>Check-in/Icebreaker Exercises</p> | <p>INTRODUCTION</p> <p>Facilitator can do any of the following or all of them:</p> <ol style="list-style-type: none"> 1. Instruct everyone to take two items (e.g. Family picture, credit card) from their purses, wallets or pockets. Then use these 2 items to introduce or say something about themselves. 2. Have everyone share a nickname that they now have, once had, or would like to have and then explain the reason or story behind the name. <p>Then facilitator asks the participants:</p> <p>Have they participated in such circles or support groups before? How well do they know themselves? How much would they like to meet other people? How would they feel in the situation of sharing different thoughts and feelings about themselves?</p> |
| <p>Discussion rounds</p> | <p>Discussion (everyone is encouraged to contribute, to speak freely - no judgment, no label, everyone's opinion matters). Key elements:</p> <p>The realistic approach “Who am I?” - based on strengths and weaknesses:</p> <ul style="list-style-type: none"> • Looking at your physical limitations/other type of disabilities AND your physical abilities/other type of abilities. • Everyone has something he/she cannot do and something he/she is great at. Everyone is different. • Everyone has their strengths and weaknesses, and all of us must enjoy each day for what it is. • It may be harder to find employment, gain an education or start dating, but there is no reason why you can't go out and do different things. • Show the world what you have to offer to others & community and you will increase your sense of self-worth while living with the disability. • It isn't about ignoring truths. Negative emotions have meaning: • It's OK to have negative thoughts, but you need to be mindful of them and leverage them to benefit your behaviors. |



- Good news: this is a skill you can build.

TOOL 1: "I am good to myself"

Many times we work very hard to do good things, so we get to a level of comfort with that fact, and we begin to talk about it to others. That can be a great thing in that it allows us to own our efforts and our actions and, with that, practice our goodness to others.

But for this exercise, consider how you might feel if you were to do things that are good, but only for yourself.

What would be these good things and deeds that you would do only for yourself? Make a list, share it with us then even take action. Be kind to yourself, first of all.

TOOL 2: "Defining Your Values"

"When you define your personal values, you discover what's truly important to you. A good way of starting to do this is to look back on your life – to identify when you felt really good, and really confident that you were making good choices."

Step 1: Identify the times when you were happiest

Step 2: Identify the times when you were most proud

Step 3: Identify the times when you were most fulfilled and satisfied

Step 4: Determine your top values, based on your experiences of happiness, pride, and fulfilment

Step 5: Prioritize your top values

TOOL 3: "Reflect&answer"

Each participant takes a moment and answers to next issues:

a) I couldn't imagine living without . . .

b) When I'm in pain - physical or emotional - the kindest thing I can do for myself is . . .

c) Using 10 words, describe yourself.

d) I feel happiest in my skin when . . .

e) Write and say here in circle the words you need to hear from us now.

TOOL 4: "Stop the nagging voices!"



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| | <p>Have you ever had one of those situations where you want to do something, but some little voice in your head tells you: "you're not good enough", "they won't like you", or some other destructive little gem?</p> <p>Well, think of that occasion now. Notice where the voice comes from, and notice whether you recognize who's voice it is? Is it your voice or is it someone else's? Once you have a clear idea of what the voice sounds like, we're going to change it.</p> <p>How much of an effect would the voice have on you if it came from far away, so you could hardly hear it? What would happen if the voice sounded like Donald duck? Or Mickey mouse? How would it sound if the speaker had a mouthful of helium?</p> <p>How about if there was a backing track, taken from Benny Hill or a Charlie Chaplin film?</p> <p>Can you listen to that voice now without laughing?</p> <p>Can you take the voice quite so seriously anymore?</p> <p>Once you've got the hang of this exercise, <u>find all those nagging voices, change them, and chase them away.</u></p> |
| <p>Commitments for action</p> | <p>Facilitator discusses together with the participants:</p> <ul style="list-style-type: none"> • how they will apply in their lives what they have experienced in the support circle, • they are encouraged to think of concrete ways to apply self-knowledge and self-valuation day by day. <p>One of means could be: "Write and Reflect". Journaling is great for many reasons, and it can be used in several applications for introspection.</p> <p>Get a journal, diary, or notebook with plenty of pages to write in. Every day, write down three things in your journal:</p> <ol style="list-style-type: none"> 1. At least one positive thing that happened to or around you today; 2. A question for yourself, but don't answer it yet; 3. A reflection on the question you wrote the previous day for yourself and an answer to it. <p>Following these steps, you will write only the first two components on the first day but will write three components every day thereafter.</p> |



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| Final part/closing | <p>The participants are encouraged to evaluate the way the Circle went, how they interacted, how they felt talking to others, how they appreciate their contribution to the activity.</p> <p>Helpful questions:</p> <ol style="list-style-type: none">1. The most important thing I have understood today is: ...2. Now I know the benefits brought to my life by self-knowing and self-acceptance: ...3. I felt empowered by Circle because:4. I feel like I contributed to the Circle through ...5. What I will do next is that ... |
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**Inclusion Support Circle
Implementation protocol/concept**

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| Circle 2 | <p>KEY TOPIC: "My rights, your rights - Communication and tolerance"</p> <p>Circle Objective: to understand the value to claim her rights and as a result to claim women with disabilities rights, to empower her "voice" in order to empower their "voice" and to develop zero tolerance in their human rights violations.</p> |
| Duration | At least 3 hours |
| The introductory part | <p>The purpose of the support circle is to create a peer group where each young woman with disabilities can share her experience and knowledge about her rights based on her disability. Moreover, each woman could share her experience about the claiming of her rights and as a result they could training to “claiming together”. One more key point of the circle purpose is to develop skills in order to communicate their rights and to develop zero tolerance in their human rights violations.</p> <p>Firstly, it is very important to inform them about their rights according to the UNCRPD.</p> <p>According to the Article 6 - Women with Disabilities:</p> <ul style="list-style-type: none"> • States Parties recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms. • States Parties shall take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms set out in the present Convention. <p>Moreover, according to the Article 16 - Freedom from Exploitation, Violence and Abuse:</p> <ul style="list-style-type: none"> • States Parties shall put in place effective legislation and policies, including women- and child-focused legislation and policies, to ensure that instances of exploitation, |



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| | <p>violence and abuse against persons with disabilities are identified, investigated and, where appropriate, prosecuted.</p> <p>And according to the Article 28 - Adequate Standard Of Living and Social Protection:</p> <ul style="list-style-type: none"> • States Parties recognize the right of persons with disabilities to social protection and to the enjoyment of that right without discrimination on the basis of disability, and shall take appropriate steps to safeguard and promote the realization of this right, including measures: <ul style="list-style-type: none"> • To ensure access by persons with disabilities, in particular women and girls with disabilities and older persons with disabilities, to social protection programmes and poverty reduction programmes; <p>Secondly, it is very important to inform them about the value of “claiming” especially “claiming together”. A claim right is a right which entails responsibilities, duties, or obligations on other parties regarding a right-holder. In other words, a claim right is a sort of an imposition of an obligation on another person to respect the right of a claimant.</p> <p>Third, the communication is the key to a vibrant, diversity - functioning community. The voice of women with disabilities needs to be strengthened. Within the society, women with disabilities play a key role in that regard. Therefore, they should be cognizant that “One cannot not communicate.” Women with disabilities could be the defender of their rights through their representative organizations ensuring the motto of disability movement "nothing about us, without us".</p> |
| <p>Check-in/Icebreaker Exercises</p> | <p>The facilitator -who could be a woman with disabilities- is going to play:</p> <p>Name Game</p> <p>The facilitator needs to use this ice breaker activity at the start of the course where participants don't know each other to help get to know everyone's names. Have the group sit in a circle. The first person says their name. The next person continues, but after saying their own name, they repeat the first person's name. This continues with each person repeating one more name. Reassure people</p> |



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| | <p>towards the end that it's ok if they get stuck & encourage the others to jump in to help if anyone is lost.</p> <p>Moreover, the facilitator is going to ask some of the following low-risk team building questions: Who is your favorite author?</p> <ul style="list-style-type: none"> • What is your favorite holiday? • Are you more productive in the morning or at night? • Who was your most unique pet? • What is your favorite musical instrument? <p>And then the facilitator is going to ask the following question to understand how participants are feel:</p> <ul style="list-style-type: none"> • Could you please tell us about your feelings at this time with one word? |
| <p>Discussion rounds</p> | <p>Discussion (everyone is encouraged to contribute, to speak freely - no judgment, no label, everyone's opinion matters).</p> <p>The facilitator will organize 4 discussion rounds:</p> <p>1st round question: what are your rights as a young woman with disabilities?</p> <p>2nd round question: what are their rights as the young women with disabilities?</p> <p>3rd round question: Could you please tell us some keys to effectively communicating your rights?</p> <p>4th round question: Would you like to describe yours or someone else zero-tolerance practice?</p> <p>Tool one:</p> <p>The facilitator can use a large sheet of paper divided into 4 equal parts by drawing lines. In each part the facilitator will write one of the 4 questions mentioned above and he/she will ask from participants to write their answer/s.</p> |



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| Commitments for action | The facilitator will discuss with the participants: <ul style="list-style-type: none">• how they will apply in their lives what they have experienced in the support circle,• they will be encouraged to think of concrete ways to "claiming together". |
| Final part/closing | The facilitator will close the circle asking the participants: What we did well and what we could do better? |



Implementation protocol/concept Inclusion Support Circle

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| <p>Circle 3</p> | <p>KEY TOPIC 3: Dialogue&participation in decisions, without barriers!</p> <p>SLOGAN: "Breaking down barriers, building up dialogue."</p> <p>How does the support circle help her to have confidence in her own strength?</p> <p>The support circle can help a young woman with disabilities to have confidence in her own strength by providing a safe and supportive space where she can share her experiences and seek advice and support from her peers. Additionally, the support circle can provide resources and information that can help her to better understand her disability, and to gain a sense of empowerment and self-advocacy. Finally, the support circle can provide a source of validation, where the young woman can feel seen, heard, and respected. This can help her to gain greater confidence in her own abilities and to recognize her own strength and value.</p> <p>Circle Objective: What are the goals of the circle of support?</p> <p>The goals of the support circle are to create a safe and supportive space where people with disabilities can come together to share their experiences, provide emotional and practical support to each other, and access resources and advice that can help them navigate life with a disability. Additionally, the support circle aims to empower each other to live their best lives, and to provide each other with the support, understanding, and acceptance that is needed in order to do so. Finally, the support circle also aims to create a sense of community and belonging, where everyone is seen, heard, and respected.</p> <p>How do we implement the support circle concept?</p> <p>The support circle concept can be implemented by finding a safe and accessible space where participants can meet, and by recruiting participants from the local community. Additionally, it is important to ensure that the participants have a shared understanding of the purpose and goals of the support circle. Once the participants have been recruited, it is important to create a plan for the support circle that outlines the activities and discussions that will take place. Finally, it is important to create an atmosphere of acceptance and understanding, where everyone can feel comfortable sharing their experiences and offering advice.</p> |
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| | <p>STEPS for a model support circle implementation plan</p> <p>The steps for implementing dialogue and participation of people with disabilities in support circles are:</p> <ol style="list-style-type: none"> 1. Ensure that the space is accessible and inclusive of all participants, including those with disabilities. 2. Create a plan for the support circle that outlines the activities, topics, and discussion points. 3. Make sure that everyone in the circle understands the purpose and guidelines of the support circle. 4. Allow for active participation from all members of the circle, including those with disabilities. 5. Facilitate meaningful dialogue and conversations that are respectful of all participants. 6. Provide resources, information, and other materials that are relevant to the participants' experiences. 7. Monitor and evaluate the effectiveness of the support circle. 8. Set up a system for the participants to stay connected after the support circle has ended. |
| <p>Duration</p> | |
| <p>The introductory part</p> | <p>Support circles for people with disabilities are an informal way of providing emotional and practical support to disabled people by connecting them with a network of supportive individuals. They are often created by disabled people themselves, or by other disability activists and organizations, and act as a way of providing disabled people with access to a network of support from their peers. Support circles are typically organized around specific themes such as physical health, mental health, social activities, or employment. The members of the support circle will meet regularly to discuss their shared experiences, share advice, and provide emotional and practical support to each other. Support circles often also organize events and activities that are accessible to all members of the circle.</p> <p>The purpose of the support circle is to create a safe space where people with disabilities can come together to share their experiences, provide emotional and practical support to each other, and access resources and advice that can help them navigate life with a disability. We want to create an atmosphere</p> |



of understanding and acceptance, where everyone can feel comfortable to openly talk about their needs and challenges. We want to empower each other to live our best lives, and to provide each other with the support we need to do so.

OBSERVATION

How can a disabled person objectively assess the discrimination?

A disabled person can objectively assess discrimination by paying attention to how they are being treated in comparison to others. Are they being treated differently than someone who does not have a disability? Are they being excluded from activities or opportunities that are available to others? Are they being denied access to resources, services, or accommodations? Are they facing additional barriers in their day-to-day lives that other people do not have to face? Paying attention to these patterns of discrimination can help a disabled person assess the level of discrimination they are experiencing. Additionally, seeking out resources or organizations that can provide further information on disability rights and discrimination can also be helpful.

Do you think that a young woman with disabilities is doubly discriminated against?

Yes, young women with disabilities are often doubly discriminated against because they face both gender and disability discrimination. This can limit their access to resources, services and opportunities and lead to further marginalization and exclusion. In addition, young women with disabilities may face additional barriers due to social stigma, lack of access to appropriate healthcare and accommodation, and the intersection of gender and disability discrimination. It is important to recognize these intersecting forms of discrimination and work to create a more inclusive and equitable society for young women with disabilities.

Women with disabilities face several barriers in everyday life, including:

- Lack of accessibility and accommodations in physical spaces and technology.

- Prejudice and discrimination based on gender and disability.

- Inadequate healthcare and support services.

- Inadequate economic opportunities and poverty.



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| | <p>Lack of representation and visibility in society and media. Higher rates of violence and abuse. Stereotyping and low expectations in education and employment.</p> |
| <p>Check-in/Icebreaker Exercises</p> | <p>What questions will you ask to see how participants are feeling at the circle beginning? At the beginning of the support circle, we would ask each participant to share how they are feeling, and to talk about what brought them to the circle. We would also ask if there is anything that they need help with, or any topics that they would like to discuss. Additionally, we would ask them to share any resources or advice that they have for the other participants. Finally, we would ask if there are any topics or issues that they would like to bring up that they think the other participants should be aware of.</p> <p><i>Some questions that can be asked to assess the emotional well-being of participants in a support circle for women with disabilities:</i></p> <ul style="list-style-type: none"> How have you been feeling lately? Is there anything in particular you'd like to talk about today? What have been some of the challenges you've faced recently? How do you deal with these challenges? Are there any areas you would like support in today? Is there something that has crossed your mind that you would like to share with the group? How have you been taking care of yourself lately? Is there anything that has brought you joy or comfort recently? Have there been any changes to your daily routine or schedule that you would like to share with the group? <p><i>Additional possible questions that could be asked to support circle participants:</i></p> <ul style="list-style-type: none"> Have you encountered barriers to accessing the resources or services you need? How do you feel about your current life situation? Are there any new symptoms or health concerns you would like to discuss? Do you feel connected to the community and support system? Are there new developments in your relationships with family or friends that you would like to share? Are there any new hobbies or interests you've taken up lately? <p>What methods, exercises will you use to start the circle?</p> |



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| | <p>To start the circle, we would use some icebreaker exercises that would facilitate open and honest communication between the participants. We could use activities like asking participants to introduce themselves, or to share a fun fact about themselves. We could also use group discussions and activities, such as having the participants break into small groups to discuss a particular topic or issue that is relevant to them. We could also use breathing and relaxation exercises to help create a calming atmosphere and to help participants feel more comfortable sharing.</p> |
| <p>Discussion rounds</p> | <ul style="list-style-type: none"> • What are the core guidelines you would apply to create shared actions, talks, engagement and support? <p>The core guidelines for the support circle would be to create an atmosphere of acceptance and understanding, where everyone can feel comfortable sharing their experiences and offering advice. We would also emphasize the importance of respecting each other's opinions and experiences, and of creating a safe space where all participants feel heard and respected. Additionally, we would ask that all participants commit to active listening, and to refraining from judgment or criticism. Finally, we would encourage all participants to be supportive and to offer encouragement and resources to each other.</p> <p>The resources offered in the support circle could include information and advice on issues related to disability, such as accessing healthcare, accessing benefits, managing finances, and navigating the legal system. Additionally, the support circle could offer resources on mental health, such as accessing counseling or support groups, or advice on managing stress and anxiety. The support circle could also provide resources for social activities and events, such as disability-friendly meet-ups and group activities, as well as information on job opportunities and career development. Finally, the support circle could offer resources on self-care, such as tips on healthy eating, exercise, and managing time.</p> <ul style="list-style-type: none"> • How organize the discussion rounds to be sure that all YWwD shared their points of view, suggestions, fears and concerns <p>To ensure that all young women with disabilities have a chance to share their opinions, suggestions, fears and concerns, we would organize the circle of support in small discussion groups. Each group would be composed of several participants who have similar</p> |



experiences and can relate to each other. This will allow each participant to have the opportunity to share their views in a safe and comfortable environment. In addition, we would have a facilitator to lead the discussion and ensure that all participants have a chance to express their ideas and feelings.

The facilitator could ask questions such as: What challenges have you faced related to your disability? What resources have you found helpful in dealing with your disability? What advice would you give to someone who is newly disabled? How do you manage stress and anxiety? What do you wish other people understood about living with a disability? What have been some of your successes and accomplishments that you are proud of? What strategies have you found helpful in advocating for your needs? What do you need help with right now?

- **What facilitation tools & techniques specific to chosen topic?**

Here are some facilitation tools and techniques that can be used to remove barriers::

1. Active listening: Encourage participants to share their experiences and feelings by truly listening to them.
2. Empathy: Show understanding and support for the experiences of participants by putting yourself in their shoes.
3. Normalization: Validate the experiences of participants by acknowledging that similar experiences are common.
4. Reflective questions: Encourage participants to reflect on their experiences and feelings by asking open-ended questions.
5. Affirmations: Offer words of encouragement and support to participants to boost their self-esteem and confidence.
6. Brainstorming: Encourage participants to come up with solutions to the barriers they face by brainstorming together.
7. Resource sharing: Share information and resources that could be helpful to participants.
8. Collaborative problem-solving: Work with participants to find creative solutions to the barriers they face.



9. Role-playing: Encourage participants to practice new skills and strategies by role-playing different scenarios.
10. Mindfulness practices: Encourage participants to focus on the present moment and reduce stress through mindfulness practices.etc.

I chose 3 facilitation tools/techniques:

A. Universal Design for Learning (UDL): UDL is a framework that provides a flexible and inclusive approach to the design and delivery of content and materials.

Steps to develop a Universal Design for Learning (UDL) framework specifically in the field of removing barriers for young women with disabilities:

Identify the specific barriers faced by young women with disabilities: Gather information on the specific barriers faced by this population in their daily lives, including barriers related to education, employment, health, and community engagement.

Conduct a needs assessment: Conduct a needs assessment to identify the diverse needs, abilities, and preferences of young women with disabilities.

Involve young women with disabilities in the design process: Involve young women with disabilities in the design process to ensure that their needs and perspectives are incorporated into the UDL framework.

Use multiple means of representation: Use multiple means of representation to present information, such as visual, auditory, and written materials, to ensure accessibility for all users.

Provide multiple means of expression: Provide multiple means of expression, such as written response, oral response, and hands-on activities, to accommodate diverse learning styles.



Offer multiple means of engagement: Offer multiple means of engagement, such as individual work, group work, and hands-on activities, to ensure that all users can participate fully.

Foster collaboration and teamwork: Foster collaboration and teamwork through inclusive group activities and exercises that encourage equal participation.

Continuously evaluate and improve: Continuously evaluate the effectiveness of the UDL framework and make necessary improvements to ensure that it remains inclusive and effective.

Incorporate feedback: Encourage young women with disabilities to provide feedback on the UDL framework, and incorporate their feedback into the design and delivery of content and materials.

Promote accessibility and inclusiveness: Promote accessibility and inclusiveness in all aspects of the UDL framework, including the design and delivery of content and materials, as well as the use of technology and tools.

B. Alternative methods of communication: Provide alternative methods of communication, such as sign language interpretation or closed captioning, to ensure equal participation by all.

Depending on the disability, we can identify the most suitable method to achieve our goals, such as:

Assess the individual needs and abilities of each participant to determine the best communication methods for each person.

Consider using technology such as text-to-speech software, speech recognition software, and alternative input devices to accommodate people with communication barriers.

Encourage verbal communication, but be prepared to accommodate people who may need to communicate through alternative methods, such as writing or sign language.



Provide visual aids: Provide visual aids such as diagrams, charts and graphs to help people understand and engage with the information being communicated.

Use clear and concise language when communicating, avoiding technical jargon and complex terms that may be difficult for some people to understand.

Encourage active participation by asking open-ended questions, facilitating group discussions, and providing opportunities for individuals to ask questions and provide feedback.

It promotes a welcoming and inclusive environment, being respectful and responsive to the communication needs of all participants.

Continually evaluate and improve the communication methods used and make improvements to ensure equal participation by all.

C. Reflection and debriefing: Encourage participants to reflect on their experiences and the results of the decision-making process and provide opportunities for debriefing and feedback.

Journaling: Encourage participants to journal about their thoughts, feelings, and experiences during the decision-making process to remove barriers in their way.

One-on-one conversations: Schedule one-on-one conversations with attendees to give them the opportunity to share their thoughts and experiences in a more private setting.

Surveys or questionnaires: Distribute surveys or questionnaires to gather feedback and insights on the decision-making process and its results.



Creative reflection: Encourage participants to engage in creative reflection, such as drawing, painting or creating a collage, to help them process their experiences and thoughts.

Mind mapping: Facilitate a mind mapping activity where participants can visually map their reflections and thoughts on the decision-making process and its outcomes.

Role play: Encourage participants to act out scenarios related to the decision-making process to help them better understand and reflect on their experiences.

- **Any potential challenges?**

Potential challenges in creating a support circle for people with disabilities include ensuring that the space is accessible and inclusive of all participants, finding ways to ensure that all participants have a chance to contribute, and managing different opinions and emotions. Additionally, it is important to be mindful of the different needs of the participants and to provide the appropriate support and resources. Finally, it is essential to create a safe space where everyone can feel accepted, respected, and heard.

There would be potential challenges in achieving our circle of support's goal of removing barriers, such as:

Lack of understanding: Participants may not have an adequate understanding of the challenges women with disabilities face and may not be aware of the barriers they face in their daily lives.

Stigma and discrimination: Women with disabilities may face stigma and discrimination, which can create additional barriers to their participation in decision-making processes.

Accessibility: The physical environment, materials, and technology used during circle of support may not be accessible to women with disabilities, making it difficult for them to fully participate and engage.

Lack of funding: Financial resources can be limited, making it difficult to implement the necessary accommodations and supports for women with disabilities.



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| | <p>Stakeholder resistance: Some stakeholders may resist changes to existing systems and processes aimed at removing barriers for women with disabilities.</p> <p>Insufficient data: There may be limited data available about the experiences and perspectives of women with disabilities, making it difficult to effectively address their needs and remove barriers.</p> <p>Limited Advocacy and Representation: Women with disabilities may lack adequate representation and advocacy in decision-making processes, making it difficult to address their needs and remove barriers.</p> <p>Inadequate support: Women with disabilities may not have access to the support and resources needed to overcome barriers and participate fully in decision-making processes.</p> |
| <p>Commitments for action</p> | <p>To see how the commitments to action will be applied in practice, we would ask participants to share how they plan to put their commitments into action in their daily lives. We would also use reflective activities such as role-play or storytelling to help participants practice the skills and strategies they have discussed. Additionally, we could use check-ins throughout the support circle to see how participants are doing, and to discuss any obstacles or challenges they may be facing. Finally, we would ask participants to share their successes and ideas for further improvement.</p> <p>To assess the effectiveness of removing barriers for young women with disabilities in practice, the following questions and methods can be used:</p> <ol style="list-style-type: none"> 1. Surveys and questionnaires: Ask young women with disabilities about their experiences before and after the removal of barriers to gauge the impact. 2. Focus groups: Hold focus groups with young women with disabilities to discuss their experiences and gather qualitative data. 3. Observations: Observe the behaviors and experiences of young women with disabilities in various settings to see the impact of barrier removal. 4. Outcome measurements: Measure changes in areas such as access to resources and services, employment opportunities, health outcomes, and social connections. |



5. **Case studies:** Conduct case studies of individual young women with disabilities to gather detailed information about the impact of barrier removal on their lives.
6. **Collaborative evaluations:** Work with young women with disabilities, their families, and support organizations to assess the impact of barrier removal in a collaborative manner.
7. **Ongoing feedback:** Continuously gather feedback from young women with disabilities to ensure that barrier removal strategies are meeting their needs and to make necessary adjustments.

We can measure the application of the commitments to action in real life by asking participants to reflect on their experiences, and to provide feedback on how they have been able to apply the strategies and skills they have discussed in the support circle. We could also ask participants to share stories about how they have been able to put their commitments into action in their daily lives. Additionally, we could use surveys or other assessment tools to measure the effectiveness of the support circle. Finally, we could use check-ins throughout the support circle to discuss any obstacles or challenges that participants may have encountered when trying to put their commitments into action.

A facilitator can help a person with a disability overcome barriers by following these steps:

Actively listen: Encourage the person to share their experiences and concerns and actively listen to what they have to say.

Validate their experiences: Acknowledge the challenges and barriers the person faces and validate their feelings.

Identify barriers: Work with the person to identify the specific barriers they face and prioritize them based on their level of impact.

Develop a plan: Work with the person to develop a plan to address each barrier and identify the resources and support they may need.

Encourage self-advocacy: Teach the person self-advocacy skills and encourage them to speak up for themselves and assert their needs.

Connect with resources: Connect the person with relevant resources and support systems that can help them overcome the barriers they face.



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| | <p>Promote a growth mindset: Encourage the person to adopt a growth mindset and support them as they work to overcome their barriers and achieve their goals.</p> <p>Provide ongoing support: Provide ongoing support and encouragement to the person and be available to help if needed.</p> <p>Celebrate successes: Celebrate the person's successes and recognize their progress to boost their confidence and motivation.</p> |
| <p>Final part/closing</p> | <ul style="list-style-type: none"> • How will you close the circle? <p>To close the circle, we would ask each participant to share what they learned and how they benefited from the circle of support. We could also use a reflection activity, such as having each participant share one positive thing they took away from the circle. Additionally, we would ask participants to share any ideas or suggestions for future Circles of Support. Finally, we would like to thank everyone for their contributions and taking the time to be part of the circle. Other methods of closure for the circle of support might include a closing meditation or reflection time, where each participant can take a few moments to reflect on their experiences. We might also have a closing activity, such as a brainstorming session where participants can come up with ideas for future activities and events. Additionally, we may ask participants to share their contact information so they can stay connected and continue to support each other outside of the circle. Finally, we may distribute a survey to gather feedback on the circle of support and to ensure that participants' needs are being met.</p> <ul style="list-style-type: none"> • How will you let the YWwD to appreciate their involvement&work and also the circle? <p>At the end of the support circle, we would thank each participant for their involvement and their contributions. We could also provide each participant with a small token of appreciation, such as a certificate or a gift card. Additionally, we could have a closing activity where each participant can express appreciation for their peers for the support and understanding that they have provided. Finally, we could have a celebratory activity, such as sharing a meal or a group activity, to show our appreciation for all of the hard work that the participants have done.</p> |



**Inclusion Support Circle
Implementation protocol/concept**

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| Circle 4 | <p>KEY TOPIC: “Me and community! My involvement, my civic contribution”</p> <p>Circle Objective: to understand the value of inclusion and to increase their social participation</p> |
| Duration | 2 hours |
| The introductory part | <p>The purpose of the support circle is to create a peer group where each young woman with disabilities can share her experience and opinion about their social participation/civil contribution, the barriers that they have met and of course the ways they can overcome them.</p> <p>Young women with disabilities are subject to multiple discrimination. For this reason, based on the article 6 “Women with disabilities” of UNCRPD States Parties shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms. Moreover, States Parties shall take all appropriate measures to ensure the full development, advancement, and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms set out in the Convention (UNCRPD).</p> <p>According to the article 4 “General Obligations” of UNCRPD, in decision-making processes concerning issues relating to persons with disabilities, States Parties shall closely consult with and actively involve persons with disabilities through their representative organizations.</p> <p>Moreover, according to the Article 29 “Participation In Political And Public Life” of UNCRPD, States Parties shall guarantee to women with disabilities political rights and the opportunity to enjoy them on an equal basis with others, and shall undertake:</p> <p>To ensure that persons with disabilities can effectively and fully participate in public life on an equal basis with others, directly or through freely chosen representatives.</p> <p>To promote actively an environment in which persons with disabilities can effectively and fully participate in the conduct of public affairs, without discrimination and on an equal basis with</p> |



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| | <p>others, and encourage their participation in public affairs, including:</p> <p>i. Participation in non-governmental organizations and associations concerned with the public and political life of the country, and in the activities and administration of political parties.</p> <p>ii. Forming and joining organizations of persons with disabilities to represent persons with disabilities at international, national, regional and local levels.</p> |
| <p>Check-in/Icebreaker Exercises</p> | <p>The facilitator will ask some of the following team building questions:</p> <p>#1: What are you reading right now?</p> <p>People are always looking for something new to read - and so swapping book recommendations are a great way for people to know each other. Learning what others are reading also provides insights into participants' interests.</p> <p>#2: If you could pick up a new skill in an instant what would it be?</p> <p>With this question, you'll learn how participants want to grow or what they aspire to do.</p> <p>#3: Who's someone you really admire?</p> <p>Understanding who someone looks up to reveals a significant amount about a person's influences, preferences, and outlook on life. This is a great question to ask to help get a sense of what and who a person values.</p> <p>#4: Seen any good movies lately you'd recommend?</p> <p>Perhaps you've asked this question before-but don't overlook it. Movies are a great shared conversation topic. It never fails to be one that people like to answer and like to see other people's answer to.</p> <p>The facilitator could also ask:</p> <ul style="list-style-type: none"> • Did you had participated in such circles or support groups before? |



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| | <ul style="list-style-type: none"> • How do you feel to share your experiences? • How do you feel today? |
| <p>Discussion rounds</p> | <p>Discussion (everyone is encouraged to contribute, to speak freely - no judgment, no label, everyone's opinion matters).</p> <p>The facilitator will draw a person in the middle of a large sheet of paper. She/he will ask from participants to feel free and tell words which are related with their community, for example (job, family, church, gym, volunteer team etc). The facilitator writes the word around the person.</p> <p>Then the facilitator will ask the participants:</p> <ul style="list-style-type: none"> • Could you please describe in which ways involve in your community? • Could you please tell us if you would like to involve in your participant community? Why yes? Why not? • Do you believe that your civic contribution would reduce the social exclusion of young women with disabilities? • Do you think some ways for your civic contribution? <p>Tool one</p> <p>The facilitator can use a large sheet of paper and after the above discussion altogether will develop “The Decalogue of Social Participation”.</p> |
| <p>Commitments for action</p> | <p>The facilitator will discuss with the participants:</p> <ul style="list-style-type: none"> • how they will apply in their lives what they have experienced in the support circle, • they will be encouraged to think of concrete ways to implement “The Decalogue of Social Participation”. |
| <p>Final part/closing</p> | <p>Before closing, the facilitator will suggest the following:</p> <p>My Hope for You</p> <p>The participants take turns sharing their hopes for group members. They can say something to each group member, or they can draw names so that each person shares their hope for one other person. The participants simply say, “My hope for you is...” and share what they hope for the group member after group ends. You can</p> |



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| | <p>also have participants write these so that group members have a tangible take-away after group.</p> <p>At the end, the facilitator will close the circle asking the participants:</p> <p>What we did well and what we could do better?</p> |
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**Inclusion Support Circle
Implementation protocol/concept**

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| Circle 5 | <p>KEY TOPIC: <i>Topic 5</i> "Lifestyle, health, exercise and food"</p> <p>Circle Objective: The understanding of the value of a healthy lifestyle, with a nutrition and exercise approach in the context of women with disabilities as an integral part of an inclusive society.</p> |
| Duration | The circle should last a maximum of two hours. |
| The introductory part | <p>The word health refers to a state of complete emotional and physical well-being. Healthcare exists to help people maintain this optimal state of health.</p> <p>A healthy lifestyle can help you thrive as you move through your life's journey. Making healthy choices isn't always easy – it can be hard to find the time and energy to exercise regularly or prepare healthy meals. However, your efforts will pay off in many ways, and for the rest of your life.</p> <p>Good health is central to handling stress and living a longer, more active life. In the context of women with disabilities, we explain the meaning of good health, the types of health they need to consider, and how to preserve good health coming from a place of self-acceptance.</p> <p>The group is presented with some initial ideas, as a starting point and to arrive at the conclusion that a healthy lifestyle is flexible and not strict, and discussion is encouraged:</p> <ul style="list-style-type: none"> • Be physically active for 30 minutes most days of the week. Break this up into three 10-minute sessions when pressed for time. Healthy movement may include walking, sports, dancing, yoga or running. • Eat a well-balanced, low-processed diet with lots of fruits, vegetables, and whole grains. Choose a diet that's low in saturated fat and cholesterol, and moderate in sugar, salt and total fat. • Physical activity is anything that gets your body moving. Each week adults need 150 minutes of moderate-intensity physical activity and 2 days of muscle strengthening activity, |



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| | <ul style="list-style-type: none"> • Adults should move more in ways that are suitable for them, depending on their context. Some physical activity is better than none. Adults who sit less and do any amount of moderate-to-vigorous intensity physical activity gain some health benefits. • Moderate-intensity aerobic activity. (such as brisk walking) for 150 minutes every week (for example, 30 minutes a day, 5 days a week). <p>The main idea behind living a healthy lifestyle for women with disabilities is finding a practical way of getting through the day by day routine with a clear headspace, according to their own personal preferences and with an acceptance of their own physical and mental condition.</p> |
| <p>Check-in/Icebreaker Exercises</p> | <p>The participants are introduced to the main topics of the circle, after the first ideas are shared.</p> <p>The facilitator will provide a full disclosure of the material and ideas, and also the importance of opening a healthy, inclusive discussion where everybody should feel welcomed.</p> <p>After these first thoughts, the facilitator will have to conduct a process of contextualization, where they will link the situation of women with disabilities in society and the direct correlation with their choice of lifestyle. Some questions to ponder about:</p> <ul style="list-style-type: none"> -How are they feeling about their role in their own lifestyle decisions? Proactive or reactive? -What does living a healthy lifestyle mean to them? -How do they view exercise and physical activities from their own personal experience? <p>After getting these first questions out of the way, once they start feeling comfortable speaking in the group, it is time for them to introduce themselves.</p> <p>The young women with disabilities are encouraged to share a funny or light anecdote about their day-to-day life, to create a relaxed environment.</p> |



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| | <p>The facilitator should ask after the introductions about the personal experiences the group may have had in the past.</p> <p>Have they ever participated in a focus group or support circle?</p> <p>How comfortable do they feel in a group environment?</p> <p>Are they aware of their own lifestyle choices?</p> <p>Finally, the group will play a game to get to know each other a bit better. They will be paired randomly and they will have to guess between three statements which one is false and which one is true.</p> <p>The idea is for these statements to be related to their lifestyle choices, whether related to exercise, nutrition, or just daily habits.</p> |
| <p>Discussion rounds</p> | <p>During the discussion, the role of the facilitator is to encourage everyone to participate freely, to share their own view points and personal experiences in a way that makes the young women with disabilities feel comfortable, without any outside or external pressure.</p> <p>Some of the main aspects to consider during this phase are the following:</p> <ul style="list-style-type: none"> -Each participant should feel acceptance about their choices, whatever the point they are in life. Their lifestyles are unique and should be celebrated for their individuality, but also, for encouraging proactivity and a focus on their mental and physical well-being. Acceptance and self-improvement are not contradictory. -During the sharing of their personal stories and struggles the facilitator needs to highlight the importance of diversity and inclusion, in terms of how valuable it is to have different points of view and perspectives on topics like what living a healthy lifestyle actually is. There is room to learn from one another and try new things. -Physical exercise is a really good habit for adults, and it's no different in the context of women with disabilities. However, this should never lead to obsessive behaviors or tendencies. None of the daily decisions they make is drastic or irreversible. Developing |



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| | <p>a healthy mindset towards sports and nutrition is mandatory to make it sustainable long-term.</p> <p>-If at any point the facilitator notices that some of the women with disabilities are falling behind they should try to include them in a way that it's not so obvious that it could make it uncomfortable for them. Just keeping in mind to create a sense of belonging and group goes a long way, and raising the confidence of others is a main point of the group itself. Diversity of opinions should never be discouraged as long as it provides a healthy discussion.</p> <p>-TOOL 1: Design you new schedule</p> <p>The participants can take the ideas and perspective of others to start working on a new lifestyle plan that incorporates nutrition and exercise in a realistic and holistic way. They can work in groups of two to generate a bit more of discussion, however these plans are individual.</p> <p>-Tool 2: A Map that Leads to a Healthier Lifestyle: The group will now work together to create a map, or a visual asset on a big colourful sheet, where they will highlight the main ideas and concept that they wish that society would encourage more, in relation to living a healthier lifestyle.</p> <p>-At the end, the group will review and evaluate these ideas.</p> |
| <p>Commitments for action</p> | <p>To make this section more dynamic, the facilitator will ask every one of the women with disabilities to prepare a “two minute pitch or speech” to promote the new ideas they have learned during the discussion to inspire others to live a healthy lifestyle.</p> <p>After that, the facilitator will have a final discussion about how they will apply these concepts to their life, and they can think of specific and practical ways to improve their daily routine in a way that meets their wants and needs.</p> |
| <p>Final part/closing</p> | <p>The participants will evaluate with the facilitator acting as just a moderator both the activities and the concepts developed during the support circle.</p> <p>At some point they should also share their own feelings about their contributions, their main takeaways and how they feel empowered moving forward.</p> |



Implementation protocol/concept Inclusion Support Circle

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| <p>Circle 6</p> | <p align="center">KEY TOPIC 6 -"Waste and environmental protection" SLOGAN: Reduce, Reuse, Recycle: A Better Planet is Our Responsibility</p> <p>Practical concepts of inclusion related to waste and environmental protection would include ensuring that all waste management and recycling facilities are accessible to people with disabilities. This could include providing ramps or elevators, or providing tactile signage or audio announcements that are accessible to those who are visually impaired. Additionally, waste management and recycling facilities should provide staff members who are knowledgeable about disability rights and are able to provide assistance to disabled people. Finally, disabled people should be included in conversations and activities related to waste management and recycling, and their voices should be heard and respected.</p> <p>Examples of inclusion related to waste and environmental protection include providing accessible waste disposal bins, ensuring that all waste disposal and recycling facilities are accessible to people with disabilities, providing staff members who are knowledgeable about disability rights, and including disabled people in conversations and activities related to waste management and recycling. Additionally, waste management and recycling programs should be tailored to the needs of disabled people and should provide resources and information that is accessible to all. Finally, disabled people should be involved in decision-making processes related to waste management and recycling, and their feedback should be taken into account.</p> |
| <p>Duration</p> | |
| <p>The introductory part</p> | <p>The purpose of the support circle for young women with disabilities with the theme of waste and environmental protection could be to:</p> |



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| | <p>Create awareness about waste and environmental issues and their impact on the environment and health.</p> <p>Educate and empower young women with disabilities to participate in waste reduction and environmental protection initiatives.</p> <p>Provide a platform for young women with disabilities to share their experiences and knowledge on waste and environmental issues.</p> <p>Encourage and support young women with disabilities to lead or participate in waste reduction and environmental protection projects in their communities.</p> <p>To explain the purpose of the support circle for young women with disabilities with the theme of waste and environmental protection, we can:</p> <p>We use simple and clear language to explain the impact of waste and environmental degradation on our health and the environment.</p> <p>We highlight the role that young women with disabilities can play in addressing these issues through waste reduction and environmental protection.</p> <p>We emphasize the importance of their voices and perspectives in shaping a more sustainable future.</p> <p>We provide opportunities to ask questions and share your own experiences and ideas on this topic.</p> <p>We create a welcoming and inclusive atmosphere that encourages participation and fosters a sense of community among participants.</p> |
| <p>Check-in/Icebreaker Exercises</p> | <p>Questions that facilitators can ask:</p> <p>How do you feel about waste and environmental protection today?</p> <p>What do you think of today's circle of support theme?</p> <p>Are there concerns or fears you have about waste and environmental protection?</p> |



How can we best support each other during today's discussion of waste and environmental protection?

Are there specific experiences or challenges you would like to share related to waste and environmental protection?

How do you feel about discussing this topic in a group setting?

Do you have any questions or thoughts you'd like to share with the group at the start of our discussion?

More specific questions related to the topic of waste and environmental protection for young women with disabilities:

How does waste and environmental protection affect your daily life as a young woman with a disability?

Are there barriers you've encountered in reducing waste or being more environmentally conscious?

How can we work together as a community to tackle waste and environmental protection for people with disabilities?

What are some creative and affordable solutions to reduce waste and promote environmental protection?

How can we raise awareness of the importance of waste and environmental protection among people with disabilities?

Are there environmental organizations or initiatives that you have found helpful or inspiring in your community?

How can we empower young women with disabilities to become leaders in promoting waste reduction and environmental protection?

These questions could reveal specific experiences, challenges and ideas related to the theme of waste and environmental protection for young women with disabilities and promote a collaborative and empowering discussion.

Grounding Exercise: Ask participants to close their eyes, breathe deeply, and focus on the present moment. Encourage them to let go of any distractions or worries and simply be present in the moment.



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| | <p>Sharing Circle: Begin by asking each participant to introduce themselves, including their name and a quick introduction. Then invite each participant to share something they are grateful for or something positive that happened during their week. This helps build a positive and supportive atmosphere and promotes active engagement in the discussion.</p> <p>Icebreaker: Choose a cheerful and fun icebreaker to get participants comfortable and engaged. This could be a quick game or a creative activity that helps participants get to know each other better.</p> <p>Reflection exercise: Ask participants to reflect on their thoughts and feelings about the topic of waste and environmental protection and write them down in a journal or on a piece of paper. Then ask them to share one or two of their reflections with the group. This helps create a sense of trust and encourages participants to share their thoughts and feelings.</p> <p>Group Visualization: Close your eyes and imagine a world where everyone does their part to reduce waste and protect the environment. Encourage participants to share their thoughts and feelings about this visualization. This helps create a sense of shared purpose and inspires participants to take action.</p> <p>These methods and exercises will be adjusted and adapted to suit the specific needs and goals of the circle of support and can help create an inclusive atmosphere.</p> |
| <p>Discussion rounds</p> | <p>By following some ground rules, participants can engage in productive and supportive discussions and build a sense of community and trust within the group. Some ground rules that can be applied to create shared action, discussion, engagement and support used by facilitators:</p> <p>Respect: Encourage participants to treat each other with respect and actively listen to the views and opinions of others.</p> <p>Confidentiality: Emphasize the importance of maintaining confidentiality and respecting each other's privacy. Explain that anything shared in the group should stay within the group unless explicit permission is given to share it outside the group.</p> |



Active Listening: Encourage participants to practice active listening by setting aside distractions, making eye contact, and showing genuine interest in each other's perspectives.

Inclusion: Make sure everyone has the opportunity to share their thoughts and feelings and that the discussion is inclusive and accessible to all participants.

Open-mindedness: Encourage participants to approach discussions with an open mind and be open to new perspectives and ideas.

Positive language: Promote the use of positive, constructive language and discourage negative or judgmental language.

Support: Emphasize the importance of supporting each other during the discussion and create a safe and supportive environment for everyone.

To ensure that all Young Women with Disabilities (YWwD) share their views, suggestions, fears and concerns about the environment, I would organize the discussion rounds as follows:

- Encourage active participation from all YWwD by breaking into small groups for discussion.
- Offer prompts or questions to guide the discussion, such as "What do you think is the biggest environmental challenge facing our community?" or "What can we as young women with disabilities do to protect the environment?"
- Assign a facilitator to each group to encourage equal participation and keep the discussion on track.
- Allow enough time for each YWwD to share their thoughts and experiences.
- Encourage listening and empathy among participants to create a safe space for open and honest dialogue.
- Summarize the key points and perspectives of each group to ensure that all perspectives are heard and understood.

Some tools and techniques that can help create a more inclusive and accessible environment for young women with disabilities to participate in discussions about waste and environmental protection.



Interactive simulations: Using simple, hands-on activities to help participants understand the impact of waste and environmental degradation on the environment and human health.

Interactive simulations are hands-on activities that can help participants understand the impact of waste and environmental degradation on the environment and human health. To effectively use interactive simulations during a discussion with women with disabilities:

Keep it simple: Use simple, straightforward activities that are easy for participants to understand and participate in.

Make it accessible: Make sure interactive simulations are accessible to all participants, regardless of their abilities. This could involve providing alternative formats such as audio or Braille descriptions, or adapting activities so that they can be completed with assistive devices.

Focus on impact: Design activities that help participants understand the direct and indirect impacts of waste and environmental degradation, such as the effects of air pollution on human health or the impact of plastic waste on ocean ecosystems.

Encourage participation: Encourage active participation by all participants and consider partnering disabled participants with able-bodied participants to provide support and encouragement.

Provide clear instructions: Clearly explain the purpose and instructions for each activity and provide all necessary materials and equipment.

Debriefing and reflection: After the interactive simulation, facilitate a discussion to allow participants to reflect on what they have learned and how it relates to their experiences and perspectives on waste and environmental protection.

Interactive simulations can be a fun and engaging way to help participants understand the impact of waste and environmental degradation and inspire action and change. By providing opportunities for hands-on and experiential learning, interactive simulations can help increase the meaning and impact of the discussion for women with disabilities.



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| | <p>Personal reflection: encouraging participants to share their own experiences and perspectives on waste and environmental protection and how these issues impact their daily lives.</p> <p><i>Personal reflection is a powerful tool to encourage participants to share their own experiences and perspectives on waste and environmental protection and to understand how these issues impact their everyday lives. To facilitate personal reflection during a discussion with women with disabilities:</i></p> <p><i>Provide a safe and supportive environment: Create a welcoming and inclusive atmosphere where participants feel comfortable sharing their thoughts and experiences.</i></p> <p><i>Ask open-ended questions: Encourage participants to share their thoughts and experiences by asking questions such as "What are some of the environmental challenges you face in your daily life?" or "How do you think waste and environmental protection impact our community?"</i></p> <p><i>Encourage active listening: Encourage an atmosphere of empathy and active listening, encouraging participants to listen to each other and respond with understanding and respect.</i></p> <p><i>Allow enough time: Give participants enough time to reflect and share their thoughts, and avoid rushing or interrupting responses.</i></p> <p><i>Summarize Key Insights: After participants have shared their thoughts and experiences, summarize key insights and common themes that emerge to reinforce the importance of their insights.</i></p> <p><i>Provide written prompts: Provide participants with prompts or written questions to guide their reflections, such as "What does waste and environmental protection mean to you?" or "How has your experience with waste and environmental protection affected your daily life?"</i></p> <p><i>Personal reflection can help create a more meaningful and impactful discussion, allowing participants to share their own perspectives and experiences and understand the ways in which waste and environmental protection impact their daily lives.</i></p> |
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Partner work: Encouraging participants to work in pairs or small groups to share ideas and experiences and provide mutual support and encouragement.

Partner work is a technique for encouraging participants to work in pairs or small groups to share ideas, experiences, and to provide mutual support and encouragement. To effectively use partner work during a discussion with women with disabilities:

- 1. Assign partners: Assign participants to work in pairs or small groups, taking into consideration any specific needs or requests they may have.*
- 2. Provide clear instructions: Clearly explain the purpose of the partner work and the specific task or activity each group will be working on.*
- 3. Encourage active listening: Encourage active listening and empathy by asking participants to listen to each other's perspectives and respond with understanding and respect.*
- 4. Foster a supportive atmosphere: Foster a supportive atmosphere where participants feel comfortable sharing their thoughts and experiences.*
- 5. Provide adequate time: Provide adequate time for participants to work together and complete their task or activity.*
- 6. Encourage reflection: After the partner work, encourage participants to reflect on their experience, what they learned, and how it relates to their experiences and perspectives on waste and environmental protection.*

Partner work can be a powerful tool for encouraging participants to work together, share their perspectives and experiences, and provide each other with support and encouragement. By working in pairs or small groups, participants can build stronger connections with one another, learn from each other, and work together to achieve common goals related to waste and environmental protection.



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| | <ul style="list-style-type: none"> • There can be several potential challenges when organizing a discussion about waste and environmental protection with women with disabilities: <p>Accessibility: Ensuring that the discussion is accessible and inclusive to all participants, regardless of their abilities, may require additional planning and preparation, such as providing alternative formats or adapting activities to be more accessible.</p> <p>Communication barriers: Participants with disabilities may experience communication barriers, such as hearing or speech difficulties, which could affect their ability to participate fully in the discussion.</p> <p>Confidence and self-esteem: Some participants may have low confidence or self-esteem, which could affect their willingness to share their thoughts and experiences.</p> <p>Understanding of the topic: Participants may have limited knowledge or understanding of waste and environmental protection, which could affect their ability to participate fully in the discussion.</p> <p>Active participation: Encouraging active participation from all participants, especially those with disabilities, may require additional effort and patience.</p> <p>Inadequate support: Participants with disabilities may require additional support, such as assistance with materials or equipment or assistance with communication, which may not be available.</p> <p>To overcome these challenges, it is important to plan ahead and make the necessary adjustments to ensure that all participants are able to fully participate and benefit from the discussion. This may involve providing additional support and resources, using accessible materials and techniques, and creating a supportive and inclusive atmosphere that encourages the active participation of all participants.</p> |
| <p>Commitments for action</p> | <p>To encourage participants to take action and apply their learnings from the discussion about waste and environmental protection in their daily lives, facilitators can use the following questions and methods:</p> |



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| | <p>Reflection: Encourage participants to reflect on how they can apply what they learned in the discussion to their everyday lives. Ask questions like, "What specific steps can you take to reduce your waste and protect the environment?" or "What challenges might you face implementing these steps and how can you overcome them?"</p> <p>Goal setting: Encourage participants to set specific, achievable goals related to waste reduction and environmental protection. Ask questions like, "What specific actions can you commit to in the next week or month?" or "What support do you need to achieve your goals?"</p> <p>Peer support: Encourage participants to form support groups or partnerships with each other to share resources, information and support each other in action.</p> <p>Resources: Provide participants with resources and information to support their actions, such as information about recycling programs in their area, ways to reduce waste, or green products.</p> <p>Follow-up: Schedule a follow-up session to check in with participants and learn about their progress and challenges in action.</p> <p>Using these methods and questions, participants can be encouraged to take concrete steps to apply what they have learned in the discussion to their everyday lives and provide them with the resources and support they need to be successful. In addition, a sense of community and collaboration is promoted among participants, encouraging them to work together and support each other in waste and environmental protection actions.</p> |
| <p>Final part/closing</p> | <p>To close the support circle for young women with disabilities on waste and environmental protection, you can:</p> <ol style="list-style-type: none"> 1. Recap and Reflection: Lead a short recap of the key themes, experiences, and insights shared during the discussion, and encourage participants to reflect on their experiences and what they learned. |



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| | <ol style="list-style-type: none">2. Express Gratitude: Express appreciation and gratitude to the participants for their active participation, contributions, and insights.3. Action Plan Review: Review the action plans and commitments to action made by the participants, and encourage them to continue taking steps to reduce waste and protect the environment in their daily lives.4. Certificates or tokens of appreciation: Consider giving certificates or tokens of appreciation to the participants as a way to recognize and celebrate their efforts and achievements during the circle.5. Final thoughts: Encourage participants to share their final thoughts on the circle, and ask for feedback on what they would like to see in future circles or sessions. <p>By taking these steps, you can create a sense of closure and celebrate the achievements of the participants, while also encouraging them to continue taking action on waste and environmental protection in their daily lives. Additionally, you can provide an opportunity for the participants to reflect on their experiences, share their feedback, and build connections with one another, which can help to foster a sense of community and support.</p> |
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**Inclusion Support Circle
Implementation protocol/concept**

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| Circle 7 | <p>KEY TOPIC: <i>"Different but together - diversity, inclusion, cohesion"</i></p> <p>Circle Objective: to understand what means diversity, inclusion and cohesion in the context of community and the importance of being different.</p> |
| Duration | The Circle lasts a maximum of 3 hours |
| The introductory part | <p>Diversity is the presence of differing elements within a population/community. The elements span race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.</p> <p>Inclusion is the deliberate effort to welcome differences, listens to perspectives, and provides individuals with a sense of belonging. By creating a vibrant climate of inclusiveness, we can more effectively leverage the benefits of diversity to advance our collective capabilities.</p> <p>Social cohesion refers to the strength of relationships and the sense of solidarity among members of a community. It is all about people getting along and feeling connected to each other. Think of it as the "glue" that holds everyone together. It's about trust, shared values, and a sense of belonging.</p> <p>Diversity + Inclusion + Cohesion = feeling welcome in our differences, feeling safe and empowered to be ourselves and to be with others.</p> |
| Check-in/Icebreaker Exercises | <p>INTRODUCTION:</p> <p>Facilitator can do any of the following or all of them:</p> <p>a) "I want to know you, I want you to know me" - every young woman tells her name and two things she likes a lot and two things she dislikes.</p> <p>b) Quick Name Line-Up:</p> |



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| | <p>Facilitator declares the start of the game, the young women will line up against a wall alphabetically by their first names as quickly as possible.</p> <p>This activity gets everyone asking for each other’s names and recognizing faces. Once they arrange everyone according to their first name, the members of the circle can sound off with their names in the correct order for everyone to hear and remember.</p> <p>Then facilitator asks the participants: Have they participated in such circles or support groups before? How well do they know themselves? How much would they like to meet other people? How would they feel in the situation of sharing different thoughts and feelings about themselves?</p> |
| <p>Discussion rounds</p> | <p>Discussion (everyone is encouraged to contribute, to speak freely - no judgment, no label, everyone's opinion matters). Key elements:</p> <ul style="list-style-type: none"> • Each of us should celebrate diversity and promotes acceptance of everyone thorough communication&cooperation: conversation has the power to reveal what we have in common, to break down bias and connect us with people based on who we really are at heart instead of what others assume based on our appearance. Just because you may appear to be different from someone on the surface doesn’t mean you can’t connect. • Be aware that we are different in many ways and be ready to challenge biased language through meaningful actions and communication. • Create a sense of belonging: Making a point of engaging with your neighbors, coworkers or peers enables you to stay connected with the people around you — and contributes to a world that values kindness and understanding over exclusion. • Think about whose voices are (and are not) represented: when in conversations where decisions are being made or key topics are discussed, ask yourself, “Who is at the table? Whose voices are missing?” and consider ways to incorporate diverse perspectives into the discussion. If you |



don't feel that diverse perspectives are being represented in your group or community see if you can brainstorm solutions together with others.

TOOL 1: A Fresh Perspective

Participants could gain a fresh view with this activity:

Ask each Circle member to share something about their background (e.g., education, skills, interests, etc.). Pair each person in the circle with another woman who has a different background or interest. Instruct each woman to list the distinct challenges the other person faces on a daily basis. Gather again as a circle and discuss the biases and stereotypes they encountered.

TOOL 2: "My story/Our story"

Participants are divided into 3 teams, each group has 1 theme from the 3; group 1 presents diversity/non-diversity stories; group 2 - inclusion/non-inclusion stories; group 3, cohesion/non-cohesion stories. All stories are based on the own experience of the participants in the respective group.

TOOL 3: "Map of Empathy"

"Map of Empathy" - the young women try to empathize and understand the points of view of other people, regarding a certain situation, by answering the questions and making a drawing:

- What do others hear in this situation? what do I hear?
- What do others know in this situation? what do I know?
- What do others think and feel in this situation? what do I feel?
- What problems do they have and how do others act in this situation? How do I act?

TOOL 4: "Compliments game"

Facilitator takes one apple, says something mean to it (for example, "I hate you." "I don't want to be around you."), and drops it to the floor. The next person picks up the apple, is mean to it, and drops it. This continues around the table as everyone takes turns being mean to it and dropping it. Cut that apple in half and lay it in the center of the table, allowing it to brown.



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| | <p>Take other apple and, as each participant takes a turn holding the apple, have everyone else in the circle take turns complimenting or affirming the person holding the apple. Continue until everyone in the circle has been complimented by everybody else.</p> <ul style="list-style-type: none"> • How did everyone feel when they were complimented and received good words? • Were compliments easy to receive? Why or why not? • Was it easier to be mean or to be nice and inclusive? Why? <p>Ask if anyone wants the brown, battered apple on the table. Of course, no one does. Discuss how a lot of people feel like that apple - all bruised and battered because they've heard mean things all their lives. They feel like no one cares about them and no one wants to be their friend.</p> <p>Let each young woman to express her point of view!</p> |
| <p>Commitments for action</p> | <p>Facilitator discusses together with the participants:</p> <ul style="list-style-type: none"> • how they will apply in their lives what they have experienced in the support circle, • they are encouraged to think of concrete ways to stimulate inclusion, diversity and cohesion day by day. <p><i>"If you had to explain to your friend ..."</i> method: after completing the circle, each participant can discuss in her family, in the group of friends</p> <p>"If you had to explain to someone why she would participate in such a Circle, what would you say ... "?</p> <p>This exercise helps young women distinguish the most important and relevant things about how to see&exercise such attitudes and skills in daily activities and what they can do to stand up for inclusion, diversity and cohesion in a constructive manner.</p> <p><i>"Intention/Commitment"</i> method:</p> <ul style="list-style-type: none"> • Three thing from Circle I commit to use regularly are: ... • I will check back with myself these things on ... (set a date or a period of time) |



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| Final part/closing | <p>The participants are encouraged to evaluate the way the Circle went, how they interacted, how they felt talking to others, how they appreciate their contribution to the activity.</p> <p>Helpful questions:</p> <ol style="list-style-type: none">1. The most important thing I have understood today is: ...2. Now I know the benefits brought to my life by self-knowing and self-acceptance: ...3. I felt empowered by Circle because:4. I feel like I contributed to the Circle through ...5. What I will do next is ... |
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**Inclusion Support Circle
Implementation protocol/concept**

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| Circle 8 | <p>KEY TOPIC: <i>Topic 8 "Creative and digital"</i></p> <p>Circle Objective: The understanding of the value of creativity, and provide the support circle with the digital tools and concepts that will empower them and help them find their own unique voice in the context of their role as a women with disabilities in today's society.</p> |
| Duration | <p>The circle should last a maximum of two hours.</p> |
| The introductory part | <p>Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and find enjoyment in daily activities.</p> <p>Three reasons why people are motivated to be creative:</p> <ul style="list-style-type: none"> -Need for novel, varied, and complex stimulation. -Need to communicate ideas and values they strongly believe in. Share their passions with the world. -Need to solve problems they may face. <p>In order to be creative, a person needs to be able to view things in new ways or from a different perspective. Among other things, you need to be able to generate new possibilities or new alternatives.</p> <p>This is why the facilitator should make the young women with disabilities understand one of the main takeaways from the session: their unique experience makes for great creative potential, as they can share their individual gifts in a world that is in need of more inclusive and diverse ideas.</p> <p>The concept of Digital creativity is about using digital tools and technologies to explore creative thinking, apply different approaches, and find new ways of displaying their ideas.</p> <p>Overall, creativity is one of the most amazing abilities of the human mind, because it is able to solve problems by breaking out of rigid traditional patterns.</p> |



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| | <p>In a world where new technologies have invaded the daily lives of adults and children alike, creativity has also transformed, evolved and embraced the digital, giving birth to the concept of digital creativity.</p> <p>Today, in an ever-changing reality, where reinventing oneself and staying up-to-date is the basis of all work and learning activities, creativity has also assumed a fundamental role for women with disabilities, and it has opened new possibilities for personal and professional growth.</p> |
| <p>Check-in/Icebreaker Exercises</p> | <p>The participants are introduced to the main topics of the circle, after the first ideas are shared.</p> <p>The facilitator will provide a full disclosure of the material and ideas, and also the importance of opening a healthy, inclusive discussion where everybody should feel welcomed.</p> <p>After the facilitator shares the main concepts about creativity and the digital world, they will put into context how these ideas are relevant to the daily lives of women with disabilities. Some questions to ask include the following:</p> <ul style="list-style-type: none"> -How are they feeling about their own creativity? -Do they consider themselves more analytical or creative? -Do they believe that creativity is another type of intelligence? -How relevant is it compared to the traditional way of thinking? <p>After getting these first questions out of the way, once they start feeling comfortable speaking in the group, it is time for them to introduce themselves.</p> <p>The young women with disabilities are asked about their creative preferences, but the facilitator will introduce a game to make it more interactive. In 10 minutes they should draw a picture that encapsulates their creativity, for example, if they like to write or read they should reflect that in their painting some way or another.</p> <p>After that, they will share their creations with the group and a discussion will start from that, seeing the different perspectives on what being creative actually means.</p> |



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| | <p>The facilitator should ask after the introductions about the personal experiences the group may have had in the past.</p> <p>Have they ever participated in a focus group or support circle?</p> <p>How comfortable do they feel in a group environment?</p> <p>How in tune are they with their own creativity?</p> <p>From a scale of 1-10, how comfortable do they feel with new technologies?</p> <p>Finally, the group will discuss their favourite digital tools that allow them to be creative.</p> |
| <p>Discussion rounds</p> | <p>During the discussion, the role of the facilitator is to encourage everyone to participate freely, to share their own view points and personal experiences in a way that makes the young women with disabilities feel comfortable, without any outside or external pressure.</p> <p>Some of the main aspects to consider during this phase are the following:</p> <ul style="list-style-type: none"> -Each participant should feel receptive of their creativity, no matter the level they perceive about it. Finding their voice is about their choices, in whatever version or understanding they may have. Their lifestyles are unique and should be celebrated for their individuality, but also, for encouraging the role of creativity as a tool to develop and improve their mental and physical well-being. -During the sharing of their personal stories and struggles the facilitator needs to highlight the importance of diversity and inclusion, in terms of how valuable it is to have different points of view and perspectives on topics like what creativity is, or how to approach the digital landscape. There is room to learn from one another and try new things. They can also discuss resources for learning and develop their own inner creative voice, in the context of the digital world, but also in their daily lifes. -If at any point the facilitator notices that some of the women with disabilities are falling behind they should try to include them in a way that it's not so obvious that it could make it uncomfortable for them. Just keeping in mind to create a sense of belonging and group goes a long way, and raising the confidence of others is a |



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| | <p>main point of the group itself. Diversity of opinions should never be discouraged as long as it provides a healthy discussion.</p> <p>-TOOL 1: Brainstorm creativity</p> <p>The participants will brainstorm all the ways they can come up with about creative expression. The facilitator will encourage them to explore innovative ways, and not stick to the usual artistic creativity, since that is only one part of it. After that, they will write it down as a list that they can all agree with.</p> <p>-Tool 2: A New Influencer is Born</p> <p>Working as a group, the support circle will act as a new brand, and they have to develop a creative plan for a new Instagram account. They will decide the topic for their venture, but the main takeaway is to propose at least 3 different ideas for Instagram posts that communicate their creative thinking to the world. For this purpose they can use visual assets and text, and they can discuss their brand identity: color palette, name of their hypothetical account, preferred hashtags to use...</p> <p>-At the end, the group will review and evaluate these ideas.</p> |
| <p>Commitments for action</p> | <p>At this point the facilitator will generate a discussion around how they can apply the concepts discussed during the support circle on their daily lives, and the lessons learned, both from a specific and practical standpoint.</p> <p>They will be encouraged to have their own creative journal: a notebook where they can write down their creative ideas at least once a week, to incorporate creativity as a part of their daily routine.</p> |
| <p>Final part/closing</p> | <p>The participants will evaluate with the facilitator acting as just a moderator both the activities and the concepts developed during the support circle.</p> <p>At some point they should also share their own feelings about their contributions, their main takeaways and how they feel empowered moving forward.</p> |