



Disability Outreach & Inclusion Workshop for Christian Leaders

*A Guide for Equipping Pastors and Christian Leaders to Include and Support
People with Disabilities*



Kuhenza for the Children and Kupenda for the Children would like to thank the following people for all of the hours and effort they put into developing this workshop guide. We are grateful for your contributions and believe this guide will be instrumental in creating a more just and loving world for children with disabilities.

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Note on Biblical References

This workshop guide quotes scripture from the New International Version (NIV) of the Bible. Those who lead or participate in this workshop may find other biblical languages or translations more suitable for their participants and should feel free to adapt the content accordingly. The NIV text is included here only for consistency and as a guide for facilitators to tailor as needed.

Note on Guide Adaptability

This document exists as a guide for facilitators but can and should be adapted based on the workshop participants' needs, culture, literacy level, and learning styles. The contents of this workshop can also be truncated or elongated, depending on available time and resources.

Introduction

The WHO estimates that 15% of the world's population, **one billion people, are living with a disability**. Among marginalized groups, children with disabilities remain the most excluded and discriminated against, not only because of their disability, but also because of misunderstandings related to the causes and implications of disability. In numerous countries, the majority of people do not expect children with disabilities to be productive members of society and believe they have been cursed by witchcraft or God. Others see disability resulting from sin, incest, contraception, demons, infidelity, etc. These beliefs often lead families to hide, neglect, abandon, or abuse children with disabilities. Some of these children are even murdered at birth.

Globally, only **5-10% of people with disabilities are included in the outreach of the church**. Among Christian leaders who minister to these individuals, many focus on healing rather than compassionate and caring inclusion in the church as Jesus instructed (Luke 14:21-23). Those who remain unhealed are often accused of having a lack of faith, causing them and their families to be further stigmatized and excluded from the church. In some cases, Christian leaders who have been “unable” to heal a disability have also been seen as lacking connection to God and have lost members of their congregation as a result.

Kupenda for the Children's *Disability Outreach and Inclusion Workshop for Christian Leaders* was developed to **educate and empower Christian leaders in relation to disability** within the framework of Christian theology. By drawing on participants' beliefs and experiences related to disability, the workshop also guides them through the process of developing a compassionate, inclusive response to disability, tailored to their communities' unique needs.

At Kupenda, we have seen hundreds of Christian leaders complete this workshop with a renewed commitment and concrete plans to both care for and include those with disabilities in their communities. The impact of these commitments has been astounding – thousands of children with disabilities and their families have been visited in their homes, welcomed into the church community, and connected to schooling and urgently needed medical care. **Inspired by their leaders' renewed commitment to loving and including people with disabilities**, other congregations have come together to build wheelchair ramps; establish special needs classrooms; encourage people with disabilities to take on leadership roles in their churches; and donate labor, resources, and funds to supporting people with disabilities in their communities.

The results from this workshop are lifesaving and long-standing. They change the landscape for people with disabilities by expanding a message that they are worthy of love and valuable members of society. Ultimately, we are removing the stigma of disability to create an inclusive culture, as demonstrated by the life of Christ.



Preparing for the Workshop

Arrange All Personnel

- Identify a Christian leader to coordinate and host the workshop. This person should have a strong working knowledge of the Bible, so he or she is able to spontaneously respond to questions and discussion content that arises during this workshop.
- Work with the chief, lead pastor, or Christian leader from the region where you will facilitate the workshop to identify 20-25 possible participants who are pastors or influential Christian leaders in their communities. Send letters of invitation to these leaders (see sample letter in Appendix A). Invite a person with a disability or a parent of a child with a disability to speak at the workshop. Ideally, this would be someone from the participants' community. Brief him or her on what to cover in the speech (see the speech content list on Page 19).
- Gather volunteers or staff who can help with setup, break times, and administering the medical consent and pre- and post-survey (Appendix B) to illiterate participants.
 - *Important:* Helping someone complete the Media Consent and Survey usually takes 15 minutes per participant so, prior to the workshop, it is helpful to ask the host how many participants will need assistance with these documents so you can plan your support staff numbers accordingly.
- Invite representatives from the facilities on your *Service Referral Guide* to come and share about their facilities and how to refer children with disabilities to them for care. Try to recruit from:
 - An assessment office
 - A special school
 - A child protection center
 - A disability persons organization (DPO)
 - A local medical facility, such as a clinic or hospital (possibly the same person that will help you present the disabilities)

Arrange Venue and Meals

- Reserve a venue with enough chairs and desks for each participant.
- Make tea and lunch arrangements.

Gather Information

- Look up the *Disability Act* of the country/countries that your participants are from.
 - Ensure you've read the Act and are familiar with the local laws regarding people with disabilities.
 - Bring 1 copy of the Act to leave with the host.
 - If possible, develop a short (ideally 1-page) *Summary of the National Act or Local Laws regarding Disabilities* and any other supportive legislative summaries (see example in Appendix J).
- Prepare your *Media Consent* form (see example in Appendix B).
- Prepare a *Service Referral Guide for Children with Disabilities* for the area in which you are presenting (see example in Appendix G).
 - Include schools, clinics, and nonprofit organizations that can provide services for children with disabilities.
 - Include local facilities, but also look beyond this in case there are more

services available at the county and national levels.

Prepare Handouts

Before preparing your handouts, speak with the host to decide on the language for the workshop. If you choose a language other than English, translate the workshop handouts and flip chart content accordingly.

Then print each of the following handouts:

- 1 copy of the *Disability Act* of the country/countries that your participants are from
- 1 laminated, color copy of the *Photographs of People with Common Disabilities* (Appendix H) to pass around to participants (print pages so you can pass them separately, not as a booklet).
- Prepare copies of all handouts for each participant:
 - 1 notebook
 - 1 pen
 - 1 copy of the *Participants' Agenda* (page 9)
 - 1 copy of the *Disability Guidebook*
 - 1 copy of the *Media Consent* and 2 copies of the *Survey* (Appendix B)
 - 1 copy of the *Sign in Sheet* (Appendix C)
 - 1 copy of the *My Disability Outreach Action Plan* worksheet (Appendix D)
 - 1 copy of the *Beyond Suffering* class table of contents handout (Appendix E)
 - 1 copy of *Disability in the Bible* handout (Appendix F)
 - 1 copy of *Service Referral Guide* handout (Appendix G)
 - 1 copy of the *Short Summary of the National Act or Local Laws regarding Disabilities* (Appendix I)
 - 4 copies of the *Weekly Reporting Form* (Appendix J)
 - 1 copy of the *Disability Advocate Certificate* (Appendix K)
 - 2 copies of the *Disability Advocate Commitment* (Appendix L)
- Prepare the flip charts with this content
 - The Participants' Agenda (page 9)
 - The Workshop Objectives (see page 15)
 - 5 Personal Belief Questions (1 on each flip chart)
 - Question #1: How do you define "disability"?*
 - Question #2: What do you believe causes disability?*
 - Question #3: How is a person's faith related to his or her healing? Question #4: Do Christians suffer? Why or why not?*
 - Question #5: What should the Church's role be connected to people with disabilities?*
 - The United Nations definition of disability (see pages 17-18)
 - The national definition of disability (see page 18)
 - Action Plan (1 flip chart prepared for each small group of 4 - 5 people) with the following columns:

Date	Activity	Location	Person Responsible

Select and Prepare Your Co-Facilitators

Select a group of co-facilitators (ideally 2-5 staff or volunteers) to help you with the following tasks. Ensure these individuals have the disability knowledge and language, organizational, photography, and interpersonal skills needed to provide you strong support.

- Place a pen, notebook and media consent form on each participant’s desk.
- Tape the prepared flip charts to the walls **face down**. (You will turn these over 1x1 as the groups discuss them.)
- Place the sign-in sheet (Appendix C) on a desk at the front of the room.
- As participants arrive, ask them to write their information on the sign-in sheet. Check that they are doing this. If it appears that a participant is illiterate, help them complete the sign-in sheet.
- Keep an eye on the time during the workshop and breaks. When it’s getting close to the end of each part of the day, prompt the facilitator with a 5-minute and then a 1-minute warning. (You may want to create a sign they can hold up that says “5” and “1.”)
- Ensure tea and lunch are served on time and the cooks are paid.
- Take notes on the workshop. Be sure to include:
 - The action plans.
 - Any profound notes from the facilitators.
 - Any problematic topics, content, or logistics.
- During small group and pair discussion activities:
 - Walk around the room listening to different groups.
 - Assist groups who are struggling or off track.
 - Praise groups that are doing a good job.
- Take close-up, engaged photographs during the workshop ONLY after the participants have given their consent.
- Distribute and collect handouts as prompted by the facilitator.
- Ensure everyone has written their name and contact details on the sign-in sheet. Ensure they’ve written legibly.
- If participants arrive late, ensure they add their information to the sign-in sheet and help them to join a group. Brief them on the workshop content as needed.
- Help illiterate participants complete the survey.
- If applicable, distribute transportation funds and stipends to participants during lunch and tea breaks or at the end of the workshop.

Gather the Materials

- Camera with fully charged battery
- Flip chart and markers
- Post-it notes

- A large roll of tape/push pins/hammer and nails (to put the flip charts on the wall)
- Extra Bibles for participants who may have forgotten theirs
- Photos of different disabilities (cerebral palsy, autism, Down syndrome, spina bifida, deafness, blindness, hydrocephalus, limb deficiencies, etc.)
- *Beyond Suffering* class workbook
- An ink pad for people who are illiterate to use to impress their thumbprint on the media consent form

Participants' Agenda

Disability Advocacy Workshop Agenda

(Add date and location here)

9:00 - 10:00	<ul style="list-style-type: none">● Pre-Survey● Media Consent● Song● Prayer● Welcoming Remarks● Group Norms● Pair Introductions● Expectations● Workshop Objectives and Agenda● Facilitator's Introduction● Disability in our Communities
10:00-11:00	<ul style="list-style-type: none">● Personal Belief Small Group Discussions● Personal Belief Large Group Sharing
11:00 - 11:15	BREAK
11:15-12:45	<ul style="list-style-type: none">● Personal Belief Large Group Sharing (cont.)● Testimony from a Person with a Disability or a Parent● Parable of the Great Banquet
12:45-1:45	LUNCH
1:45-4:00	<ul style="list-style-type: none">● Action Planning● Sharing Disability Resources● Post-Survey● Closing Words and Prayer

Facilitators' Agenda

Sample Timing	Activity
8:30-9:00	1. Ask participants to sign in as they arrive
Introduction	
9:00-10:00	2. Administer the survey and media consent (Appendix B)
	3. Volunteer song
	4. Volunteer prayer
	5. Welcome remarks
	6. Agree on group norms
	7. Pair introductions
	8. Review participants' expectations
	9. Review workshop objectives
10:00-10:30	10. Review the participants' agenda
	11. Facilitator's introduction
	12. Discuss disability in our families and communities
	Personal Beliefs Brainstorm
10:00-10:30	13. Form small groups and give instructions
	14. Monitor the room as the small groups discuss the 4 questions
Group Discussion - Question #1: Definition of Disabilities	
10:30-10:45	15. Invite the small groups to share their question #1 definitions
	16. Present the United Nations definition of disability
	17. Present the national definition of disability
	18. Discuss the 2 definitions' similarities and the role of perception
	19. Discuss person-first language
Group Discussion - Question #2: Causes of Disability Group Brainstorm	
10:45-11:00	20. Invite the small groups to post their question #2 Post-it notes on the walls and share
	21. Separate their answers into medical and non-medical columns
	22. Explain how spiritual or superstitious beliefs can lead to stigmatization, discrimination, and a lack of compassion for people with disabilities
	23. Discuss John 9:1-3 and other scriptures that show a biblical view of disability
11:00-11:15	Break
Group Discussion - Question #3: How is a Person's Faith Related to His or Her Healing?	
11:15-11:30	24. Invite the small groups to share their question #3 answers
	25. Share stories about people with disabilities in the Bible who were not healed
	26. Explain that healing stories are the exception, not the norm and read the Pool of Bethesda Story
	27. Lack of healing does not mean there is sin, curses, demons, a lack of faith, or a need to pray or fast
	28. People with disabilities are loved by God and deserve to be fully included in the church
Group Discussion – Question #4: Do Christians Suffer? Why or Why Not?	

11:30-11:45	29. Invite the small groups to share their question #4 answers
	30. Explain that suffering is part of Christian life – even Jesus suffered
	31. Ask a volunteer to read what Paul said in 2 Corinthians 11: 23-29
	32. Becoming a Christian or praying with faith does not mean you will be healed. Even Jesus prayed for deliverance from the crucifixion
	33. What does the Bible tell us to do when people are suffering?
Testimony of an Individual with A Disability or a Parent of a Child with a Disability	
11:45-12:15	34. Guest speech
	35. Participant questions
Parable of the Great Banquet	
12:15-12:45	36. Read and discuss the Parable of the Great Banquet (Luke 14:12-24).
	37. Lead a discussion about the Parable of the Great Banquet
	38. Make the point: “servants” (Christian leaders) are called to invite people with disabilities to the “banquet” (church)
	39. Elicit examples of how to include people with disabilities
12:45-1:45	Lunch
Action Planning and Discussion on Role of the Church	
1:45-2:45	40. Large group discussion – <i>Questions #5: What should the role of the Church be connected to disability?</i>
	41. Read and discuss 1 Corinthians 12:12-26
	42. Small group action plan writing
	43. Presenting group action plans
Action Plan Follow-Up Logistics	
2:45-3:00	44. Review the weekly reporting form and submission instructions
	45. Discuss challenges that may arise
	46. Select a point person for each small group who will report to the host organization
	47. Share participant and organization contact information with the selected point person
Commitment and Certification Program	
3:15	48. Distribute 2 copies of the Disability Advocate Commitment to each participant (Appendix L)
	49. Ask participants to sign 2 copies of the Commitment
	50. Distribute a sample <i>Disability Advocate Certificate</i> (Appendix K)
	51. Explain the certification process
Resources Review and Distribution	
3:15-3:45	52. Present and distribute the <i>Disability Guidebook</i>
	53. Present and distribute the local <i>Disability Law Summary</i>
	54. Describe Beyond Suffering Class (Appendix E)
	55. Present and distribute <i>Disability in the Bible</i> (Appendix F)
	56. Present and distribute <i>Service Referral Guide for Children with Disabilities</i> (see example in Appendix G)
57. Administer the <i>Survey</i> again to assess changes (Appendix B)	
Conclusion	
3:45-4:00	58. Volunteer reflection
	59. Closing words
	60. Word of thanks
	61. Closing prayer
	62. Collect sign-in sheet

Before You Start: Setting Up a “Parking Lot” Space

Being respectful of your participants’ time and energy will help to keep them focused and positive. The “parking lot” is a useful facilitation tool for keeping your workshop content on track and on time. It allows open issues or ideas not on the agenda to be “parked” for discussion at a later time, which also enables you to stay on track with the agenda. It also sends a message that everyone’s contributions are important, even if they aren’t on the agenda.

Keep your parking lot list on a corner of your black- or whiteboard or on a flip-chart. This allows everyone in the room to see the parked items and feel confident that you have not forgotten them.

During the workshop, add items to the parking lot when the issue or idea arises but doesn’t adhere to the agenda or the conversation is moving off subject. By adding a note to the parking lot, the item will not be forgotten and the contributor can be sure that their idea will be addressed at another time. As the facilitator, you will need to take responsibility for keeping the meeting on track, but anyone can suggest that an item be added to the parking lot for later discussion.

At the end of the meeting, leave a few minutes to review the parking lot items. If an idea or issue is no longer relevant (if it was resolved later in the meeting, for example), then it can simply be removed. If an item can be addressed immediately in the time remaining, it should be discussed now. If an item needs additional work (additional information needs to be collected) or there is simply not enough time, then it should be moved to a future conversation that you can have with the participants by email, What’sApp, or phone calls.

It is vital for the tool’s effectiveness that each idea is reviewed and addressed. It can be helpful to assign remaining items to other staff or participants who can “own” it and ensure its resolution.

Finally, avoid stifling important discussions by overusing the parking lot. When used wisely, the parking lot can help to keep your workshop on track and makes effective use of time.

Note: This tool does not appear in the facilitator’s notes below because it is only used as needed. If your participants don’t bring up topics or questions that need further or future discussion, you don’t need to use this tool at all.



Facilitator Notes

Introduction

1. Ask participants to sign in as they arrive.

- Place a copy of the sign-in sheet (Appendix C) at the front of the room.
- As participants arrive, ask them to write their information on the sign-in sheet. Check that they are doing this.
- If it appears that a participant is illiterate, ask one of your co-facilitators to help them complete the sign in sheet.

2. Administer the Survey and Media Consent (Appendix B)

- Explain the following before you pass out the document:

Timing: You have 15 minutes to complete this worksheet.

Part A: Media Consent

- No one is required to give media consent.
- However, providing this consent will allow us to share your photographs
for the purpose of:
 1. Telling other Christian leaders about these workshops.
 2. Reporting to donors and funders.
 3. Sharing information to educate the general public about disability and the church.
- Explain that the photographs could appear on:
 1. Organization reports.
 2. Our website.
 3. Marketing materials.
 4. Social media sites.

Part B: Survey

- They should not speak to one another as they complete the survey.
 - They should be honest. They will not be judged.
 - This is not an exam.
 - We will give you another survey at the end of the workshop.
 - The results will be used to assess the workshop, but their specific names and answers will be kept confidential.
- Walk around the room helping people who are stuck or confused.

- Ensure they answer every question.
- Give them time warnings when there are 5, 3 and 1 minute(s) remaining.
- Ask your co-facilitators to help illiterate participants.
- Ask people to submit their worksheets. Read them and ask those who wish not to be filmed or photographed to move to a seat on the periphery. This way you can easily keep them out of photographs.

Important: Ensure that your co-facilitators do not take any photographs until the Media Consent has been signed by all participants (see item #6 below).

3. Volunteer Song

- Invite a volunteer to initiate a praise song to be sung together.

4. Volunteer Prayer

- Invite a volunteer to commence the workshop with a prayer.

5. Welcome Remarks

- Invite the host to welcome the participants and introduce the facilitator.

6. Agree on Group Norms

- Ask the participants to come up with “group norms” guiding the workshop.
- Explain that these “norms” are ways we’d like everyone in the room to conduct themselves in order for a productive, collaborative workshop.
- As participants give answers, write them on a flip chart.
- Ensure participants say things like:
 - Do not interrupt one another.
 - Put your cell phones in silent mode or turn them off.
 - Contribute to all discussions.
- Once you’ve developed the list, tape the flip chart to a wall in the workshop room.

7. Pair Introductions

- Provide the group with the following instructions:
 - 1) Ask your partner his/her name, church, and denomination.*

- 2) *Then find something you have in common that others don't know. (Don't say "we're both pastors" – we already know that!)*
- 3) *You have 2 minutes to "interview" each other.*
- 4) *After 2 minutes, you will introduce your partner to the group.*

- Before they begin, demonstrate the process with a colleague or participant. Make sure you tell the group your partner's name, profession, and something you have in common.
- As they are doing the exercise, walk around the room and provide positive feedback to those who are doing it well, and help those who are struggling.
- Give them time reminders at 1 minute and 30 seconds to keep them on track.
- Once 2 minutes have gone by, ask the participants to introduce their partner to the group.

Note: This introduction exercise takes less time than individual introductions and helps participants get to know one another.

8. Review Participants' Expectations

- Ask participants what they expect to happen during the workshop and what they expect to learn.
- As participants give answers, write them on a flip chart.
- At the end of the exercise, tape the flip chart to a wall in the workshop room.

Note: Since every audience is different, this exercise helps the facilitator to understand the group. He or she can tailor the content and direct the conversation around their needs and interests.

9. Review Workshop Objectives

- Call on participants randomly to read the workshop objectives from the prepared flip chart. (*Random selection helps participants to pay attention.*)
 - 1) Explore disability issues in our communities.
 - 2) Explore the church's role in shaping community responses to people with disabilities.
 - 3) Discuss the responsibility of the church related to disability care.
 - 4) Develop action plans for our disability ministries.
- Explain any items that need more detail.
- Answer any questions the participants may have.

10. Review the Participants' Agenda

- Hand out copies of the Participants' Agenda.
- Hang the prepared flip chart with the agenda written on it.

- Call one participant randomly to read the agenda items. (*Random selection helps participants to pay attention.*) Explain any agenda items that need more detail.
- Answer any questions the participants may have.

11. Facilitator's Introduction

- Introduce yourself and your church or organization. Remember to cover these topics:
 - Your information:
 1. Name
 2. Job
 3. Why you care about children with disabilities
 - Your organization's:
 1. History
 2. Mission and Vision
 3. Location
 4. Strategies for helping people with disabilities
 5. Impact on people with disabilities

Sample Organization Introduction that Engages Participants and Reiterates the Workshop Objectives:

Location: Kupenda for the Children is registered in the U.S. and Kuhenza for the Children is registered in Kenya. Our organizations function as affiliates. For more than 20 years we have been designing and pilot testing disability advocacy programs in our innovation center in Kilifi County, Kenya. Our approaches have also been used in Tanzania, Zambia, the DRC, Rwanda, Sierra Leone, Malawi, and Benin and are applicable for use in all low- and middle-income countries.

Mission: Kupenda and Kuhenza work to transform harmful beliefs surrounding disability to those that improve children's lives.

Vision: Our vision is of a fully integrated society where people of all abilities have access to health, education, and a loving community.

Impact: Each year, Kupenda and Kuhenza train thousands of families, youth, and leaders as disability advocates. These advocates then help 70,000 children with disabilities access the education, medical care, and inclusion they deserve.

12. Discuss Disability in our Families and Communities

- Ask participants if there is anyone in their community who has a disability.
- Elicit responses and stories.
- Write the disabilities they mention on the board.
- Then, ask if there is anyone in their family who has a disability.
- Elicit responses and stories.

- Write the disabilities they mention on the board.
- When helpful, you can use the laminated photos of different disabilities to support this discussion (Appendix H).

Personal Beliefs Brainstorm

13. Form Small Groups and Give Instructions

- Explain that we will discuss the 4 questions from the surveys they filled in at the beginning of the workshop. This will be done in small groups and then as a large group.
- Then provide the following instructions.
 - 1) Make a group of 4 or 5 people.
 - 2) Elect a secretary who will write down your groups' answers.
- Point out the 4 flip charts with questions that you've posted **facedown** around the room.
 - Explain that everyone will have approximately 5 minutes to discuss each question.
 - Explain that they will write each of their answers on a flip chart (aside from #2, which they will write on Post-it notes).
 - Have your co-facilitators pass out 4 flip charts, a marker, and a stack of Post-it notes to each group.

Note: Use your discretion regarding time. You may allow more or less time for each question based on how the group is doing.

14. Monitor the Room as the Small Groups Discuss the 4 Questions

- Turn over the flip chart with Question #1 and ask a volunteer to read the question.
- Clarify anything that is confusing about the question and then ask them to begin discussing in their small groups.
- Then walk around the room as they discuss. As you walk you should be:
 1. Keeping track of time.
 2. Helping groups that appear to be struggling.
 3. Prompting groups who finish early with a new question.
 4. Ensuring groups are writing down their answers on the flip charts (Post-it notes for Question #2).
 5. Ensure they are using the marker to write their answers. (Pen writing is too light to be seen across the room.)

Note: For Question #2, ensure they are only writing one cause on each Post-it.

- After the 5 minutes are up, turn over the flip chart with Question #2 and ask a

new volunteer to read the question.

Note: Encourage participants to back up their answers with examples from scripture. (Remind them of this for Questions #3 and #4 as well.)

- Clarify anything that is confusing about the question and then ask them to begin discussing in their small groups.
- Continue this process until you've finished all 4 questions.
- Then ask the secretary of each group to select one person to read the group's answer to each question. Explain that:
 - They should select a different person for each answer.
 - No one should feel forced to share and answer if they are uncomfortable.

Group Discussion - Question #1: Definition of Disabilities

15. Invite the Small Groups to Share Their Question #1 Definitions

- Ask each small group to read their definitions.
- As they read, write their definitions on a flip chart at the front of the room.

Note: you don't have to write repetitions – just add new aspects of the definition that groups share as you go around the room.

16. Present the United Nations Definition of Disability

- Ask a volunteer to read this definition off the flip chart you prepared in advance:

"Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others."

17. Present the National Definition of Disability

- This is an example of the definition in Kenya's 2010 Constitution. Ask a volunteer to read this definition off the flip chart you prepared in advance:

"Disability includes any physical, sensory, mental, psychological or other impairment, condition or illness that has, or is perceived by significant sectors of the community to have, a substantial or long-term effect on an individual's ability to carry out ordinary day-to-day activities."

18. Discuss the 2 Definitions' Similarities and Differences and the Role of Perception

- Ask volunteers to identify similarities and differences between the international and local definitions.
 - Elicit their answers and write them on the board.
 - Guide the discussion to include the following points:

Difference: The U.N. definition puts the *person* first while the national definition puts the *disability* first.

Similarity: “barriers” in the UN definition may include things like the *perception of others* that is mentioned in the National definition.

- Explain that disability is not just physical but also social and shaped by the way people view or respond to the person with a disability.
 - Ask if they know of any situations where someone with a disability was perceived to be less capable than they actually were, and listen to their stories.
 - If needed, prompt them by asking if they know anyone with a disability who got married, obtained a job, completed a course, or had a child when people in their community thought they were not able to do those things.

- Ask volunteers to identify similarities between the international and local definitions.

- Emphasize language that shows how **perception** of one’s ability or inability has a role in these definitions.

19. Discuss Person-First Language

- Ask participants to note that the United Nations definition says “**Persons** with Disabilities.”

- Then ask what rights a person with a disability has.
 - Elicit their answers and write them on the board.
 - Guide them to the conclusion that a person with a disability has the same rights as everyone else because they are a person .

- Ask why it is more appropriate to say a “**person with a disability**” rather than “**a disabled person**”?
 - Write these two phrases on the board or a flipchart to show the difference.
 - Guide them to the conclusion that “personal with a disability” emphasizes that they are a person first and not defined by their disability.

- Prompt the group to use the right language for other disabilities by sharing some of the negative phrases below and asking them to rephrase them more positively.

Affirmative Phrases	Negative Phrases
Person with an intellectual, cognitive, developmental disability	Retarded, Mentally defective
Person who is blind Person who is visually impaired	The blind
Person with a disability	The disabled, Handicapped
Person who is deaf	The deaf, Deaf and dumb
Person who is hard of hearing	Suffers a hearing loss
Person with cerebral palsy	CP victim
Person with epilepsy Person with a seizure disorder	Epileptic
Person who uses a wheelchair	Wheelchair bound, Confined to a wheelchair
Person who has muscular dystrophy	Stricken by MD
Person with a physical disability	Crippled, Lame, Deformed
Person who is unable to speak	Dumb, Mute
Person with a psychiatric disability	Crazy, Nuts, Mad

Group Discussion - Question #2: Causes of Disability Group Brainstorm

Note: Questions #2, #3, and #4 involve participants sharing their theological views about issues related to disability. If controversial views arise in these discussions, facilitators can ask participants to share examples from scripture that support their views. Appendix F includes a collection of Bible verses that support a philosophy of love, inclusion, and care for people with disabilities. These verses can be referred to when facilitating the discussion.

20. Invite the Small Groups to Post Their Question #2 Post-it Notes on the Walls and Share

- Ask all of the groups to put all of the Post-it notes on a wall.
- Then stand around the wall and ask the participants to group the Post-it notes by theme or topic.

21. Separate their Answers in to Medical and Non-Medical Columns

- After they have organized the Post-it notes, separate them into two columns – one for medical causes and the other for non-medical causes, such as:

Medical Causes	Non-Medical Causes
● Accidents	● Demons
● Disease	● Infidelity
● Genetics	● Curses
● Birth Defects	● Punishment from God
● Malnutrition	● Witchcraft

- Ask participants, “In your church community, which cause do people believe in more?” Point to the two sides and elicit answers from a few people.
- Then ask, “What about you as a Christian leader? What do you believe to be the causes of disability? Which of those columns do you associate with?” Elicit answers from a few people.

22. Ask the Group Why they Think Spiritual or Superstitious Beliefs Can Lead to Stigmatization, Discrimination, and a Lack of Compassion for People with Disabilities

- Also explain that sometimes we don’t know the causes of certain disabilities and it’s ok not to have all the answers. We don’t need to make up explanations.
- Possible answers could include
 - Some of the beliefs place blame on the person or their family for the disability.
 - Some of the beliefs cause others to fear the person with the disability and their family.
 - Some of the beliefs cause others to focus on curing the person with the disability rather than loving them as they are and including them.
- Then ask if there are situations where they do not know the cause of the disability or where there could be many causes.
 - Then ask, in those cases, whether they think it’s ok to not have all of the answers about someone’s disability.

- Ask the group why it could be harmful to make up explanations about causes and treatments.
- At the conclusion of this discussion, let the group know that later today we'll be discussing ways they can support people with disabilities and their families, even when they don't have all of the answers about the causes and treatments for their disability.

23. Discuss John 9:1-3 and other Scriptures That Show a Biblical View of Disability

- Ask a volunteer to read John 9:1-3.

John 9:1-3 “As he went along, he saw a man blind from birth. ² His disciples asked him, ‘Rabbi, who sinned, this man or his parents, that he was born blind?’

³ ‘Neither this man nor his parents sinned,’ said Jesus, ‘but this happened so that the works of God might be displayed in him.’”

- Ask participants to share some other scriptures that show a biblical view of disability.
- Explain that this scripture shows us the view of disability that Jesus provides.

*Note: If people bring up negative Old Testament views of disability, provide another example where that wasn't the case. (See examples in Appendix F, especially **Exodus 4: 1-17.**) Do not criticize the participant or tell them they are wrong. Just make the point that their example is not the only explanation provided in the Bible and that Jesus' message (John 9, Luke 14, etc.) was to include and love people with disabilities.*

Group Discussion - Question #3: How is a Person's Faith Related to His or Her Healing?

24. Invite the Small Groups to Share Their Question #3 Answers

- Ask each small group to post their flip chart to the wall and share their definitions one by one.
- Encourage them to share scripture that supports their views.
- Then lead a discussion with the following question prompts:
 - Why do we hear about the healing stories in the Bible?
Answer: Because they were the exceptions, not the norm.
 - What happened to the others at the pool?
Answer: They were not healed.
 - Do we expect that everyone will be healed?
Answer: No
 - How do we respond when we pray for healing and God does not heal?
Answer: We doubt our faith. Perhaps we feel God is not pleased with us.
 - How do our communities respond when that happens?
Answer: People often question the faith of the pastor or person praying. They may criticize, shame, or exclude them and their families because of this supposed lack of faith.

25. Share Stories About People with Disabilities in the Bible Who Were Not Healed

- Ask the group to share stories about people with disabilities in the Bible who were not healed.
- If they don't come up with these, lead them to these 3:
 - 1) Paul - "a thorn in his flesh" (*2 Corinthians 12:7-9*)
 - 2) Mephibosheth - lame (*2 Samuel 9:1-12*)
 - 3) Moses - speech impediment (*Exodus 4:1-17*)

26. Explain That Healing Stories are the Exception, not the Norm and Read the Pool of Bethesda Story

- Read the Pool of Bethesda story together:

John 5: 1-8 "Some time later, Jesus went up to Jerusalem for one of the Jewish festivals. ² Now there is in Jerusalem near the Sheep Gate a pool, which in Aramaic is called Bethesda and which is surrounded by five covered colonnades. ³ Here a great number of disabled people used to lie—the blind, the lame, the paralyzed. ⁵ One who was there had been an invalid for thirty-eight years. ⁶ When Jesus saw him lying there and learned that he had been in this condition for a long time, he asked him, 'Do you want to get well?' ⁷ 'Sir,' the invalid replied, 'I have no one to help me into the pool when the water is stirred. While I am trying to get in, someone else goes down ahead of me.' ⁸ Then Jesus said to him, 'Get up! Pick up your mat and walk.'"

- Explain the importance of changing this misconception in our communities.
- Explain that we're not saying whether or not healing is possible. However, if physical healing is the ONLY way we expect God to answer our prayers, the lack of healing can result in negative consequences and discrimination against pastors, Christian leaders, people with disabilities, and their families.

27. Lack of Healing Does Not Mean There is Sin, Curses, Demons, a Lack of Faith, or a Need to Pray or Fast

- Explain that a lack of healing does not mean that:
 - The Christian leader, the person with a disability, or their family has sinned, been possessed by a demon, or is cursed.
 - The Christian leader, the person with a disability, or their family has too little faith.
 - Someone needs to fast or pray harder for healing.
- Explain that healing is possible, but it is not a mandatory sign of faith.

28. People with Disabilities are Loved by God and Deserve to be Fully Included in the Church

- Emphasize that even if you are not healed, God loves you.
- Emphasize that the Church must love and include people with disabilities as God does.
- Emphasize that people with disabilities are people and are more than their disabilities. If we only focused on healing them, other aspects of their lives, including their gifts and talents, are not utilized or acknowledged.

Group Discussion – Question #4: Do Christians Suffer? Why or Why Not?

29. Invite the Small Groups to Share Their Question #4 Answers

- Ask each small group to post their flip chart to the wall and share their definitions one by one.
- Encourage them to share scripture that supports their views.

30. Explain that Suffering is Part of Christian Life – Even Jesus Suffered

- Ask a volunteer to read Matthew 27: 28-29.

Matthew 27:28-29 “They stripped him and put a scarlet robe on him,²⁹ and then twisted together a crown of thorns and set it on his head. They put a staff in his right hand. Then they knelt in front of him and mocked him. ‘Hail, King of the Jews!’ they said.”

- Explain that Jesus suffered abuse, bullying, mocking, and ultimately death, but he had not sinned.
 - Even people who have not sinned suffer.

31. Ask a Volunteer to Read What Paul Said in 2 Corinthians 11: 23-29

2 Corinthians 11: 23-29 “Are they servants of Christ? (I am out of my mind to talk like this.) I am more. I have worked much harder, been in prison more frequently, been flogged more severely, and been exposed to death again and again.²⁴ Five times I received from the Jews the forty lashes minus one.²⁵ Three times I was beaten with rods, once I was pelted with stones, three times I was shipwrecked, I spent a night and a day in the open sea,²⁶ I have been constantly on the move. I have been in danger from rivers, in danger from bandits, in danger from my fellow Jews, in danger from Gentiles; in danger in the city, in danger in the country, in danger at sea; and in danger from false believers.²⁷ I have labored and toiled and have often gone without sleep; I have known hunger and thirst and have often gone without food; I have been cold and naked.²⁸ Besides everything else, I face daily the pressure of my concern for all the churches.²⁹ Who is weak, and I do not feel weak? Who is led into sin, and I do not inwardly burn?”

- Explain that Paul had become a Christian and his life was transformed, but even he continued to suffer.
- Emphasize again that, according to the Bible, suffering does not mean you have sinned.
- Emphasize that even Christians suffer. Becoming a Christian does not guarantee health, comfort, safety, or ease in this world.
- Disabilities are not caused by sin.

32. Becoming a Christian or Praying with Faith Does Not Mean You Will Be Physically Healed. Even Jesus Prayed for Deliverance from the Crucifixion.

- Ask a volunteer to read Matthew 26:39.

Matthew 26:39 “Going a little farther, he fell with his face to the ground and prayed, ‘My Father, if it is possible, may this cup be taken from me. Yet not as I will, but as you will.’”

33. What Does the Bible Tell Us to Do When People Are Suffering?

- Ask for scriptures and biblical examples to support their answers.

- Elicit answers such as:
 - 1) Love them
 - 2) Counsel them
 - 3) Pray for them
 - 4) Support them
 - 5) Ensure their needs are met
 - 6) Include them like anyone else
 - 7) Listen to them
 - 8) Assist them

Testimony of an Individual with a Disability or a Parent of a Child with a Disability

34. Guest Speech

- Invite the guest with a disability (or the parent of a child with a disability) to come speak to the group.

- Introduce them to the participants.

- Ensure they cover the following points in their speech. If they do not, prompt them with questions.
 - Initial feelings about the disability
 - Their community’s response to them
 - How they have coped with and changed stigmas related to disability

35. Participant Questions

If there is time, allow participants to ask the guest questions about their experience.

Sample Testimony: George



George with one of the Kupenda-trained pastors who supported him on his journey

I was born with a disability. After I was born, I didn't cry for 3 hours. As I was growing, I did see myself as normal, but those who were my same age or older – they did not see me as a normal person. Some did not allow me to play with them. As any child would -- I felt bad. I loved to play with other kids, but they didn't want to play with me. I wasn't happy when people were running away from me because that is the only thing that made me discover I had a disability.

The community generally did not accept me. Some people ran away when I came near them. Others would imitate how I walk. This really hurt me.

The community gave me 2 names: The first was simply “drunkard” and the other was a name that means someone used me in a traditional ritual to make money for themselves while leaving me with a disability. Because of my walking style, they thought I was always drunk.

But one thing that helped me overcome was that I come from a place called Mashasheni. The school in my community did not have a special school or unit where children like me could receive an education, so I had to learn in a mainstream school. Kids would laugh at me and beat me because they knew I would do nothing in return. That is when my parent thought it best to take me to Gede Special School. At this school, I met a group of pastors who used to come to the school to take the students to a neighboring church.

Going to church encouraged me a lot and made me think, *“I am a person like anyone else.”* Reverend Mangi really encouraged me too. He used to sing with me in church and show me love. We used to sing together. Pastor Mangi, he loved me. My teacher, Leonard Mbonani, and most of the teachers at Gede also showed me a lot of love. Leonard was the one who called pastors – by doing their different activities the pastors surrounded



George preparing to facilitate a disability training workshop for pastors.

me with their teachings. “Leonard said, ‘When we educate this boy, he will become a very important person...’ So he encouraged me and made me believe I was also a person.”

I was able to complete my primary and secondary education and join a computer college through Kuhenza’s support. Now I can do anything like any other person.

Sample Facilitator Questions to Prompt More Details

Facilitator Question to George: What did your parents do after you didn’t cry for 3 hours?

George’s Answer: I went 3 years without walking. My mother used to carry me, taking me to the hospital for therapy. Even after I was able to walk, my mother didn’t stop to taking me to the hospital. If she did not take me to hospital for therapy, I would be in a wheelchair and unable to do any activities of daily living.

Facilitator Question to George: What advice do you have about children with disabilities in your community?

George’s Answer: When you see a child with a disability, a child is a child. They have a right to education. When the child achieves the age of enrolling in school, you should give them a chance to go to school. When you see a child with a disability, please take them to the hospital. If I did not go to the hospital, like I said, I would currently be in a wheelchair. It took 3 years before I could walk, and if I didn’t go to the hospital, could I have walked?

Facilitator Question to Participants: When you look at him what do you think he can do?

Participant Answer: Because he has an education he can do anything...even marry.

Sample Facilitator Closing Remarks

Facilitator Comments to Participants: They took him to the hospital early enough to help him achieve what he has achieved in his life. I want you to learn from his testimony that when you see these children, you should advise these parents and see that they are taken to hospital early enough. Before we can take them to school or the hospital we need to love and accept them. As traditional healers do you agree you have a responsibility to help these children?

Participant’s Answer: We have a responsibility to work with other stakeholders to cooperate and to achieve the dream that, at some point, children with disabilities will be valued, loved, and accepted.

Parable of the Great Banquet

36. Read and Discuss the Parable of the Great Banquet (Luke 14:12-24)

Luke 14:12-24 “Then Jesus said to his host, ‘When you give a luncheon or dinner, do not invite your friends, your brothers or sisters, your relatives, or your rich neighbors; if you do, they may invite you back and so you will be repaid.’¹³ But when you give a banquet, invite the poor, the crippled, the lame, the blind,¹⁴ and you will be blessed. Although they cannot repay you, you will be repaid at the resurrection of the righteous.’¹⁵ When one of those at the table with him heard this, he said to Jesus, ‘Blessed is the one who will eat at the feast in the kingdom of God.’¹⁶ Jesus replied: ‘A certain man was preparing a great banquet and invited many guests.’¹⁷ At the time of the banquet he sent his servant to tell those who had been invited, ‘Come, for everything is now ready.’¹⁸ But they all alike began to make excuses. The first said, ‘I have just bought a field, and I must go and see it. Please excuse me.’¹⁹ Another said, ‘I have just bought five yoke of oxen, and I’m on my way to try them out. Please excuse me.’²⁰ Still another said, ‘I just got married, so I can’t come.’²¹ The servant came back and reported this to his master. Then the owner of the house became angry and ordered his servant, ‘Go out quickly into the streets and alleys of the town and bring in the poor, the crippled, the blind and the lame.’²² ‘Sir,’ the servant said, ‘what you ordered has been done, but there is still room.’²³ Then the master told his servant, ‘Go out to the roads and country lanes and compel them to come in, so that my house will be full.’²⁴ I tell you, not one of those who were invited will get a taste of my banquet.’”

37. Lead a Discussion about the Parable of the Great Banquet

- The scripture is talking about 2 banquets. Where are these banquets taking place?

Answer: On Earth and in Heaven

- As Christian leaders, who do you associate most with in this story? God, the servant, the people who make excuses, or the people with disabilities?

Answers: We are all one of these people at different times in our lives, but as Christian leaders, most should see themselves as the servant.

- Who did he tell the servant (Christian leaders) to invite?

Answer: People with disabilities

- Who is the master preparing the banquet?

Answer: God

- But who else?

Answer: The servant

- What were some of the excuses people made?

Answer: Marriage, buying oxen, buying a field

- Are any of these bad things?

Answer: No, they were blessings

- Why do you think God specifically asks for people with disabilities to be invited?

Answer: They couldn't repay the invitation

- Why couldn't they repay the invitation?

Answer: They didn't have the blessings to use as excuses. The culture then was very similar to the culture here--communities were excluding people with disabilities.

- What is the heavenly banquet on Earth?

Answer: The Church

- So when we talk about going out to the streets and alleys, where are we bringing them in to?

Answer: The Church

38. Make the Point: “Servants” (Christian Leaders) are Called to Invite People with Disabilities to the “Banquet” (Church)

- Christian leaders are called to love and include people with disabilities.
- Explain that this passage doesn’t say bring them in to be healed--it just says to include them.

39. Elicit Examples of How to Include People with Disabilities

- Ask the group to work in pairs to come up with at least 2 examples of how people with disabilities can be included both in the church and community.
- If participants don’t give these answers, elicit them:
 - Invite them to church and community events with their families and help to make them feel welcome.
 - Ask them to serve as leaders (elders, committee organizers, etc.).
 - Invite them to share their stories and talents with the church or in church groups.
 - Invite them to join church groups (i.e., choirs) and community groups (i.e., clubs).
 - Fundraise to support their access to schooling and medical care.
 - Visit them in their homes to pray for them.
- Conclude by saying, “*After lunch we’ll discuss how the Church can bring people with disabilities in as they are.*”

Lunch

Action Planning and Discussion on Role of the Church

40. Large Group Discussion – *Question #5: What should the role of the Church be connected to disability?*

- Ask a participant to read Question #5 from the flip chart.

41. Read and Discuss 1 Corinthians 12:12-26

- Ask someone to read the passage to the group.

I Corinthians 12:12-26 “Just as a body, though one, is one has many parts, but all its many parts form one body, so it is with Christ. ¹³ For we were all baptized by one Spirit so as to form one body—whether Jews or Gentiles, slave or free—and we were all given the one Spirit to drink. ¹⁴ Even so the body is not made up of one part but of many. ¹⁵ Now if the foot should say, ‘Because I am not a hand, I do not belong to the body,’ it would not for that reason stop being part of the body. ¹⁶ And if the ear should say, ‘Because I am not an eye, I do not belong to the body,’ it would not for that reason stop being part of the body. ¹⁷ If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? ¹⁸ But in fact God has placed the parts in the body, every one of them, just as he wanted them to be. ¹⁹ If they were all one part, where would the body be? ²⁰ As it is, there are many parts, but one body. ²¹ The eye cannot say to the hand, ‘I don’t need you!’ ²² On the contrary, those parts of the body that seem to be weaker are indispensable, ²³ and the parts that we think are less honorable we treat with special honor. And the parts that are unrepresentable are treated with special modesty, ²⁴ while our presentable parts need no special treatment. But God has put the body together, giving greater honor to the parts that lacked it, ²⁵ so that there should be no division in the body, but that its parts should have equal concern for each other. ²⁶ If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it.”

- Make the following points about this passage:
 - Every part of the body is important.
 - The parts of the body that seem weaker are actually indispensable.
 - Without people with disabilities in our churches, we are not complete.
 - We can include people with disabilities in all aspects of the church--not just as charity cases.

42. Small Group Action Plan Writing

- Ask for the workshop participants to get into groups of 4-5 people who live relatively close to one another.
- Explain that each group will have 15 minutes to develop a Disability Advocacy Action Plan.
 - The Secretary will write the groups’ action plan on the flip chart. (Hold up the flip chart.)
- Pass out the prepared flip charts with this chart (one flip chart per group).

Date	Activity	Location	Person Responsible

- As they are doing the exercise, walk around the room and provide positive feedback to those who are doing it well and help those who are struggling.
- Check in with groups to ensure they are including the following areas of support for people with disabilities and their families:

- Inclusion in their churches;
 - Education, medical, and nutritional care;
 - Financial support; and
 - Ways to educate their churches and communities about justice and inclusion for people with disabilities and their families.
- As they are developing their action plans, remind the groups that we need to educate our communities about disability. However, we also need to educate other pastors and Christian leaders who can propagate harmful beliefs about disability.
 - Ask them to consider how and when they can help other pastors and Christian leaders understand Jesus' love for people with disabilities and their responsibility to care for and include them.

43. Presenting Group Action Plans and Completing Our Individual Action Plans

- Explain that, in addition to a group action plan, each participant will also write their personal action plan items on a worksheet (hold up the *Appendix D* worksheet).
- Explain that participants will write down what they committed to in their groups and can also add ideas they like from other groups.
- Pass out one copy of the *My Disability Action Plan* worksheet (Appendix D) to each participant.
- Then prompt the groups to present their action plans one by one.
- Others can provide feedback and ask questions after each presentation.
- Make sure that one of your co-facilitators takes a picture of each group's action plans for reporting purposes. The group leaders can take the flip chart home.
- During the presentations, monitor the room to make sure each participant is writing his or her own action plan activities on the *Appendix D* worksheet to take home.

Action Plan Follow-Up Logistics

44. Review the Weekly Reporting Form and Submission Instructions

- Read the form together, especially the instructions at the top.
 - Emphasize that these should be completed each week and submitted monthly.
- Explain that participants will use this form to keep track of their disability advocacy activities.

- This will help the host organization to know:
 - What's working well in the program;
 - What needs to be modified in the program; and
 - How they can further support you with resources, trainings, mentorship, etc.
- Answer any questions or concerns they may have.

45. Discuss Challenges That May Arise

- In addition to completing the reports, encourages trainees to contact the host organization if they face challenges in their advocacy work.
 - Explain that this is particularly important if a child has medical needs that could become life-threatening if they are not addressed.
- Explain that the organization can also help them to brainstorm strategies to overcome challenges, such as those related to families who need funding or transportation to support their child with a disability.
- Then spend a few minutes brainstorming ways they could help a family who is in this situation. Write their answers on the board. Possible answers could include:
 - Host a church or community fundraiser for the family
 - Host a food/clothing drive for the family at your church
 - Ask the chief or elders for support
 - Start a Disability Advocacy Committee in your church or community to help families in need
 - Help the family start an income-generating project
 - Start an income-generating project at your church to support families in need

Note: Funding and transportation challenges are common concerns raised by local leader child advocates trained by Kupenda and Kuhenza. Therefore, this discussion is a helpful way to address these concerns preemptively.

46. Select a Point Person for Each Small Group Who Will Report to the Host Organization

- Explain that they will now select a person from their group whom they feel is best suited for collecting and submitting their reports each month.
- Once each group has selected a point person, ensure that those people understand their responsibilities. They will be collecting action plan updates from all of the participants and reporting back to the host organization each month via What's App or email.

47. Share Participant and Organization Contact Information with the Selected Point Person

- Provide the point people with their participants' contact information.
- Also provide them with the host organization's contact information for report submission.

Disability Advocate Commitment

48. Distribute 2 copies of the Disability Advocate Commitment to each participant (see Appendix L)

- Review the content together.
- Answer any questions participants may have about the commitment.

49. Ask participants to sign 2 copies of the commitment

- Collect one copy for your records.
- Let participants keep the second copy to refer to it, as needed.

Certification Program

50. Distribute a sample *Disability Advocate Certificate* (See Appendix K)

51. Explain the Certification Process

- Explain that participants who complete 6 consistent months of high-quality reports will become a certified disability advocate.
- High quality reports are
 - Dated
 - Complete
 - Indicate that the participant is actively fulfilling the commitments he or she made in his or her Action Plan
- Certified disability advocates will receive both a hard copy and electronic copy of this certificate, customized with their preferred name.

Resources Review and Distribution

52. Present and Distribute the *Disability Guidebook*

- *Before distributing the booklet*, explain that this resource:
 - Describes some of the most common childhood disabilities;
 - Includes causes, treatment, and prevention information; and
 - Includes photographs of children with disabilities.
- Pass out the booklet and ask the participants to tell you with whom they might share this booklet. Write their answers on a flip chart. Ensure they include the following:
 - People with disabilities;
 - Family members of people with disabilities;
 - Teachers and special education teachers;
 - Doctors, midwives, physical therapists;
 - Traditional healers, soothsayers, and traditional birth attendants; and
 - Church members.

53. Present and Distribute the *Local Disability Law Summary*

- Before distributing *Short Summary of the National Act or Local Laws Regarding Disabilities* (see example in Appendix I), explain that this resource:
 - Describes some of the local laws related to disability,
 - Includes citations and related penalties for breaking these laws, and
 - Provides contact information for where to refer children with disabilities for care.
- Pass out the booklet and ask the participants to tell you with whom they might share this booklet. Write their answers on a flip chart. Ensure they include the following:

- People with disabilities;
- Family members of people with disabilities;
- Teachers and special education teachers;
- Doctors, midwives, physical therapists;
- Traditional healers, soothsayers, and traditional birth attendants;
- Church members; and
- Government officials.

54. Describe Beyond Suffering Class (Appendix E)

- *Before distributing the booklet*, explain that this resource:
 - Includes the outline of an 8 week course on disability;
 - Has inspired participants to have a more historically, biblically, and biologically accurate understanding of disability;
 - Has inspired participants to love, include, and advocate for people with disabilities in their communities; and
 - Has inspired participants to form “Friends of Disability” groups that continue to meet and support people with disabilities in their communities.
- Pass out the *Beyond Suffering Table of Contents* (Appendix E).
- Explain that you will keep the booklet at the front of the room and people can come view it after the workshop and ask you questions about how to arrange the group.

55. Present and Distribute *Disability in the Bible* (Appendix F)

- Before distributing the Appendix, explain that this resource:
 - Includes a list of Old and New Testament scriptures related to disability, and
 - Is divided by content headings according to the 5 questions we discussed in this workshop.
- Pass out the booklet and ask the participants to tell you when they might use this resource. Write their answers on a flip chart. Ensure they include the following:
 - In preparing disability-related sermons,
 - In counseling people with disabilities and their families,
 - In inspiring church committees and individuals to care for people with disabilities, and
 - In community outreach talks.

56. Present and Distribute *Service Referral Guide for Children with Disabilities* (see example in Appendix G)

- Before passing out the list, explain that this includes the names and contact details for organizations that can provide medical care, financial support, support groups, and equipment for children with disabilities and their families.
- Encourage participants to post this list at their churches and make copies that they can distribute to those in their church and community.
- Ask them to let you know if they have additions to the list.
- Then introduce the professionals you have invited to attend from various referral sites and ask

each of them to *briefly* share about:

- The services their facility provides;
 - The days and hours services and staff are available; and
 - The best way(s) to refer children and families to their facility for care.
- After the professionals' presentations, work through a few sample referral cases with the participants as follows:
 - Hold up a photo of a child with hydrocephalus and ask, "If you see a child with hydrocephalus, where could you refer to this child for services?"
 - Listen to their answers and write them on the board or elicit answers as necessary.
 - Try to elicit the location, service, days, and times. See examples in the box below.

Example Referral Service Brainstorming Discussion

*"If you see a child with hydrocephalus,
where could you refer to this child for services?"*

The Mombasa Assessment Office from 8:00 to 3:00 on Tuesdays and Fridays for a **diagnosis**.

The Malindi Hospital from 9:00 to 4:00 on Mondays and Thursdays for **doctor's appointments**.

The Gede Special School from 9 and noon on weekdays for **school enrollment**.

The Bahati DPO Group from 9 and 5 on weekdays for assistance accessing a **wheelchair**.

57. Administer the Survey Again to Assess Changes (Appendix B)

- Explain the following *before* you pass out the survey:
 - We will take the survey again to determine if there have been any changes;
 - Participants have 10 minutes to complete the survey;
 - They should not speak to one another as they complete the survey;
 - They should be honest--they will not be judged; and
 - The results will be used to assess the workshop, but their specific names and answers will be kept confidential.
- If some participants are illiterate, assign someone to administer the survey verbally and write the participants' answers.
- Administer the survey.
 - Walk around the room helping people who are stuck or confused.
 - Ensure they answer every question.
 - Give them time warnings when there are 7, 5, 3 and 1 minute(s) remaining.

Conclusion

58. Volunteer Reflection

- Invite a volunteer(s) to close the workshop with a spoken reflection on the experience.

59. Closing Words

- As a facilitator, share your reflection of the experience. Remember to thank

the participants, host, and co-facilitators.

- If any of the participants regularly use email, offer to send them electronic versions of the materials you have shared.
- If any of the participants would like to host or facilitate another workshop, encourage them to speak with you after the closing.
- If any participants are interested in learning more and having follow-up workshops, tell them to let us know after closing.
- If any of the participants have remaining questions or concerns about the content, encourage them to speak with you after the closing.

60. Word of Thanks

- Invite a volunteer(s) to give a word of thanks.

61. Closing Prayer

- Invite the host to say a closing prayer.

62. Collect Sign-In Sheet

Appendix A: Sample Workshop Letter of Invitation to Pastors & Christian Leaders

[DATE]

To:

.....
.....

RE: INVITATION TO A “DISABILITY OUTREACH & INCLUSION WORKSHOP FOR CHRISTIAN LEADERS” TO BE HELD AT [LOCATION] ON [DATE]

Dear Sir / Madam,

[Organization name] is an organization that exists to **[mission]**.

You are invited for a workshop hosted by **[Organization]** at **Location** on **Date** from **Start time** to **End Time**.

If you are able to attend, please do so with your **Bible**, as we will be discussing and sharing our perspective on biblical theology related to disability. Lunch will be provided.

Your presence will be highly appreciated.

Yours faithfully,

[Name]

[Title]

[Organization]

Appendix B. Media Consent and Survey

Part A. Media Consent

1) I agree to (organization name) staff: (tick as appropriate)

- recording my words
- taking my photograph
- making a video / other recording

2) I agree to (organization name) using images of me my story

3) I understand that images of me and and/or information about me will be used for these purposes:

- educational
- promotional
- other (specify: _____)

Signature or thumb print of subject: _____ **Date:** _____

Name: *(please print in block capitals)* _____

Interpreter Signature (Please tick as appropriate, then sign at the end of the section.)

- I have translated the contents of this form into a language understood by the participant.
- I believe that the contents of the form has been fully understood by the participant.

Signature or thumb print of interpreter: _____ **Date:** _____

Name: *(please print in block capitals)* _____

Organization: _____

Role within organization: _____

If you have any concerns regarding this consent form, please contact:

(organization's contact name, title, phone number and email)

Part B. Survey

Please tick: Pre-workshop survey or Post-workshop survey

Name: _____ Date: _____

Please tick one: ___ Pre-workshop survey ___ Post-workshop survey

Full Name: _____ Date: _____

Age: _____ Gender: _____ Occupation: _____

Church Denomination: _____ (*___ prefer not to answer*)

Ethnicity: _____ (*___ prefer not to answer*)

Residence: _____ (*prefer not to answer*)

Marital Status: ___ Married ___ Single ___ Prefer not to Answer

Education Level Completed: ___ None ___ Primary ___ Secondary ___ College ___ Masters ___ PhD
 ___ Prefer not to answer

Do you have a disability? ___ Yes (Disability Type: _____)
 ___ No ___ Prefer not to answer

For the questions below, indicate whether you believe the statement is true Always, Most of the Time, Sometimes, Rarely or Never.

	Always	Most of the Time	Sometimes	Rarely	Never
Causes					
1. If someone has a disability, it is a punishment for their sin or the sins of their parents.					
2. Disabilities are the result of witchcraft or curses.					
3. A person is demon possessed if someone starts shaking, has odd or bad behavior, hears of sees					

things not there or seems to act differently than other people.					
4. Disabilities are contagious.					
Interventions					
5. If someone has a disability, they will be healed if they truly have faith in God.					
6. Christian leaders who truly have faith in God should be able to heal people with disabilities through prayer.					
7. A person with a disability or sickness will have a better chance of healing if they show faith that God can heal them by not seeing doctors or taking medicine.					
8. Christians who truly love and honor God will not suffer.					
9. Christians who truly love and honor God will be blessed with health.					
10. Christians who truly love and honor God will be blessed with wealth.					
Rights of People with Disabilities					
11. Children and youth with disabilities have a legal right to access education.					
12. People with disabilities have a legal right to access medical care.					
The Role of the Church					
13. People with disabilities should be a part of the church like anyone else, whether or not they are healed.					

Other comments?

Appendix E: Beyond Suffering Course

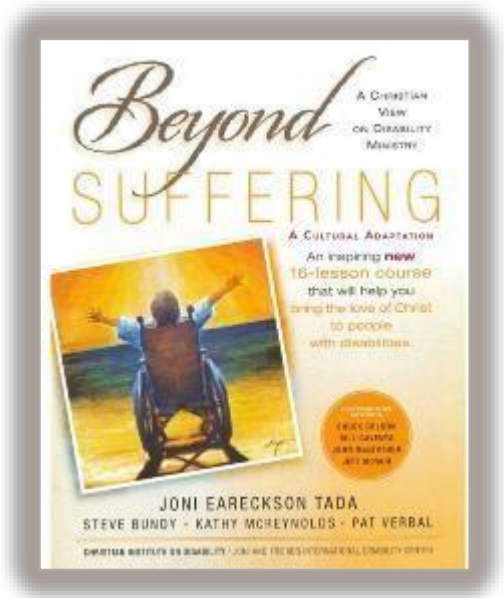
Beyond Suffering: A Christian View on Disability Ministry is a groundbreaking course of study created to transform the way Christians view God's plan for disability and suffering. The textbook is the Word of God accompanied by a comprehensive collection of professional articles written by over 35 experts in ministry, education, sciences and disability advocacy. This study guide contains 16 lessons which are supported by video case studies and organized into 4 modules:

- An Overview of Disability Ministry
- The Theology of Suffering and Disability
- The Church and Disability Ministry
- An Introduction to Bioethics

Each module is designed to give Christians a solid understanding of the main issues involved in various aspects of disability ministry. In addition, the course encourages participants to reflect on their own personal journeys through suffering as they come to understand two essential points: 1) human brokenness reveals humanity's need for universal grace, and 2) the disability community challenges our understanding of the human condition.

Students who embrace this study will gain a sense of confidence in knowing that they are part of a movement that God is orchestrating to fulfill his command in Luke 14:21; "Go out quickly into the streets and alleys of the town and bring in the poor, the crippled, the blind, and the lame."

In this course, we will explore the different ways in which people affected by disabilities provide the Christian community with a model of energetic spiritual transformation. Students who complete this program will gain a deeper understanding of the disability community and the church's obligation to reach the most vulnerable. They will also learn to embrace their own brokenness in a new way. Students will gain new information, reflect on ideas and experience real-life situations.



Appendix F: Disability in the Bible

Question #1: How do you define “disability”?

The Bible does not provide a definition of disability, but there are examples in the scriptures below.

Question #2: What do you believe causes disability?

Old Testament

Exodus 4: 1-17 Moses answered, “What if they do not believe me or listen to me and say, ‘The LORD did not appear to you?’”² Then the LORD said to him, “What is that in your hand?” “A staff,” he replied.³ The LORD said, “Throw it on the ground.” Moses threw it on the ground and it became a snake, and he ran from it.⁴ Then the LORD said to him, “Reach out your hand and take it by the tail.” So Moses reached out and took hold of the snake and it turned back into a staff in his hand.⁵ “This,” said the LORD, “is so that they may believe that the LORD, the God of their fathers—the God of Abraham, the God of Isaac and the God of Jacob—has appeared to you.”⁶ Then the LORD said, “Put your hand inside your cloak.” So Moses put his hand into his cloak, and when he took it out, the skin was leprous—it had become as white as snow.⁷ “Now put it back into your cloak,” he said. So Moses put his hand back into his cloak, and when he took it out, it was restored, like the rest of his flesh.⁸ Then the LORD said, “If they do not believe you or pay attention to the first sign, they may believe the second.”⁹ But if they do not believe these two signs or listen to you, take some water from the Nile and pour it on the dry ground. The water you take from the river will become blood on the ground.”¹⁰ Moses said to the LORD, “Pardon your servant, Lord. I have never been eloquent, neither in the past nor since you have spoken to your servant. I am slow of speech and tongue.”¹¹ The LORD said to him, “Who gave human beings their mouths? Who makes them deaf or mute? Who gives them sight or makes them blind? Is it not I, the LORD?”¹² Now go; I will help you speak and will teach you what to say.”¹³ But Moses said, “Pardon your servant, Lord. Please send someone else.”¹⁴ Then the LORD’s anger burned against Moses and he said, “What about your brother, Aaron the Levite? I know he can speak well. He is already on his way to meet you, and he will be glad to see you.”¹⁵ You shall speak to him and put words in his mouth; I will help both of you speak and will teach you what to do.¹⁶ He will speak to the people for you, and it will be as if he were your mouth and as if you were God to him.¹⁷ But take this staff in your hand so you can perform the signs with it.”

New Testament

John 9:1-7 As he went along, he saw a man blind from birth.² His disciples asked him, “Rabbi, who sinned, this man or his parents, that he was born blind?”³ “Neither this man nor his parents sinned,” said Jesus, “but this happened so that the works of God might be displayed in him.”⁴ As long as it is day, we must do the works of him who sent me. Night is coming, when no one can work.⁵ While I am in the world, I am the light of the world.”⁶ After saying this, he spit on the ground, made some mud with the saliva, and put it on the man’s eyes. “Go,” he told him, “wash in the Pool of Siloam” (this word means “Sent”). So the man went and washed, and came home seeing.

Question #3: How is a person’s faith related to his or her healing?

Old Testament

Isaiah 35:1-6 The desert and the parched land will be glad; the wilderness will rejoice and blossom. Like the crocus,² it will burst into bloom; it will rejoice greatly and shout for joy. The glory of Lebanon shall be given to it, the splendor of Carmel and Sharon; they will see the glory of the Lord, the splendor of our God.³ Strengthen the feeble hands, steady the knees that give way;⁴ say to those with fearful hearts, “Be strong, do not fear; your God will come, he will come with vengeance; with divine retribution he will come to save you.”⁵ Then will the eyes of the blind be opened and the ears of the deaf unstopped.⁶ Then will the lame leap like a deer, and the mute tongue shout for joy.

New Testament

Matthew 8:5-13 When Jesus had entered Capernaum, a centurion came to him, asking for help.⁶ “Lord,” he said, “my servant lies at home paralyzed, suffering terribly.”⁷ Jesus said to him, “Shall I come and heal him?”⁸ The centurion replied, “Lord, I do not deserve to have you come under my roof. But just say the word, and my servant will be healed.”⁹ For I myself am a man under authority, with soldiers under me. I tell this one, ‘Go,’ and he goes; and that one, ‘Come,’ and he comes. I say to my servant, ‘Do this,’ and he does it.”¹⁰ When Jesus heard this, he was amazed and said to those following him, “Truly, I tell you, I have not found anyone in Israel with such great faith.”¹¹ I say to you that many will come from the east and the west, and will take their places at the feast with Abraham, Isaac, and Jacob in the kingdom of heaven.¹² But the subjects of the kingdom will be thrown outside, into the darkness, where there will be weeping and gnashing of teeth.”¹³ Then Jesus said to the centurion, “Go! Let it be done just as you believed it would.” And his servant was healed at that moment.

Matthew 9:1-8 Jesus stepped into a boat, crossed over and came to his own town.² Some men brought to him a paralyzed man, lying on a mat. When Jesus saw their faith, he said to the man, “Take heart, son; your sins are forgiven.”³ At this, some of the teachers of the law said to themselves, “This fellow is blaspheming!”⁴ Knowing their thoughts, Jesus said, “Why do you entertain evil thoughts in your hearts?⁵ Which is easier: to say, ‘Your sins are forgiven,’ or to say, ‘Get up and walk?’⁶ But I want you to know that the Son of Man has authority on earth to forgive sins.” So he said to the paralyzed man, “Get up, take your mat and go home.”⁷ Then the man got up and went home.⁸ When the crowd saw this, they were filled with awe; and they praised God, who had given such authority to man.

Matthew 11:1-6 After Jesus had finished instructing his twelve disciples, he went on from there to teach and preach in the towns of Galilee.² When John, who was in prison, heard about the deeds of the Messiah, he sent his disciples³ to ask him, “Are you the one who is to come, or should we expect someone else?”⁴ Jesus replied, “Go back and report to John what you hear and see:⁵ The blind receive sight, the lame walk, those who have leprosy are cleansed, the deaf hear, the dead are raised, and the good news is proclaimed to the poor. Blessed is anyone who does not stumble on account of me.”

Matthew 15:29-31 Jesus left there and went along the Sea of Galilee. Then he went up on a mountainside and sat down.³⁰ Great crowds came to him, bringing the lame, the blind, the crippled, the mute and many others, and laid them at his feet; and he healed them.³¹ The people were amazed when they saw the mute speaking, the crippled made well, the lame walking and the blind seeing. And they praised the God of Israel.

Matthew 20:29-34 As Jesus and his disciples were leaving Jericho, a large crowd followed him.³⁰ Two blind men were sitting by the roadside, and when they heard that Jesus was going by, they shouted, “Lord, Son of David, have mercy on us!”³¹ The crowd rebuked them and told them to be quiet, but they shouted all the louder, “Lord, Son of David, have mercy on us!”³² Jesus stopped and called them. “What do you want me to do for you?” he asked.³³ “Lord,” they answered, “we want our sight.”³⁴ Jesus had compassion on them and touched their eyes. Immediately they received their sight and followed him.

Matthew 21:14 The blind and the lame came to him at the temple, and he healed them.

Mark 1:40-44 A man with leprosy came to him and begged him on his knees, “If you are willing, you can make me clean.”⁴¹ Jesus was indignant. He reached out his hand and touched the man. “I am willing,” he said. “Be clean!”⁴² Immediately the leprosy left him and he was cleansed.⁴³ Jesus sent him away at once with a strong warning:⁴⁴ “See that you don’t tell this to anyone. But go, show yourself to the priest and offer the sacrifices Moses commanded for your cleansing, as a testimony to them.”

Mark 2:1-12 A few days later, when Jesus again entered Capernaum, the people heard that he had come home.² They gathered in such large numbers that there was no room left, not even outside the door, and he preached the word to them.³ Some men came, bringing to him a paralyzed man, carried by four of them.⁴ Since they could not get him to Jesus because of the crowd, they made an opening in the roof above Jesus by digging through it and then lowered the mat the man was lying on.⁵ When Jesus saw their faith, he said to the paralyzed man, “Son, your sins are forgiven.”⁶ Now some of the teachers of the law were sitting there, thinking to themselves,⁷ “Why does this fellow talk like that? He’s blaspheming! Who can forgive sins but God alone?”⁸ Immediately Jesus knew in his spirit that this was what they were thinking in their hearts, and he said to them, “Why are you thinking these things?⁹ Which is easier: to say to this paralyzed man, ‘Your sins are forgiven,’ or to say, ‘Get up, take your mat and walk?’¹⁰ But I want you to know that the Son of Man has authority on earth to forgive sins.” So he said to the man,¹¹ “I tell you, get up, take your mat and go home.”¹² He got up, took his mat and walked out in full view of them all. This amazed everyone and they praised God, saying, “We have never seen anything like this!”

Mark 7:24-30 Jesus left that place and went to the vicinity of Tyre. He entered a house and did not want anyone to know it; yet he could not keep his presence secret.²⁵ In fact, as soon as she heard about him, a woman whose little daughter was possessed by an impure spirit came and fell at his feet.²⁶ The woman was a Greek, born in Syrian Phoenicia. She begged Jesus to drive the demon out of her daughter.²⁷ “First let the children eat all they want,” he told her, “for it is not right to take the children’s bread and toss it to the dogs.”²⁸ “Lord,” she replied, “even the dogs under the table eat the children’s crumbs.”²⁹ Then he told her, “For such a reply, you may go; the demon has left your daughter.”³⁰ She went home and found her child lying on the bed, and the demon gone.

Mark 7:31-37 Then Jesus left the vicinity of Tyre and went through Sidon, down to the Sea of Galilee and into the region of Decapolis.³² There some people brought to him a man who was deaf and could hardly talk, and they begged Jesus to place his hands on him.³³ After he took him aside, away from the crowd, Jesus put his fingers into the man’s ears. Then he spit and touched the man’s tongue.³⁴ He looked up to heaven and with a deep sigh said to him, “*Ephphatha!*” (which means “Be opened!”).³⁵ At this, the man’s ears were opened, his tongue was loosened and he began to speak plainly.³⁶ Jesus commanded them not to tell anyone. But the more he did so, the more they kept talking about it.³⁷ People were overwhelmed with amazement. “He has done everything well,” they said. “He even makes the deaf hear and the mute speak.”

Mark 8:22-26 They came to Bethsaida, and some people brought a blind man and begged Jesus to touch him. ²³ He took the blind man by the hand and led him outside the village. When he had spit on the man's eyes and put his hands on him, Jesus asked, "Do you see anything?" ²⁴ He looked up and said, "I see people; they look like trees walking around." ²⁵ Once more Jesus put his hands on the man's eyes. Then his eyes were opened, his sight was restored, and he saw everything clearly. ²⁶ Jesus sent him home, saying, "Don't even go into the village."

Luke 7:1-10 When Jesus had finished saying all this to the people who were listening, he entered Capernaum. ² There a centurion's servant, whom his master valued highly, was sick and about to die. ³ The centurion heard of Jesus and sent some elders of the Jews to him, asking him to come and heal his servant. ⁴ When they came to Jesus, they pleaded earnestly with him, "This man deserves to have you do this, ⁵ because he loves our nation and has built our synagogue." ⁶ So Jesus went with them. He was not far from the house when the centurion sent friends to say to him: "Lord, don't trouble yourself, for I do not deserve to have you come under my roof. ⁷ That is why I did not even consider myself worthy to come to you. But say the word, and my servant will be healed. ⁸ For I myself am a man under authority, with soldiers under me. I tell this one, 'Go,' and he goes; and that one, 'Come,' and he comes. I say to my servant, 'Do this,' and he does it." ⁹ When Jesus heard this, he was amazed at him, and turning to the crowd following him, he said, "I tell you, I have not found such great faith even in Israel." ¹⁰ Then the men who had been sent returned to the house and found the servant well.

Luke 14: 1-6 One Sabbath, when Jesus went to eat in the house of a prominent Pharisee, he was being carefully watched. ² There in front of him was a man suffering from abnormal swelling of his body. ³ Jesus asked the Pharisees and experts in the law, "Is it lawful to heal on the Sabbath or not?" ⁴ But they remained silent. So taking hold of the man, he healed him and sent him on his way. ⁵ Then he asked them, "If one of you has a child or an ox that falls into a well on the Sabbath day, will you not immediately pull it out?" ⁶ And they had nothing to say.

John 5:1-17 Some time later, Jesus went up to Jerusalem for one of the Jewish festivals. ² Now there is in Jerusalem near the Sheep Gate a pool, which in Aramaic is called Bethesda, and which is surrounded by five covered colonnades. ³ Here a great number of disabled people used to lie—the blind, the lame, the paralyzed. ⁵ One who was there had been an invalid for thirty-eight years. ⁶ When Jesus saw him lying there and learned that he had been in this condition for a long time, he asked him, "Do you want to get well?" ⁷ "Sir," the invalid replied, "I have no one to help me into the pool when the water is stirred. While I am trying to get in, someone else goes down ahead of me." ⁸ Then Jesus said to him, "Get up! Pick up your mat and walk." ⁹ At once the man was cured; he picked up his mat and walked. The day on which this took place was a Sabbath, ¹⁰ and so the Jewish leaders said to the man who had been healed, "It is the Sabbath; the law forbids you to carry your mat." ¹¹ But he replied, "The man who made me well said to me, 'Pick up your mat and walk.'" ¹² So they asked him, "Who is this fellow who told you to pick it up and walk?" ¹³ The man who was healed had no idea who it was, for Jesus had slipped away into the crowd that was there. ¹⁴ Later Jesus found him at the temple and said to him, "See, you are well again. Stop sinning or something worse may happen to you." ¹⁵ The man went away and told the Jewish leaders that it was Jesus who had made him well. ¹⁶ So, because Jesus was doing these things on the Sabbath, the Jewish leaders began to persecute him. ¹⁷ In his defense Jesus said to them, "My Father is always at his work to this very day, and I too am working."

2 Corinthians 12:6-9 Even if I should choose to boast, I would not be a fool, because I would be speaking the truth. But I refrain, so no one will think more of me than is warranted by what I do or say, ⁷ or because of these surpassingly great revelations. Therefore, in order to keep me from becoming conceited, I was given a thorn in my flesh, a messenger of Satan, to torment me. ⁸ Three times I pleaded with the Lord to take it away from me. ⁹ But he said to me, "My grace is sufficient for you, for my power is made perfect in weakness." Therefore, I will boast all the more gladly about my weaknesses, so that Christ's power may rest on me.

Romans 8:28 And we know that in all things God works for the good of those who love him, who have been called according to his purpose.

Hebrews 12:12-14 Therefore, strengthen your feeble arms and weak knees. ¹³ "Make level paths for your feet," so that the lame may not be disabled, but rather healed. ¹⁴ Make every effort to live in peace with everyone and to be holy; without holiness no one will see the Lord.

Question #4: Do Christians suffer? Why or why not?

Old Testament

Psalms 11:1-7 In the Lord I take refuge. How then can you say to me: "Flee like a bird to your mountain. For look, the wicked bend their bows; they set their arrows against the strings to shoot from the shadows at the upright in heart. When the foundations are being destroyed, what can the righteous do?" The Lord is in his holy temple; the Lord is on his heavenly throne. He observes everyone on earth; his eyes examine them. The Lord examines the righteous, but the wicked, those who love violence, he hates with a passion. On the wicked will he rain fiery coals and burning sulfur; a scorching wind will be their lot. For the Lord is righteous, he loves justice; the upright will see his face.

Psalms 139:13-14 For you created my inmost being; you knit me together in my mother's womb. ¹⁴ I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.

Isaiah 42:3 A bruised reed he will not break, and a smoldering wick he will not snuff out. In faithfulness he will bring forth justice.

Isaiah 53:1-12 Who has believed our message and to whom has the arm of the Lord been revealed? ² He grew up before him like a tender shoot, and like a root out of dry ground. He had no beauty or majesty to attract us to him, nothing in his appearance that we should desire him. ³ He was despised and rejected by mankind, a man of suffering, and familiar with pain. Like one from whom people hide their faces he was despised, and we held him in low esteem. ⁴ Surely he took up our pain and bore our suffering, yet we considered him punished by God, stricken by him, and afflicted. ⁵ But he was pierced for our transgressions, he was crushed for our iniquities; the punishment that brought us peace was on him, and by his wounds we are healed. ⁶ We all, like sheep, have gone astray, each of us has turned to our own way; and the Lord has laid on him the iniquity of us all. ⁷ He was oppressed and afflicted, yet he did not open his mouth; he was led like a lamb to the slaughter, and as a sheep before its shearers is silent, so he did not open his mouth. ⁸ By oppression and judgment he was taken away. Yet who of his generation protested? For he was cut off from the land of the living; for the transgression of my people he was punished. ⁹ He was assigned a grave with the wicked, and with the rich in his death, though he had done no violence, nor was any deceit in his mouth. ¹⁰ Yet it was the Lord's will to crush him and cause him to suffer, and though the Lord makes his life an offering for sin, he will see his offspring and prolong his days, and the will of the Lord will prosper in his hand. ¹¹ After he has suffered, he will see the light of life and be satisfied; by his knowledge my righteous servant will justify many, and he will bear their iniquities. ¹² Therefore I will give him a portion among the great, and he will divide the spoils with the strong, because he poured out his life unto death, and was numbered with the transgressors. For he bore the sin of many, and made intercession for the transgressors.

Micah 4:6-7 "In that day," declares the Lord, "I will gather the lame; I will assemble the exiles and those whom I have brought to grief. I will make the lame my remnant, those driven away a strong nation. The Lord will rule over them in Mount Zion from that day and forever."

New Testament

Matthew 26:39 Going a little farther, he fell with his face to the ground and prayed, "My Father, if it is possible, may this cup be taken from me. Yet not as I will, but as you will."

Matthew 27:28-29 They stripped him and put a scarlet robe on him, ²⁹ and then twisted together a crown of thorns and set it on his head. They put a staff in his right hand. Then they knelt in front of him and mocked him. "Hail, King of the Jews!" they said.

Mark 5:1-20 They went across the lake to the region of the Gerasenes. ² When Jesus got out of the boat, a man with an impure spirit came from the tombs to meet him. ³ This man lived in the tombs, and no one could bind him anymore, not even with a chain. ⁴ For he had often been chained hand and foot, but he tore the chains apart and broke the irons on his feet. No one was strong enough to subdue him. ⁵ Night and day among the tombs and in the hills he would cry out and cut himself with stones. ⁶ When he saw Jesus from a distance, he ran and fell on his knees in front of him. ⁷ He shouted at the top of his voice, "What do you want with me, Jesus, Son of the Most High God? In God's name don't torture me!" ⁸ For Jesus said to him, "Come out of this man, you impure spirit!" ⁹ Then Jesus asked him, "What is your name?" "My name is Legion," he replied, "for we are many." ¹⁰ And he begged Jesus again and again not to send them out of the area. ¹¹ A large herd of pigs was feeding on the nearby hillside. ¹² The demons begged Jesus, "Send us among the pigs; allow us to go into them." ¹³ He gave them permission, and the impure spirits came out and went into the pigs. The herd, about two thousand in number, rushed down the steep bank into the lake and were drowned. ¹⁴ Those tending the pigs ran off and reported this in the town and countryside, and the people went out to see what had happened. ¹⁵ When they came to Jesus, they saw the man who had been possessed by the legion of demons, sitting there, dressed and in his right mind; and they were afraid. ¹⁶ Those who had seen it told the people what had happened to the demon-possessed man—and told about the pigs as well. ¹⁷ Then the people began to plead with Jesus to leave their region. ¹⁸ As Jesus was getting into the boat, the man who had been demon-possessed begged to go with him. ¹⁹ Jesus did not let him, but said "Go home to your own people and tell them how much the Lord has done for you, and how he has had mercy on you." ²⁰ So the man went away and began to tell in the Decapolis how much Jesus had done for him. And all the people were amazed.

Mark 5: 21-43 When Jesus had again crossed over by boat to the other side of the lake, a large crowd gathered around him while he was by the lake. ²² Then one of the synagogue leaders, named Jairus, came, and when he saw Jesus, he fell at his feet. ²³ He pleaded earnestly with him, "My little daughter is dying. Please come and put your hands on her so that she will be healed and live." ²⁴ So Jesus went with him. A large crowd followed and pressed around him. ²⁵ And a woman was there who had been subject to bleeding for twelve years. ²⁶ She had suffered a great deal under the care of many doctors and had spent all she had, yet instead of getting better she grew worse. ²⁷ When she heard about Jesus, she came up behind him in the crowd and touched his cloak, ²⁸ because she thought, "If I just

touch his clothes, I will be healed.”²⁹ Immediately her bleeding stopped and she felt in her body that she was freed from her suffering.³⁰ At once Jesus realized that power had gone out from him. He turned around in the crowd and asked, “Who touched my clothes?”³¹ “You see the people crowding against you,” his disciples answered, “and yet you can ask, ‘Who touched me?’”³² But Jesus kept looking around to see who had done it.³³ Then the woman, knowing what had happened to her, came and fell at his feet and, trembling with fear, told him the whole truth.³⁴ He said to her, “Daughter, your faith has healed you. Go in peace and be freed from your suffering.”³⁵ While Jesus was still speaking, some people came from the house of Jairus, the synagogue leader. “Your daughter is dead,” they said. “Why bother the teacher anymore?”³⁶ Overhearing what they said, Jesus told him, “Don’t be afraid; just believe.”³⁷ He did not let anyone follow him except Peter, James and John the brother of James.³⁸ When they came to the home of the synagogue leader, Jesus saw a commotion, with people crying and wailing loudly.³⁹ He went in and said to them, “Why all this commotion and wailing? The child is not dead but asleep.”⁴⁰ But they laughed at him. After he put them all out, he took the child’s father and mother and the disciples who were with him, and went in where the child was.⁴¹ He took her by the hand and said to her, “*Talitha kum!*” (which means “Little girl, I say to you, get up!”).⁴² Immediately the girl stood up and began to walk around (she was twelve years old). At this they were completely astonished.⁴³ He gave strict orders not to let anyone know about this, and told them to give her something to eat.”

John 16:33 “I have told you these things, so that in me you may have peace. In this world you will have trouble. But take heart! I have overcome the world.”

Romans 5:3-5 Not only so, but we also glory in our sufferings, because we know that suffering produces perseverance; and perseverance, character; and character, hope.⁵ And hope does not put us to shame, because God’s love has been poured into our hearts through the Holy Spirit, who has been given to us.

Romans 5:12 Therefore, just as sin came into the world through one man, and death through sin, and in this way death came to all people, because all sinned—

2 Corinthians 11: 23-29 Are they servants of Christ? (I am out of my mind to talk like this.) I am more. I have worked much harder, been in prison more frequently, been flogged more severely, and been exposed to death again and again.²⁴ Five times I received from the Jews the forty lashes minus one.²⁵ Three times I was beaten with rods, once I was pelted with stones, three times I was shipwrecked, I spent a night and a day in the open sea,²⁶ I have been constantly on the move. I have been in danger from rivers, in danger from bandits, in danger from my fellow Jews, in danger from Gentiles; in danger in the city, in danger in the country, in danger at sea; and in danger from false believers.²⁷ I have labored and toiled and have often gone without sleep; I have known hunger and thirst and have often gone without food; I have been cold and naked.²⁸ Besides everything else, I face daily the pressure of my concern for all the churches.²⁹ Who is weak, and I do not feel weak? Who is led into sin, and I do not inwardly burn?

1 Peter 4:1 Therefore, since Christ suffered in his body, arm yourselves also with the same attitude, because whoever suffers in the body is done with sin.

Peter 5:10 And the God of all grace, who called you to his eternal glory in Christ, after you have suffered a little while, will himself restore you and make you strong, firm and steadfast.

James 5:10-15 Brothers and sisters, as an example of patience in the face of suffering, take the prophets who spoke in the name of the Lord.¹¹ As you know, we count as blessed those who have persevered. You have heard of Job’s perseverance and have seen what the Lord finally brought about. The Lord is full of compassion and mercy.¹² Above all, my brothers and sisters, do not swear—not by heaven or by earth or by anything else. All you need to say is a simple “Yes” or “No.” Otherwise you will be condemned.¹³ Is anyone among you in trouble? Let them pray. Is anyone happy? Let them sing songs of praise.¹⁴ Is anyone among you sick? Let them call the elders of the church to pray over them and anoint them with oil in the name of the Lord.¹⁵ And the prayer offered in faith will make the sick person well; the Lord will raise them up. If they have sinned, they will be forgiven.

Discussion: What should the role of the church be connected to disabilities?

Old Testament

Genesis 48:10 Now Israel’s eyes were failing because of old age, and he could hardly see. So Joseph brought his sons close to him, and his father kissed them and embraced them.

Deuteronomy 27:18 “Cursed is anyone who leads the blind astray on the road.” Then all the people shall say, “Amen!”

Leviticus 19:14 Do not curse the deaf or put a stumbling block in front of the blind, but fear your God. I am the Lord.

Leviticus 21:17-23 “Say to Aaron: ‘For the generations to come none of your descendants who has a defect may come near to offer the food of his God. ¹⁸ No man who has any defect may come near: no man who is blind or lame, disfigured or deformed; ¹⁹ no man with a crippled foot or hand, ²⁰ or who is a hunchback or a dwarf, or who has any eye defect, or who has festering or running sores or damaged testicles. ²¹ No descendant of Aaron the priest who has any defect is to come near to present the food offerings to the Lord. He has a defect; he must not come near to offer the food of his God. ²² He may eat the most holy food of his God, as well as the holy food; ²³ yet because of his defect, he must not go near the curtain or approach the altar, and so desecrate my sanctuary. I am the Lord, who makes them holy.’”

2 Samuel 9: 1-13 David asked, “Is there anyone still left of the house of Saul to whom I can show kindness for Jonathan’s sake?” ² Now there was a servant of Saul’s household named Ziba. They called him to appear before David, and the king said to him, “Are you Ziba?” “Your servant,” he replied. ³ The king asked, “Is there no one still left of the house of Saul to whom I can show God’s kindness?” Ziba answered the king, “There is still a son of Jonathan; he is crippled in both feet.” ⁴ “Where is he?” the king asked. Ziba answered, “He is at the house of Makir son of Ammiel in Lo Debar.” ⁵ So King David had him brought from Lo Debar, from the house of Makir son of Ammiel. ⁶ When Mephibosheth son of Jonathan, the son of Saul, came to David, he bowed down to pay him honor. David said, “Mephibosheth!” “Your servant,” he replied. ⁷ “Don’t be afraid,” David said to him, “for I will surely show you kindness for the sake of your father Jonathan. I will restore to you all the land that belonged to your grandfather Saul, and you will always eat at my table.” ⁸ Mephibosheth bowed down and said, “What is your servant, that you should notice a dead dog like me?” ⁹ Then the king summoned Ziba, Saul’s servant, and said to him, “I have given your master’s grandson everything that belonged to Saul and his family. ¹⁰ You and your sons and your servants are to farm the land for him and bring in the crops, so that your master’s grandson may be provided for. And Mephibosheth, grandson of your master, will always eat at my table.” (Now Ziba had fifteen sons and twenty servants.) ¹¹ Then Ziba said to the king, “Your servant will do whatever my lord the king commands his servant to do.” So Mephibosheth ate at David’s table like one of the king’s sons. ¹² Mephibosheth had a young son named Mica, and all the members of Ziba’s household were servants of Mephibosheth. ¹³ And Mephibosheth lived in Jerusalem, because he always ate at the king’s table, and he was crippled in both feet.

Psalms 71:9 Do not cast me away when I am old; do not forsake me when my strength is gone.

Isaiah 43:8-9 Lead out those who have eyes but are blind, who have ears but are deaf. ⁹ All the nations gather together and the peoples assemble. Which of their gods foretold this and proclaimed to us the former things? Let them bring in their witnesses to prove they were right, so that others may hear and say, “It is true.”

Matthew 25:40 “The King will reply, ‘Truly, I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’”

James 5:11 As you know, we count as blessed those who have persevered. You have heard of Job’s perseverance and have seen what the Lord finally brought about. The Lord is full of compassion and mercy.

New Testament

Matthew 18:4-5 Therefore, whoever takes the lowly position of this child is the greatest in the kingdom of heaven. ⁵ And whoever welcomes one such child in my name welcomes me.

Matthew 18:10 See that you do not despise one of these little ones. For I tell you that their angels in heaven always see the face of my Father in heaven.

Luke 14:12-24 Then Jesus said to his host, “When you give a luncheon or dinner, do not invite your friends, your brothers or sisters, your relatives, or your rich neighbors; if you do, they may invite you back and so you will be repaid. ¹³ But when you give a banquet, invite the poor, the crippled, the lame, the blind, ¹⁴ and you will be blessed. Although they cannot repay you, you will be repaid at the resurrection of the righteous.” ¹⁵ When one of those at the table with him heard this, he said to Jesus, “Blessed is the one who will eat at the feast in the kingdom of God.” ¹⁶ Jesus replied: “A certain man was preparing a great banquet and invited many guests. ¹⁷ At the time of the banquet he sent his servant to tell those who had been invited, ‘Come, for everything is now ready.’ ¹⁸ “But they all alike began to make excuses. The first said, ‘I have just bought a field, and I must go and see it. Please excuse me.’ ¹⁹ “Another said, ‘I have just bought five yoke of oxen, and I’m on my way to try them out. Please excuse me.’ ²⁰ “Still another said, ‘I just got

married, so I can't come.' ²¹ "The servant came back and reported this to his master. Then the owner of the house became angry and ordered his servant, 'Go out quickly into the streets and alleys of the town and bring in the poor, the crippled, the blind and the lame.' ²² "Sir," the servant said, 'what you ordered has been done, but there is still room.' ²³ "Then the master told his servant, 'Go out to the roads and country lanes and compel them to come in, so that my house will be full. ²⁴ I tell you, not one of those who were invited will get a taste of my banquet.'"

1 Corinthians 12:12-26 Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ. ¹³ For we were all baptized by one Spirit so as to form one body—whether Jews or Gentiles, slave or free—and we were all given the one Spirit to drink. ¹⁴ Even so the body is not made up of one part but of many. ¹⁵ Now if the foot should say, "Because I am not a hand, I do not belong to the body," it would not for that reason stop being part of the body. ¹⁶ And if the ear should say, "Because I am not an eye, I do not belong to the body," it would not for that reason stop being part of the body. ¹⁷ If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? ¹⁸ But in fact God has placed the parts in the body, every one of them, just as he wanted them to be. ¹⁹ If they were all one part, where would the body be? ²⁰ As it is, there are many parts, but one body. ²¹ The eye cannot say to the hand, "I don't need you!" And the head cannot say to the feet, "I don't need you!" ²² On the contrary, those parts of the body that seem to be weaker are indispensable, ²³ and the parts that we think are less honorable we treat with special honor. And the parts that are unpresentable are treated with special modesty, ²⁴ while our presentable parts need no special treatment. But God has put the body together, giving greater honor to the parts that lacked it, ²⁵ so that there should be no division in the body, but that its parts should have equal concern for each other. ²⁶ If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it.

Romans 15:1-7 We who are strong ought to bear with the failings of the weak and not to please ourselves. ² Each of us should please our neighbors for their good, to build them up. ³ For even Christ did not please himself but, as it is written: "The insults of those who insult you have fallen on me." ⁴ For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope. ⁵ May the God who gives endurance and encouragement give you the same attitude of mind toward each other that Christ Jesus had, ⁶ so that with one mind and one voice you may glorify the God and Father of our Lord Jesus Christ. ⁷ Accept one another, then, just as Christ accepted you, in order to bring praise to God.

Philippians 2:3-4 Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, ⁴ not looking to your own interests but each of you to the interests of others.

Galatians 4:13-15 As you know, it was because of an illness that I first preached the gospel to you, ¹⁴ and even though my illness was a trial to you, you did not treat me with contempt or scorn. Instead, you welcomed me as if I were an angel of God, as if I were Christ Jesus himself. ¹⁵ Where, then, is your blessing of me now? I can testify that, if you could have done so, you would have torn out your eyes and given them to me.

Galatians 6:2 Carry each other's burdens, and in this way you will fulfill the law of Christ.

Other References to Disability in the Bible

Old Testament

Genesis 19:11 Then they struck the men who were at the door of the house, young and old, with blindness so that they could not find the door.

Genesis 27:1 When Isaac was old and his eyes were so weak that he could no longer see, he called for Esau his older son and said to him, "My son." "Here I am," he answered.

1 Kings 13:4 When King Jeroboam heard what the man of God cried out against the altar at Bethel, he stretched out his hand from the altar and said, "Seize him!" But the hand he stretched out toward the man shriveled up, so that he could not pull it back.

2 Kings 7:1-20 Elisha replied, "Hear the word of the Lord. This is what the Lord says: About this time tomorrow, a seah of the finest flour will sell for a shekel and two seahs of barley for a shekel at the gate of Samaria." ² The officer on whose arm the king was leaning said to the man of God, "Look, even if the Lord should open the floodgates of the heavens, could this happen?" "You will see it with your own eyes," answered Elisha, "but you will not eat any of it!" ³ Now there were four men with leprosy at the entrance of the city gate. They said to each other, "Why stay here until we die? ⁴ If we say, 'We'll go into the city'—the famine is there, and we will die. And if we stay here, we will die. So let's go over to the camp of the Arameans and surrender. If they spare us, we live; if they kill us, then we die." ⁵ At dusk they got up and went to the camp of the Arameans. When they reached the edge of the camp, no one

was there, ⁶ for the Lord had caused the Arameans to hear the sound of chariots and horses and a great army, so that they said to one another, “Look, the kind of Israel has hired the Hittite and Egyptian kings to attack us!” ⁷ So they got up and fled in the dusk and abandoned their tents and their horses and donkeys. They left the camp as it was and ran for their lives. ⁸ The men who had leprosy reached the edge of the camp, entered one of the tents and ate and drank. Then they took silver, gold and clothes, and went off and hid them. They returned and entered another tent and took some things from it and hid them also. ⁹ Then they said to each other, “What we’re doing is not right. This is a day of good news and we are keeping it to ourselves. If we wait until daylight, punishment will overtake us. Let’s go at once and report this to the royal palace.” ¹⁰ So they went and called out to the city gatekeepers and told them, “We went into the Aramean camp and no one was there—not a sound of anyone—only tethered horses and donkeys, and the tents left just as they were.” ¹¹ The gatekeepers shouted the news, and it was reported within the palace. ¹² The king got up in the night and said to his officers, “I will tell you what the Arameans have done to us. They know we are starving; so they have left the camp to hide in the countryside, thinking, ‘They will surely come out, and then we will take them alive and get into the city.’” ¹³ One of his officers answered, “Have some men take five of the horses that are left in the city. Their plight will be like that of all the Israelites left here—yes, they will only be like all these Israelites who are doomed. So let us send them to find out what happened.” ¹⁴ So they selected two chariots with their horses, and the king sent them after the Aramean army. He commanded the drivers, “Go and find out what has happened.” ¹⁵ They followed them as far as the Jordan, and they found the whole road strewn with the clothing and equipment the Arameans had thrown away in their headlong flight. So the messengers returned and reported to the king. ¹⁶ Then the people went out and plundered the camp of the Arameans. So a seah of the finest flour sold for a shekel, and two seahs of barley sold for a shekel, as the Lord had said. ¹⁷ Now the king had put the officer on whose arm he leaned in charge of the gate, and the people trampled him in the gateway, and he died, just as the man of God had foretold when the king came down to his house. ¹⁸ It happened as the man of God had said to the king: “About this time tomorrow, a seah of the finest flour will sell for a shekel and two seahs of barley for a shekel at the gate of Samaria.” ¹⁹ The officer had said to the man of God, “Look, even if the Lord should open the floodgates of the heavens, could this happen?” The man of God had replied, “You will see it with your own eyes, but you will not eat any of it!” ²⁰ And that is exactly what happened to him, for the people trampled him in the gateway, and he died.

2 Kings 15:5 The Lord afflicted the king with leprosy until the day he died,, and he lived in a separate house. Jotham the king’s son had charge of the palace and governed the people of the land.

1 Samuel 4:14-15 Eli heard the outcry and asked, “What is the meaning of this uproar?” The man hurried over to Eli, ¹⁵ who was ninety-eight years old and whose eyes had failed so that he could not see.

2 Samuel 4:4 (Jonathan son of Saul had a son who was lame in both feet. He was five years old when the news about Saul and Jonathan came from Jezreel. His nurse picked him up and fled, but as she hurried to leave, he fell and became disabled. His name was Mephibosheth.)

Judges 16:21 Then the Philistines seized him, gouged out his eyes and took him down to Gaza. Binding him with bronze shackles, they set him to grinding grain in the prison.

Jeremiah 31:8 See, I will bring them from the land of the north and gather them from the ends of the earth. Among them will be the blind and the lame, expectant mothers and women in labor; a great throng will return.

1 Kings 15:23 As for all the other events of Asa’s reign, all his achievements, all he did and the cities he built, are they not written in the book of the annals of the kings of Judah? In his old age, however, his feet became diseased.

Job 29:15 I was eyes to the blind and feet to the lame.

New Testament

Matthew 19:12 For there are eunuchs who were born that way, and there are eunuchs who have been made eunuchs by others—and there are those who choose to live like eunuchs for the sake of the kingdom of heaven. The one who can accept this should accept it.

Appendix G: Sample Service Referral Guide for Children with Disabilities

CHILD PROTECTION CENTERS

Malindi Child Protection Centre	<ul style="list-style-type: none"> - Referral to other service providers (e.g. hospitals, schools, police, other NGOs, government offices, etc.) - Assessment of cases & provision of assistance. - Child and family counselling. 	<p>Opposite Mijikenda</p> <p>Monday – Friday: 8am – 5pm Tel: 0702 170 165 cpcmalindi@yahoo.com www.cpckeny.org</p>
Nakuru Child Protection Centre	<ul style="list-style-type: none"> - Legal advice and aid for parents/caregivers and children. - Tracing and family reunification for lost or abandoned children. - Library services and leisure during open days when children come to the center to have fun, interact, and also learn about their rights. 	<p>Bondeni, Opposite Menengai Social Hall, next to Nakuru Children Remand Home</p> <p>Monday –Friday: 8am – 5pm Tel: 0717 583 325 cpcnakuru@hotmail.com www.cpckeny.org</p>
Comitato Internazionale per lo Sviluppo dei Popoli (CISP)	<ul style="list-style-type: none"> - CISP has recruited and trained legal officers, social workers, counsellors, and volunteers to provide services to children at the centers. - Trains service providers, teachers, chiefs, local and religious leaders, village elders, and community groups with the aim of deepening and sharing knowledge about children's rights. - CISP supports case management at CPCs and through mobile services, by covering fees, facilitating repatriation and family reintegration of separated children. 	<p>#20 Loiyangalani Dr., off Convent Dr., Lavington, Nairobi</p> <p>Tel: +254 733 441 441 Email: nairobi@cisp-ngo.org</p>
Traced Kenya	<ul style="list-style-type: none"> - Rescues, rehabilitates, and re-integrates women, youth, and child survivors of human trafficking in Kenya. - Works closely with the Kenya National Commission on Human Rights (KNCHR) on issues of counter human trafficking, including referrals cases for follow-up. 	<p>Mombasa</p> <p>+254 702 361 137 +254 715 645 110 info@tracedkenya.org www.tracedkenya.org</p>

KILIFI SOUTH SUBCOUNTY

Medical

Jaribuni Health Center	- General medical care	Phone: 0720330106
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Kilifi Hospital	<ul style="list-style-type: none"> - General medical care - Ear, nose, and throat services - Surgeries 	Address: P.O. Box 265, Kilifi Phone: 0727761044
Chasimba Health Center	<ul style="list-style-type: none"> - General medical care 	Phone: 0701123823

Education

Kibarani Special School for the Deaf	<ul style="list-style-type: none"> - Special education - Family counseling - Vocational training 	Phone: 0722562373
Munarani Unit	<ul style="list-style-type: none"> - Special education - Family counseling 	Phone 0720932833
Kibarani Primary Boarding School	<ul style="list-style-type: none"> - Special education - Family counseling 	Phone: 0718669303

Other

Educational Assessment and Resource Services in Kilifi	<ul style="list-style-type: none"> - Assessment for educational placement - Family counseling - School and medical referrals 	Phone: 0723072368
National Council of Persons with Disabilities in Kilifi	<ul style="list-style-type: none"> - Family counseling - Children can be registered - Cash transfers - Assistive devices 	Phone: 0713742514
Association For The Physically Disabled Of Kenya - APDK Rehabilitation Clinic	<ul style="list-style-type: none"> - Medical assessments - Family counseling - Registering children - Assistive devices - Referrals for corrective services 	Address: Opposite Portreitz District Hospital, Port Reitz, Changamwe, Port Reitz Rd, Mombasa, Kenya Phone: 723 732010
Kenya Medical Research Institute in Kilifi	<ul style="list-style-type: none"> - Medical assessment - Family counseling - Learn how to start parent support groups - Medications 	Address: 1374 Kemri Square, Off Hospital Road, Kilifi, Kenya Phone: 709 9836 77

MALINDI SUBCOUNTY

Medical

Kakuyuni Dispensary	<ul style="list-style-type: none"> - General medical care 	Phone: 0722109710
Malindi Hospital	<ul style="list-style-type: none"> - General medical care - Ear, nose, and throat services - Surgeries 	P.O. Box 265, Kilifi Phone: 0791721782
Muyeye Health Center	<ul style="list-style-type: none"> - General medical care 	Phone : 0723206341

Education

Kakuyuni Special School for the Deaf	<ul style="list-style-type: none">- Special education- Family counseling- Vocational training	Phone: 0722281339
Sir Ali Special School	<ul style="list-style-type: none">- Special education- Family counseling- Vocational training	Phone: 0703515603
Kakoneni Pry Sch Unit	<ul style="list-style-type: none">- Special education- Family counseling	Phone: 0720866964

Other

Educational Assessment and Resource Services in Kilifi	<ul style="list-style-type: none">- Assessment for Educational Placement- Family counseling- School referrals- Medical referrals	Phone: 0721387269
National Council of Persons with Disabilities in Kilifi	<ul style="list-style-type: none">- Family counseling- Children can be registered- Cash transfers- Assistive Devices	Phone: 0713742514
Malindi Sub County Children's Office	<ul style="list-style-type: none">- Child abuse- Policy reinforcement- Counseling	Phone: 0725807046

Appendix H: Photographs of People with Common Disabilities

Down Syndrome



Microcephalus



Albinism



Cerebral Palsy



Hydrocephalus



Deaf or Hearing Impairment



Missing Limbs



Club Foot



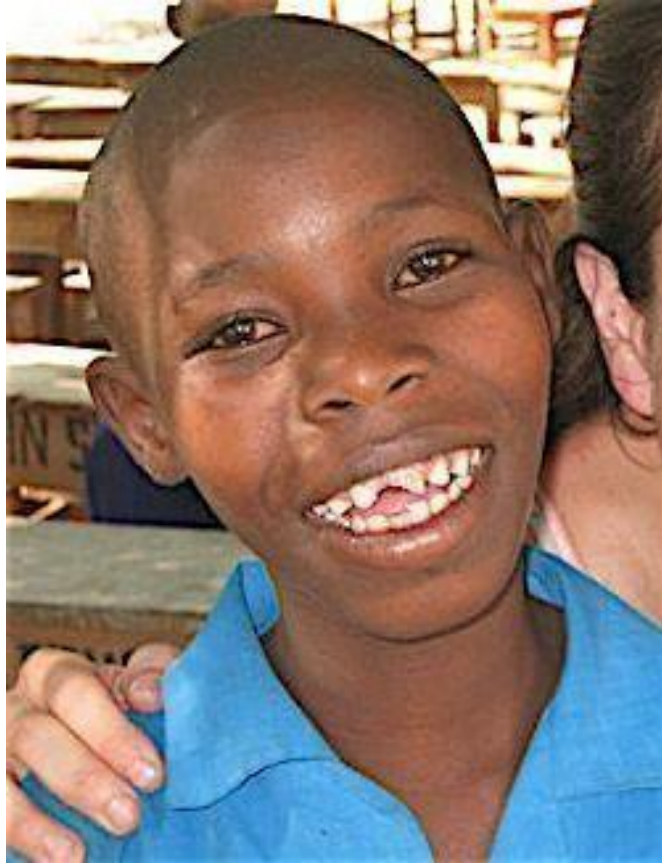
Blind or Visual Impairment



Autism



Epilepsy



Spina Bifida



Appendix I: Sample Summary of the National Act or Local Laws Regarding Disabilities

Introduction

Persons with disabilities have the same rights as every other Kenyan Citizen.

Persons with disabilities are often denied their rights.

The Government has passed some laws to protect persons with disabilities, including *Kenya's Persons with Disability Act of 2003*.

This document summarizes these laws.

Basic Rights

Persons with disabilities have the right to live. It is against the law to kill a person with a disability.

No one is allowed to discriminate (treat differently) persons with disabilities because of their disability.



Persons with disabilities have the right to be called using names that are respectful.

Children with Disabilities

Children with disabilities have the right to be given nice names (that do not focus on their disability).



They have the right to be registered directly after birth.

They have the right to be fed.

They have the right to stay in the home with the family.



They have the right to enter into places of worship (churches, mosques, etc.).

They have the right to play with their friends.



They have the right to take part in decisions about their lives.

Rights in Court



Children with disabilities have the right to justice.

When necessary, children with disabilities have the right to a free lawyer.

People who are deaf or hearing impaired have the right to a translator.



Children with disabilities must not be questioned by the police without their parents or caregivers present.



Children with disabilities should not be detained by the police. When a child needs to be detained, it should be for the shortest time possible and he or she should be separated from adults.

Political Rights



Persons with disabilities have a right to vote in all elections.

Persons with disabilities have a right to become members of political parties.

Persons with disabilities also have a right to become politicians.

Financial Assistance



Persons with disabilities who are registered with the National Council for Persons with Disabilities can receive assistance from the National Development Fund.

The National Development Fund can provide basic care funds to persons with disabilities and their families.

The National Development Fund can sponsor education for persons with disabilities.



The National Development Fund can assist persons with disabilities to establish a small business.



NGOs can also assist persons with disabilities.

Accessibility and Mobility



Buildings should be constructed in a way that persons with disabilities can enter.



Persons with disabilities must not be denied access to any matatu or transportation vehicle.



Some children need wheelchairs, crutches, or other assistive devices to move around. They have a right to receive this equipment from the government.

NGOs can also help children access mobility equipment.

Healthcare



Children with disabilities have a right to emergency medical treatment. No doctor should refuse to treat a child if the parent is unable to pay.



Some children with disabilities need special treatment (surgery, therapy, and medication).



The Government needs to take care of health needs.

All children with disabilities under the age of five have a right to free treatment and medication.

Doctors must not deny persons with disabilities health services because of their disability.

Work



Employers must not deny persons with disabilities a job because of their disability.

Employers must not treat persons with disabilities differently.

Persons with disabilities are not required to pay income tax.



Parental Responsibility

Parents/Guardians have rights in respect to their children with disabilities.

Parents/Guardians also have responsibilities to their children with disabilities.

The mother and father are both responsible for the child, even when they are not married.

Parental Duties

Parents must give the child enough food, a home, clothes, medication, immunization, and education.

The court may make parents pay for the upkeep of the child.

Protecting the Child from Harm



Parents must protect the child from harm (neglect, discrimination, and abuse).



The court may make parents who do not protect their child pay a fine (Ksh 200,000/= or 5 years in prison or both).

Children with disabilities sometimes need more care, protection, and love.

Hiding a Child with Disabilities

Children with disabilities sometimes need more care, protection, and love.

Hiding a child is not protecting the child.

The court may make parents who hide their child pay a fine. /-).

Education

Children with disabilities have a right to go to school.

It is an offence not to send children with disabilities to school.

Primary and secondary schools are free of charge for students with disabilities.



Children with disabilities must not be denied access to any learning institution.

Appendix J: Weekly Reporting Form

Pastor name:	Church Name and Location:
Dates of week: Monday____ - Friday____ Month:_____ Year:_____	Phone Number:
<ul style="list-style-type: none"> • Please complete this form every week to help us understand the number of individuals with disabilities who are being impacted by the work of Kuhenza. You can use space on the back of the form if you need it. • Every month please return all weekly tracking forms to the Kuhenza Office, along Malindi Road, near Oilibya, Gede. • Alternatively, please send a high-quality picture of this form to your community leader contact or a Kuhenza staff member. • Please do not hesitate to contact us if you require any further assistance. 	

1) How many group speeches did you give about disability care, rights, and inclusion this week? <i>Total number:</i> _____	A) Location of each speech	B) Number of people	C) Gathering Type
2) How many individuals who do not have disabilities did you speak to about disability care, rights, and inclusion this week? <i>Total number:</i> _____	A) Names of persons		B) Type/title of persons
3) How many people impacted by disability did you counsel this week? <i>(Please include both the number of people with disabilities and their caregivers or family members.)</i> <i>Total number:</i> _____	A) Names of persons		B) Type/title of persons
4) How many children with disabilities did you refer to a school this week? <i>Total number:</i> _____	A) Child names	B) School names	C) Did they attend?

<p>5) How many children with disabilities did you refer to a medical care facility this week?</p> <p><i>Total number:</i> _____</p>	<p>A) Child names</p>	<p>B) Facility names</p>	<p>C) Did they attend?</p>
<p>6) How many families of disabled children did you refer to parent support groups this week?</p> <p><i>Total number:</i> _____</p>	<p>A) Names of persons</p>		<p>B) Did they attend?</p>
<p>7) How many people impacted by disability did you invite to your church this week?</p> <p><i>Total number:</i> _____</p>	<p>A) Names of persons</p>		<p>B) Did they attend?</p>
<p>8) How many people did you invite to join the Church Disability Ministry this week?</p> <p><i>Total number:</i> _____</p>	<p>A) Names of persons</p>		<p>B) Did they join?</p>

Additional Comments

Challenges you faced or situations that prevented you from taking action:

Follow-up from previous weeks referrals/counselling/support groups etc.:

Are there any individuals who require additional assistance from Kuhenza? (Please describe and provide contact details.):

Appendix K: Disability Advocate Certificate

KUHENZA for children

Disability Advocate Certificate

Kupenda for children 

Mr. [Name]

To Whom It May Concern:

This is to certify that you have been recognized as a Community Disability Advocate by both Kupenda for the Children and Kuhenza for the Children nonprofit organizations. As part of this commitment you have completed an 8-hour disability advocacy workshop and successfully submitted 6 months of disability advocacy initiatives and reporting. Thank you for your dedication to promoting the rights of people with disabilities as outlined by the United Nation's Convention on the Rights of the Child. We have every faith that your commitment to disability justice has and will continue to save lives and improve the quality of life for people living with disabilities and their families for generations to come.

Kuhenza for the Children Executive Director: _____ *Date:* _____

Kupenda for the Children Executive Director: _____ *Date:* _____



Appendix L: Disability Advocate Commitment

Disability Advocate Commitment

Inclusion of people with disabilities into everyday activities involves practices and policies designed to identify and remove barriers such as physical, communication, and attitudinal, that hamper individuals' ability to have full participation in society, the same as people without disabilities.¹

As a Disability Advocate of [organization names], I _____ (name), will support children with disabilities and their families in my community by replacing harmful beliefs and practices with inclusive beliefs and actions that include them in all aspects of social life, education, and medical care.

This includes and is not limited to the following;

- Affirming they are valuable by telling them so and by listening to them;
- Visiting and counseling them;
- Telling them about the true, biological causes of different disabilities;
- Telling them about true interventions for different disabilities;
- Educating them about their rights, which are the same as all humans;
- Advocating for eliminating abuse towards people with disabilities including physical or sexual harm, neglect, verbal or emotional cruelty, and any other form of violence or mistreatment;
- Referring them for medical care and assessment at appropriate health and assessment facilities;
- Helping them enroll and/or stay in appropriate schools;
- When possible, supporting them in accessing employment opportunities;
- Providing guidance and support to help them connect to funding sources like the National Health Insurance Fund and National Council for Persons with Disabilities;
- Ensuring their legal rights are understood and supported by their relatives and community members;
- Fighting for the development and implementation of policies that provide them with appropriate education, medical care, legal protection, and funding;
- Sharing the message of justice and inclusion of people with disabilities in conversations, meetings, and public talks; and
- Advocating for the elimination of abuse towards people with disabilities including physical or sexual harm, neglect, verbal or emotional cruelty, and any other form of violence or mistreatment.

DECLARATION OF COMMITMENT

I declare that:

1. I have read and understand Kupenda and Kuhenza's Disability Advocate Commitment
2. I will work to uphold the pledges laid out in Kupenda and Kuhenza's Disability Advocate Commitment

Signature or thumbprint: _____ Date: _____

¹ "Disability and Health Promotion: Disability and Health Inclusion Strategies," Centers for Disease Control and Prevention, Last modified September 15, 2020, <https://www.cdc.gov/ncbddd/disabilityandhealth/disability-strategies.html>.