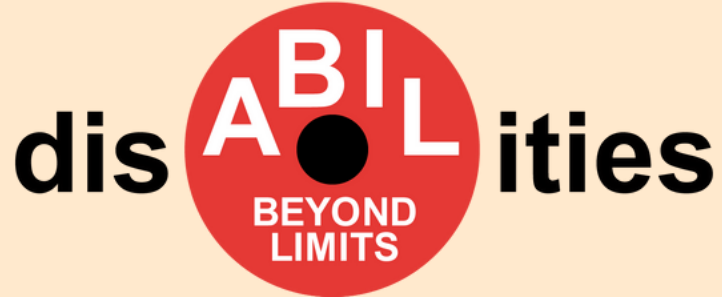




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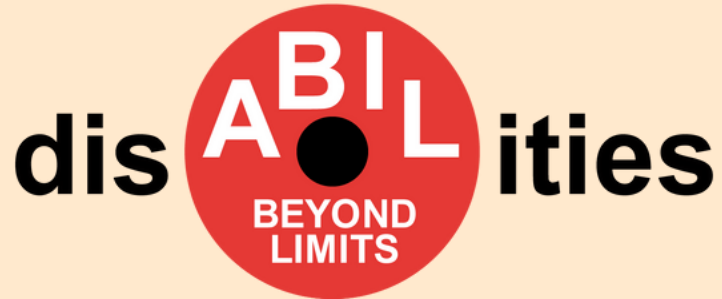
# PRODUCT 2 VIRTUAL PORTFOLIO

## MODULE II COMMUNITY PROBLEM-SOLVING





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# ADDITIONAL TOOLS AND RESOURCES – SYNTETHIC SHEET

Name of the tool	Description
<p><b>Toolkit: Making Women With Disabilities Count</b></p> <p>The toolkit provides guidance and resources for collecting and analyzing data on women with disabilities, as well as strategies for engaging with women with disabilities in the development and implementation of policies and programs. It also includes case studies of successful initiatives and examples of best practices from around the world.</p> <p>Link: <a href="https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/10/Making-SDGs-count-for-women-with-disabilities.pdf">https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/10/Making-SDGs-count-for-women-with-disabilities.pdf</a></p>	<p>One learning resource that could support the module topic of community problem-solving in the field of women with disabilities is the toolkit "Making Women With Disabilities Count" developed by UN Women and the International Disability Alliance.</p> <p>The ABLE technique (Analyze, Brainstorm, Lead, Execute) can be applied to the specific context of women with disabilities to identify and address the unique challenges they face. The toolkit can provide guidance on how to effectively analyze the problem, brainstorm solutions, and execute a plan of action that is inclusive and responsive to the needs and perspectives of women with disabilities.</p>



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# ADDITIONAL TOOLS AND RESOURCES – SYNTETHIC SHEET

Name of the tool	Description
<p data-bbox="479 909 1379 953"><b>Tool: Problem Identification Worksheet</b></p> <p data-bbox="256 983 1602 1151">This worksheet can help community members identify specific problems faced by women with disabilities in their community. The worksheet may include questions such as:</p> <p data-bbox="793 1240 1059 1283">Example link:</p> <p data-bbox="336 1303 1509 1346"><a href="https://www.therapistaid.com/worksheets/problem-solving">https://www.therapistaid.com/worksheets/problem-solving</a></p>	<p data-bbox="2279 896 2525 939"><b>Questions:</b></p> <p data-bbox="1785 1005 3092 1103">What are the most pressing issues facing women with disabilities in our community?</p> <p data-bbox="1819 1118 3058 1215">How do these issues affect women with disabilities differently than other members of the community?</p> <p data-bbox="1952 1221 2868 1264">What are the main causes of these problems?</p>



# ADDITIONAL TOOLS AND RESOURCES – SYNTETHIC SHEET

Name of the tool	Description
<p><b>Tool: SWOT Worksheet</b></p> <p>This worksheet can help community members analyze the strengths, weaknesses, opportunities, and threats related to addressing the problems identified in the problem identification worksheet.</p> <p>Example link: <a href="https://www.mindtools.com/worksheets/Personal_SWOT_Analysis_Worksheet.pdf">https://www.mindtools.com/worksheets/Personal_SWOT_Analysis_Worksheet.pdf</a></p>	<p>What are the strengths of our community that we can use to address the issues facing women with disabilities?</p> <p>What are the weaknesses that we need to overcome to effectively address these issues?</p> <p>What opportunities are there to positively impact the lives of women with disabilities in our community?</p> <p>What threats could prevent us from successfully addressing these issues?</p> <p>What are the specific actions we can take to address the issues facing women with disabilities in our community?</p> <p>Who will be responsible for carrying out each action?</p> <p>What resources (eg funding, volunteers) will be needed to carry out each action?</p> <p>How will we measure the success of each action?</p> <p>By using these worksheets in conjunction with the ABLE technique, community members can work together to develop effective solutions to problems faced by women with disabilities in their community.</p>

# ADDITIONAL TOOLS AND RESOURCES – SYNTHETIC SHEET

## Other additional links and sources:

**Tool:** Miro, for brainstorming templates with a battery of questions that can serve as a model for ice-breaker exercises.

Link: <https://miro.com/templates/brainstorming/>

**Tool:** Concept Boards. For Mapping Techniques and any other visualization technique to summarize the main points of the discussion.

Link: <https://conceptboard.com/>

**Tool:** Action Planning Worksheet: This worksheet can help community members develop an action plan to address the issues identified in the Problem Identification Worksheet. Links with examples of other topics, but which templates can be used for this:

<https://weac.org/wp-content/uploads/2020/09/Sept.-15-Action-Planning-Worksheet-FILLABLE-PDF.pdf>

<https://www.dshs.wa.gov/sites/default/files/AL TSA/stakeholders/documents/duals/toolkit/forms/Goal%20Setting%20and%20Action%20Planning%20Worksheet%20color.pdf>





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## Additional sources of information:

"The Power of Disability-Inclusive Community Development" by Carrie Meghie

"Creating Inclusive Communities: A Guide to Community Development for Policy Makers and Program Managers" by Donna Hardina

"Disability and Community Living Policies: A Global Perspective" by Tamar Heller and Sarah Parker Harris

"Community-Based Participatory Research with Disability Communities: Exploring and Learning from the Field" edited by Rachel A. Spector, Elizabeth A. K. Stolz, and Nancy J. Roizen

"The Disability Rights Movement: From Charity to Confrontation" by Doris Zames Fleischer and Frieda Zames.

"The Participation of People with Disabilities in Community Development: A Literature Review" by Jennifer A. Skulski, Andrea A. R. Pfeiffer, and Ronald W. Manderscheid

"Community Participation and Empowerment of Persons with Disabilities: The Indian Experience" by Nandini Ghosh

"Participation and Citizenship of Persons with Disabilities in Social Development" by Maria-Teresa Timbal and Mary W. Liebert

"Community-Based Rehabilitation: CBR Guidelines" by World Health Organization, International Labour Organization, and United Nations Educational, Scientific and Cultural Organization

"Community-Based Rehabilitation in Action: Case Studies from Around the World" by Palgrave Macmillan



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Specific Support tools	Name of tool
<p><b>Learning resource that could support the module topic</b></p>	<p>One learning resource that could support the module topic of leadership for young women with disabilities is the book "Women with Disabilities: Essays in Psychology, Culture, and Politics" by Michelle Fine and Adrienne Asch. This book provides a comprehensive overview of the experiences of women with disabilities and the challenges they face, while also exploring the ways in which they can overcome these challenges and achieve leadership positions. The book covers a wide range of topics, including education, employment, relationships, and activism, and provides a wealth of insights and perspectives that can help young women with disabilities develop their own leadership skills.</p> <p>In addition to this book, there are many other resources available that can support the development of leadership skills among young women with disabilities. These include mentorship programs, online courses and workshops, networking events, and conferences focused specifically on disability rights and leadership.</p> <p>One learning resource that could support the module topic of leadership for young women with disabilities in Europe is the "European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe." This strategy document, published by the European Commission, outlines the priorities and actions for promoting the rights and inclusion of people with disabilities in Europe.</p> <p>The European Disability Strategy provides valuable insights into the policy framework and initiatives aimed at supporting leadership development among young women with disabilities in Europe. It highlights the importance of equal opportunities, accessibility, and participation in all aspects of life, including education, employment, and decision-making processes.</p> <p>By studying this resource, young women with disabilities can gain a deeper understanding of the European context and the efforts being made at the policy level to promote disability leadership. It can also serve as a reference for identifying existing programs, funding opportunities, and networks that can support their leadership journey.</p>



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Specific Support tools	Name of tool
<p><b>Work sheets that can be used in the module</b></p>	<p style="text-align: center;"><b>Title: My leadership qualities</b></p> <p><b>Directions:</b> Think about the qualities that make a good leader. Next, reflect on your personal qualities and circle the ones you possess.</p> <p style="text-align: center;">What qualities do you think make a good leader? Write at least three qualities below: Now think about your own personal qualities. Which of the following qualities do you possess? Circle all that apply.</p> <p style="text-align: center;">Confident Creative Compassionate Determined Honest Empathetic Responsible Resourceful Respectful Patient Positive Good listener Good communicator Good problem solver Other: _____</p> <p style="text-align: center;">Choose one of the leadership qualities you circled in step 2. Write a short paragraph about how you can use this quality to lead a group or achieve a personal goal.</p> <p style="text-align: center;"><b>Example:</b></p> <p style="text-align: center;">A challenge that comes with disability when it comes to leadership is that some people might underestimate my abilities. However, I also believe that having a disability can be a strength because it has forced me to be creative and adaptable in finding ways to accomplish my goals. Additionally, having a disability can make me more empathetic and understanding of others who may face challenges.</p> <p style="text-align: center;">Think of a time when you demonstrated leadership skills, either in a group setting or in your personal life. Write about what happened and what qualities you used to drive.</p>





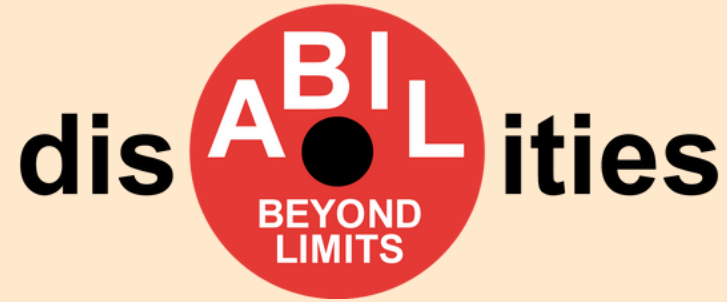
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Specific Support tools	Name of tool
<p><b>Participatory teaching&amp;learning methods and how they could be used by trainer related to the module topic</b></p>	<p><b>Role-playing exercises:</b> Role-playing exercises involve participants taking on different roles and acting out scenarios related to the module topic. For example, the trainer could assign different leadership roles to participants and have them act out scenarios related to decision-making, conflict resolution or delegation. Role play exercises can help participants develop their leadership skills and gain confidence in their abilities.</p> <p><b>Group Discussions:</b> Group discussions involve participants sharing their perspectives and experiences related to the module topic in a group setting. The trainer could facilitate a discussion about leadership styles, for example, and encourage participants to share their thoughts on different approaches to leadership. Group discussions can help participants learn from each other and develop a deeper understanding of the module topic.</p> <p>Both methods can be adapted to the specific needs and abilities of young women with disabilities. For example, role-playing exercises could be adjusted to accommodate different communication styles or physical abilities, and group discussions could be structured in a way that is accessible to participants with different learning needs. The trainer should also ensure that the learning environment is inclusive and supportive and that all participants feel comfortable and respected.</p>



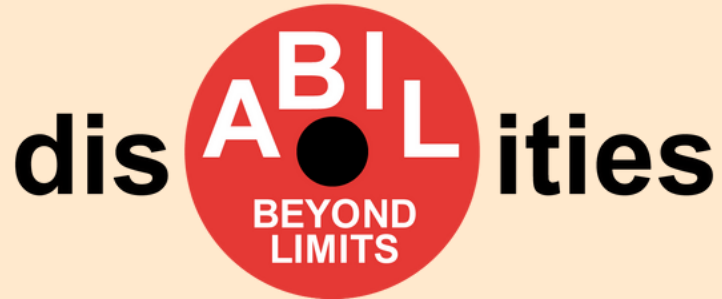
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Specific Support tools	Name of tool
<p><b>Group games, dynamics or exercises or study cases or interesting stories or a mixed of these type of resources relevant to the module topic</b></p>	<p><b>Leadership Style Analysis:</b> Divide the group into small teams and assign each team a leadership style to analyze (eg, autocratic, democratic, transformational, situational). Each team should research their assigned style and then present their findings to the group, including examples of leaders who embody that style.</p> <p><b>Case Study Analysis:</b> Choose a real case study of a successful or unsuccessful leader (eg Steve Jobs, Elon Musk). Divide the group into teams and ask each team to analyze the case study, focusing on the leader's strengths and weaknesses, their leadership style, and the factors that contributed to their success or failure.</p> <p><b>Team-building exercises:</b> Divide the group into teams and ask each team to complete a team-building exercise that requires them to work together to solve a problem or achieve a goal. As the teams work, observe their leadership dynamics and review the exercise afterward, discussing the leadership skills and strategies that were effective (or ineffective) in each team.</p> <p><b>Simulations:</b> Use a leadership simulation (eg, a business simulation or a strategy game) to give participants a chance to practice their leadership skills in a low-stakes environment. After the simulation, debrief as a group, discussing challenges and leadership strategies that emerged during the simulation.</p> <p>These exercises and case studies can help participants develop their leadership skills and gain a deeper understanding of the key factors that contribute to effective leadership.</p>



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Specific Support tools	Name of tool
<p><b>A list of sources of inspiration/bibliography for the module and additional tools&amp;resources</b></p>	<p>Leadership: Theory and Practice by Peter G. Northouse (2018)</p> <p>The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations by James Kouzes and Barry Posner (2017)</p> <p>Leading Change by John P. Kotter (2012)</p> <p>Good to Great: Why Some Companies Make the Leap and Others Don't by Jim Collins (2011)</p> <p>The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change by Stephen R. Covey (2004)</p> <p>Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value by Bill George (2003)</p> <p>Harvard Business Review Leadership &amp; Managing People articles: <a href="https://hbr.org/topic/leadership">https://hbr.org/topic/leadership</a></p> <p>Forbes Leadership articles: <a href="https://www.forbes.com/leadership/">https://www.forbes.com/leadership/</a></p> <p>TED Talks on Leadership: <a href="https://www.ted.com/topics/leadership">https://www.ted.com/topics/leadership</a></p> <p>Center for Creative Leadership: <a href="https://www.ccl.org/">https://www.ccl.org/</a></p> <p>American Management Association: <a href="https://www.amanet.org/">https://www.amanet.org/</a></p> <p>Society for Human Resource Management: <a href="https://www.shrm.org/leadership/Pages/default.aspx">https://www.shrm.org/leadership/Pages/default.aspx</a></p> <p>Leadership Now: <a href="https://www.leadershipnow.com/">https://www.leadershipnow.com/</a></p>



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As a proposed structure for a learning log, it could be based on this **5 step scheme**:

### **Write, record**

Describe the situation (the course, the context)

Who was involved with the situation?

What did they have to do with the situation?

### **Reflect, think about**

What are your reactions?

What are your feelings?

What are the good and the bad aspects of the situation?

What you have learned?

### **Analyze, explain, gain insight**

What was really going on?

What sense can you make of the situation?

Can you integrate theory into the experience/situation?

Can you demonstrate an improved awareness and self-development because of the situation



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## Conclusions

What can be concluded in a general and specific sense from this situation/experience and the analyses you have undertaken?

## Personal action plan

What are you going to do differently in this type of situation next time?

What steps are you going to take on the basis of what you have learned?”

