

Disability Outreach & Inclusion Workshop for Christian Leaders

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



ABOUT



Kuhenza for the Children and Kupenda for the Children would like to thank the following people for all 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.

Organizations:

Kupenda for the Children is registered in the U.S. and Kuhenza for the Children is registered in Kenya. The organizations' mission is to transform harmful beliefs surrounding disability to those that improve children's lives. Both organizations report to their respective national governments, manage their own operational funds, and are overseen by their own boards of directors. Each year, Kuhenza and Kupenda collaboratively fundraise to support their joint projects. They have been co-designing and co-implementing disability programs since 2003.

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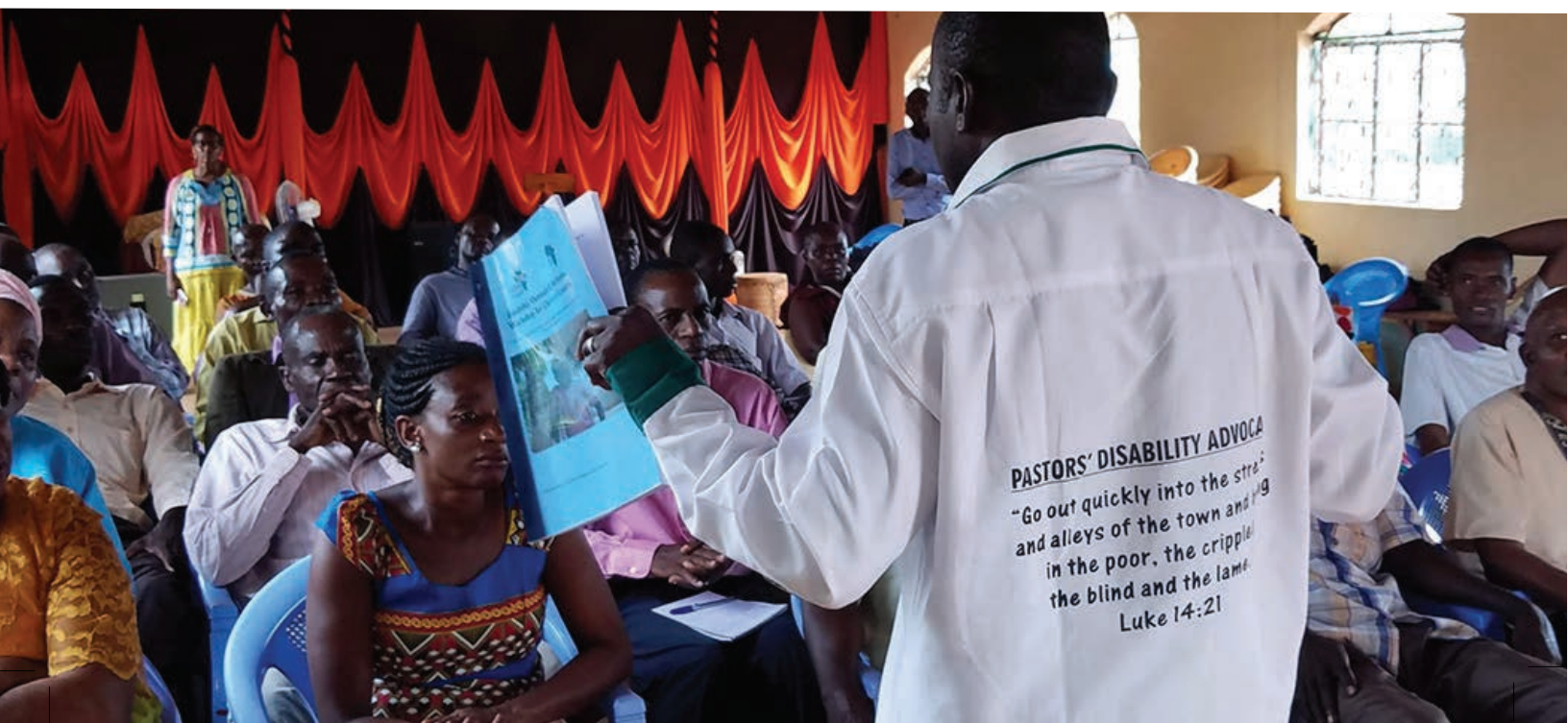
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- The Joni & Friends [Beyond Suffering Course](#), which served as an important reference for the content of these workshops and subsequent guide.



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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 supporting 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 and Kuhenza 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 and Kuhenza, we have seen hundreds of Christian leaders complete this workshop with a renewed commitment and concrete plans to both support 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 support 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/she is able to spontaneously respond to questions and discussion content that arise 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-1).
- 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/her on what to cover in the speech (see the speech content list on page 32).
- Gather volunteers or staff who can help with setup, break times, and administering the *Media Consent* (Appendix A-2) and *Survey* (Appendix A-3) to illiterate participants.
 - **Important:** Helping someone complete the *Media Consent* and *Survey* usually takes 15 minutes per participant. 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.

Arrange Venue and Meals

- When looking for a venue, ensure that it is accessible to all participants. (See full *Facility, Communication, and Resource Accessibility Checklist* in Appendix A-14.)

Gather Information

- Look up the Disability Act of the country/countries that your participants are from.
 - Ensure you've read the Act(s) and are familiar with the local laws regarding people with disabilities.
 - Bring 1 copy of the Act(s) to leave with the host.
 - If possible, develop a short (ideally 1-page) *Summary of the National Act(s) or Local Laws Regarding Disabilities* and any other supportive legislative summaries (see example in Appendix A-9).
- Prepare your Media Consent Form (see example in Appendix A-2).
- Prepare a *Service Referral Guide for Children with Disabilities* for the area in which you are presenting (see example in Appendix A-8).
 - 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.
- Research laws and penalties related to abuse in the country/ countries that your participants are from and add those details to the Abuse Prevention Resources (see Appendix A-13).



Preparing for the Workshop



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(s)* of the country/countries that your participants are from
- Prepare copies of all handouts for each participant:
 - 1 notebook
 - 1 pen
 - 1 copy of the *Participants' Agenda* (page 13)
 - 1 copy of the *Disability Guidebook* (Appendix A-15)
 - 1 copy of the *Media Consent* and 2 copies of the *Survey* (Appendices A-2 and A-3)
 - 1 copy of the *Sign-In Sheet* (Appendix A-4)
 - 1 copy of the *My Disability Outreach Action Plan Worksheet* (Appendix A-5)
 - 1 copy of the *Beyond Suffering Course* table of contents handout (Appendix A-6)
 - 1 copy of *Disability in the Bible* Handout (Appendix A-7)
 - 1 copy of *Service Referral Guide* Handout (Appendix A-8)
 - 1 copy of the *Short Summary of the National Act(s) or Local Laws Regarding Disabilities* (Appendix A-9)
 - 4 copies of the *Weekly Reporting Form* (Appendix A-10)
 - 1 copy of the *Disability Advocate Certificate* (Appendix A-11)
 - 2 copies of the *Disability Advocate Commitment* (Appendix A-12)
 - 1 copy of the *Abuse Prevention Resources* (Appendix A-13)
- Review the visuals you will be referring to during your presentation (see *Pastor and Christian Leader Guide Presentation Visuals* in Appendix A-16).
- Prepare the flip charts with this content
 - The *Participants' Agenda* (page 13)
 - The *Workshop Objectives* (see page 18)
 - 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/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 page 22)
 - The national definition(s) of disability (see page 22)
 - 2 copies of the *Disability Advocate Commitment* (Appendix A-12)
 - Action Plan (1 flip chart prepared for each small group of 4 - 5 people) with the following columns:

Date	Activity	Location	Person Responsible

Preparing for the Workshop



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 A-4) 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 him/her 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 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 and that they've written legibly.
- Distribute and collect handouts as prompted by the facilitator.
- 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
- Beyond Suffering Course Workbook
- An ink pad for people who are illiterate to use to impress their thumbprint on the *Media Consent Form*
- Appropriate computer/screen/projector/cord(s)/power source (or pre-printed visuals) to show the *Pastor and Christian Leader Guide Presentation Visuals* (Appendix A-15)

Important Notes on Workshop Timing

- The following agendas were developed to guide facilitators in conducting the workshop during a single 7-hour day.
 - Facilitators may choose to expand the length of the workshop if they would like or hold it over several days.
 - For those who choose to shorten the workshop, please note that **discussions around the four key questions and action planning** are the two most important parts of the workshop. Facilitators are encouraged to cut down on the other workshop content as needed, to ensure they have ample time to cover the content in these two sections.
- For those who wish to follow the agendas and complete the content in a single day, it is critical to begin the workshop on time. To support this, the facilitator can:
 - Discuss the start time with the host or lead pastor prior to the workshop to ensure they encourage and support participants to arrive on time.
 - Post a piece of flip chart on the venue wall prior to the start of the workshop. When unexpected questions emerge from the participants and they may take too much time to address, the facilitator can write them on this flip chart. Oftentimes, the questions are addressed in future parts of the workshop. If they are not, the facilitator can discuss them individually with the person who asked them during the workshop breaks.
- Note: Even with an on-time start, the workshop content may take longer if there are many participants or if the participants have lower levels of education. Shorter discussions and more staff to help low-literacy participants complete pre/post surveys and consents can help facilitators to keep to the schedule.



Sample 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 • Self-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 (continued) • Testimony from a Person with a Disability or a Parent • Parable of the Great Banquet • Abuse Prevention Discussion
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 (Appendices A-2 and A-3) 3. Volunteer song 4. Volunteer prayer 5. Welcoming remarks 6. Agree on group norms 7. Self-introductions 8. Review participants' expectations 9. Review workshop objectives 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: How Do You Define "Disability"?	
10:30 - 10:45	15. Invite the small groups to share their definitions 16. Present the national definition(s) of disability 17. Present the United Nations' definition of disability 18. Discuss the 2 definitions' similarities and differences and the role of perception 19. Discuss person-first language
Group Discussion - Question #2: What Do You Believe Causes Disability?	
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. Discuss how spiritual or superstitious beliefs affect people with disabilities 23. Discuss John 9:1-3 and other scriptures that show a biblical view of disability
11:00 - 11:15	BREAK

Facilitators' Agenda



Sample Timing	Activity
Group Discussion - Question #3: How Is a Person's Faith Related to His/Her Healing?	
11:15 - 11:30	<p>24. Invite the small groups to share their question #3 answers</p> <p>25. Share stories about people with disabilities in the Bible who were not healed</p> <p>26. Read and discuss the Pool of Bethesda Story</p> <p>27. Lack of healing does not mean there is sin, curses, demons, a lack of faith, or a need to pray or fast</p> <p>28. People with disabilities are loved by God and deserve to be fully included in the Church</p>
Group Discussion – Question #4: Do Christians Suffer? Why or Why Not?	
11:30 - 11:45	<p>29. Invite the small groups to share their question #4 answers</p> <p>30. Discuss how suffering is part of the Christian life – even Jesus suffered</p> <p>31. Read and discuss what Paul said in 2 Corinthians 11:23-29</p> <p>32. Becoming a Christian or praying with faith does not mean you will be healed – Even Jesus prayed for deliverance from the crucifixion.</p> <p>33. What does the Bible tell us to do when people are suffering?</p>
Testimony of an Individual with A Disability or a Parent of a Child with a Disability	
11:45 - 12:30	<p>34. Guest speech</p> <p>35. Participant questions</p> <p>36. Present the <i>Abuse Prevention Resources</i> (Appendix A-13)</p>
Parable of the Great Banquet	
12:30 - 12:45	<p>37. Read the Parable of the Great Banquet (Luke 14:12-24)</p> <p>38. Lead a discussion about the Parable of the Great Banquet</p> <p>39. Make the point: “servants” (Christian leaders) are called to invite people with disabilities to the “banquet” (Church)</p> <p>40. Elicit examples of how to include people with disabilities</p> <p>41. Discuss challenges that may arise</p>
12:45 - 1:45	LUNCH

Facilitators' Agenda



Sample Timing	Activity
Action Planning and Discussion on Role of the Church	
1:45 - 2:45	<p>42. Large group discussion – Question #5: What should the role of the Church be connected to disability?</p> <p>43. Read and discuss I Corinthians 12:12-26</p> <p>44. Write small group action plans</p> <p>45. Present group action plans and complete individual action plans</p>
Action Plan Follow-Up Logistics	
2:45 - 3:00	<p>46. Review the weekly reporting form and submission instructions</p> <p>47. Select a point person for each small group who will report to the host organization</p> <p>48. Share participant and organization contact information with the selected point person</p>
Commitment and Certification Program	
3:00 - 3:15	<p>49. Distribute 2 copies of the <i>Disability Advocate Commitment</i> to each participant (Appendix A-12)</p> <p>50. Ask participants to sign 2 copies of the <i>Commitment</i></p> <p>51. Distribute a sample <i>Disability Advocate Certificate</i> (Appendix A-11)</p> <p>52. Explain the certification process</p>
Resources Review and Distribution	
3:15 - 3:45	<p>53. Present and distribute the <i>Disability Guidebook</i> (Appendix A-15)</p> <p>54. Present and distribute the local <i>Disability Law Summary</i></p> <p>55. Describe the Beyond Suffering Class (Appendix A-6)</p> <p>56. Present and distribute <i>Disability in the Bible</i> (Appendix A-7)</p> <p>57. Present and distribute the <i>Service Referral Guide for Children with Disabilities</i> (see example in Appendix A-8)</p> <p>58. Distribute the <i>Abuse Prevention Resources</i> (Appendix A-13)</p>
Conclusion	
3:45 - 4:00	<p>59. Administer the <i>Survey</i> again to assess changes (Appendix A-3)</p> <p>60. Volunteer Reflection</p> <p>61. Closing Words</p> <p>62. Word of thanks</p> <p>63. Closing prayer</p> <p>64. Collect sign-in sheet</p>

Introduction

1. Ask Participants to Sign In as They Arrive

- Place a copy of the sign-in sheet (Appendix A-4) 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.

Important: Ensure that your co-facilitators do not take any photographs until the *Media Consent* has been signed by all participants.

2. Administer the Media Consent and Survey (Appendices A-2 and A-3)

- 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 not look up the answers on their phones.
- 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.

Introduction (continued)

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. Self-Introductions

- Ask each member to briefly share the following:
 1. Name
 2. Where they come from
 3. Their church name and denomination

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/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 support.
 4. Develop action plans for our disability ministries.
- Explain any items that need more detail.
- Answer any questions the participants may have.

Introduction (continued)

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:
 - Name
 - Job
 - Why you care about children with disabilities
 - Your organization's:
 - Mission
 - Strategies for helping people with disabilities

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

Kupenda and Kuhenza work to transform harmful beliefs surrounding disability to those that improve children's lives. We also provide some direct medical and education services to children with disabilities to show people in the community what is possible when these children are valued, supported, and included.

We strongly believe in supporting community-led solutions to disability support and inclusion. For example, after one of our disability trainings, the trainees identified dozens of children with disabilities in their community and realized there were no schools available to educate them. In response, they petitioned the local government for support. This motivated leaders to provide land and teaching staff for a school. This facility is now serving 24 children with cerebral palsy in Timboni, Kilifi, Kenya who previously had no access to education or therapy.

These are not Kupenda and Kuhenza's communities. They are your communities, and you can serve them more effectively and sustainably than we can. These locally led solutions are a central focus of our organizations and the purpose of this workshop.

12. Discuss Disability in Our Families and Communities

- Ask participants to raise their hands if they or someone in their family has a disability.
- Ask participants to raise their hands if they know anyone in their community with a disability.
- Elicit responses and stories. Ask a few participants to share their experiences with disability.

Introduction (continued)

12. Discuss Disability in Our Families and Communities (continued)

- Share the data you have gathered from the participants' region and the global data in Box 1.

Box 1: Global Disability Data

Prevalence

- 1.3 billion people (16% of the population) have disabilities.¹
(For example, since the population of Kilifi County, Kenya is 1,577,335 people, approximately 252,374 people have disabilities.)²
- 80% of these people live in low-income nations.³

Children

- 1 in 10 children worldwide have disabilities.⁴
- Children with disabilities are 3-4x more likely to be victims of violence.⁵
- Children with disabilities earn 3x more than other children in forced begging situations.⁶

Health

- 76-85% of people with disabilities lack access to healthcare.⁷
- 83% of women with disabilities experience violence.⁸
- 90% of people with disabilities are excluded from the Church.⁹
- 10,000 people with disabilities die each day due to extreme poverty.¹⁰

Education

- Only 10% of people with disabilities ever attend school.¹¹
- Only 5% of people with disabilities complete primary school.¹²
- 97% of men and 99% of women with disabilities are illiterate.¹³

- Emphasize the following:
 - There is a high prevalence of disability in their families, communities, and country.
 - They may not see so many people with disabilities in their communities because they are:
 1. hidden out of shame or fear,
 2. locked up for their own safety, or
 3. murdered at birth.

¹ "Disability," World Health Organization, last modified March 7, 2023, <https://www.who.int/news-room/fact-sheets/detail/disability-and-health>.

² "Kilifi," City Population, last modified December 20, 2023, https://www.citypopulation.de/en/kenya/admin/coast/03_kilifi/.

³ "Challenges Facing Persons with Disabilities in Sub-Saharan Africa," The World Bank, accessed September 27, 2023, <https://www.worldbank.org/en/topic/poverty/brief/challenges-facing-people-with-disabilities-in-sub-saharan-africa-in-5-charts#:~:text=About%20one%20billion%20people%20globally,of%20them%20in%20developing%20countries>.

⁴ "One in 10 children worldwide live with disabilities," United Nations, last modified November 10, 2021, <https://news.un.org/en/story/2021/11/1105412>.

⁵ "Children with Disabilities More Likely to Experience Violence," Pan American Health Organization, accessed September 25, 2023, https://www3.paho.org/hq/index.php?option=com_content&view=article&d=6998:2012-children-disabilities-more-likely-experience-violence&Itemid=0&lang=en#gsc.tab=0.

⁶ "Children forced into beggary and coerced to produce earnings," Global March Against Child Labour, last modified April 9, 2012, <https://globalmarch.org/children-forced-into-beggary-and-coerced-to-produce-earnings/>.

⁷ "The Global Mental Health Crisis: 10 Numbers to Note," ProjectHOPE, accessed October 3, 2023, <https://www.projecthope.org/the-global-mental-health-crisis-10-numbers-to-note/#:~:text=Obstacles%20include%20lack%20of%20resources,disorders%20lack%20access%20to%20care>.

⁸ "Sexual Abuse," Disability Justice, accessed September 25, 2023, <https://disabilityjustice.org/sexual-abuse/#:~:text=In%20general%2C%20people%20with%20disabilities,sexually%20assaulted%20in%20their%20lives>.

⁹ "Rochelle Scheuermann, "Christian Evangelicalism: How a Renewed Vision of Church as an Alternative Community of Reconciliation Necessitates the Inclusion of People with Disabilities," Christian Scholars Review, last modified May 8, 2023, <https://christianscholars.com/enabling-evangelicalism-how-a-renewed-vision-of-church-as-an-alternative-community-of-reconciliation-necessitates-the-inclusion-of-people-with-disabilities/#:~:text=In%20fact%2C%20globally%2C%20ninety%20to,are%20unreached%20by%20the%20gospel.&text=What%20i>

¹⁰ Rebecca Yeo, "Executive Summary: Disability, poverty, and the new development agenda," last modified September 2005, https://assets.publishing.service.gov.uk/media/57a08c5340f0b652dd00125c/RedPov__agenda_ex.pdf.

¹¹ "Factsheet on Persons with Disabilities," United Nations, accessed September 25, 2023, <https://www.un.org/development/desa/disabilities/resources/factsheet-on-persons-with-disabilities.html>.

¹² "Education for All Global Monitoring Report 2007," UNESCO, last modified 2006, <https://unesdoc.unesco.org/ark:/48223/pf0000147794>.

¹³ "Factsheet on Persons with Disabilities," United Nations.

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.
 - Make a group of 4 or 5 people.
 - 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 each group 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.
 - Turn over the flip chart with Question #1 and ask a volunteer to read the question.
 - Clarify anything that is confusing about the question.
 - Do the same with questions 2, 3, and 4.
 - Ask them to begin discussing in their small groups.

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

- Then walk around the room as they discuss. As you walk you should be:
 - Keeping track of time.
 - Helping groups that appear to be struggling.
 - Ensuring groups are writing down their answers on the flip charts (Post-it notes for Question #2).
 - 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.

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: How Do You Define “Disability”?

15. Invite the Small Groups to Share Their Definitions

- Hang all the flip charts with each groups’ definitions so everyone can see.
- Read out loud some of the definitions and highlight differences and similarities of the definitions.
- Write (or have an assistant write) the common aspects between the definitions that are similar to the legal definition.

Note: You don’t have to write repetitions – just add new aspects of the definition that groups share.

16. Present the National Definition(s) 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.”¹³

17. 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.”¹⁴

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 flip chart.
 - 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 U.N. definition may include things like the *perception of others*. This is also 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 he/she actually was, 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 he/she was not able to do those things.
- Emphasize language that shows how **perception** of one’s ability or inability has a role in these definitions.

¹³ Kenya, Parliament, *The Constitution of Kenya*, adopted August 4, 2010, sec. 260, <http://kenyalaw.org/kl/index.php?id=398>.

¹⁴ United Nations, *Convention on the Rights of Persons with Disabilities*, adopted December 13, 2006, art. 1, <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-1-purpose.html#:~:text=Persons%20with%20disabilities%20include%20those,Next%3A%20Article%202%20E2%80%933%20Definitions>.

Group Discussion - Question #1: How Do You Define “Disability”? (continued)

19. Discuss Person-First Language

- Show a photo of a person with a visible disability and ask, “What do you see?”



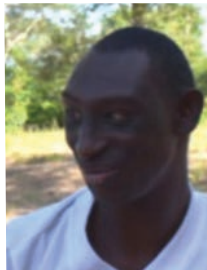
- Elicit responses until someone says: “A person.”
- Then write “A Person” on the board.

- Show a photo of a person with hydrocephalus and ask, “What do you see?”



- Elicit responses until someone says: “It’s a person with a large head.”
- Then write: “A Person with Hydrocephalus” on the board.

- Show a photo of a person with microcephaly and ask, “What do you see?”



- Elicit responses until someone says: “It’s a person with a small head.”
- Then write: “A Person with Microcephaly” on the board.

- Then share the following points:
 - These people are like any other people.
 - Ask them 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 flip chart to show the difference.
 - Guide them to the conclusion that “a person with a disability” emphasizes that someone is a person first and not defined by their disability.

Group Discussion - Question #1: How Do You Define “Disability”? (continued)

19. Discuss Person-First Language (continued)

- 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.

Negative Phrases	Affirmative Phrases
Retarded, mentally defective	Person with an intellectual, cognitive, or developmental disability
The blind	Person who is blind Person who is visually impaired
The disabled, handicapped	Person with a disability
The deaf, deaf and dumb	Person who is deaf
Suffers a hearing loss	Person who is hard of hearing
CP victim	Person with cerebral palsy
Epileptic	Person with epilepsy Person with a seizure disorder
Wheelchair bound, confined to a wheelchair	Person who uses a wheelchair
Stricken by MD	Person who has muscular dystrophy
Crippled, lame, deformed	Person with a physical disability
Dumb, mute	Person who is unable to speak
Crazy, nuts, mad	Person with a psychiatric disability

Group Discussion - Question #2: What Do You Believe Causes Disability?

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 A-7 includes a collection of Bible verses that support a philosophy of love, inclusion, and support 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

- Place a flip chart at the front of the room with 2 columns, 1 column is labeled “Medical Causes” and the other is labeled “Non-Medical Causes.”
- Then ask 1 or 2 people from each group to put all of their Post-it notes on the correct flip chart columns at the front of the room.
- Ask the participants to help you make corrections to the placement of the Post-it notes in the 2 columns.

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

21. Separate Their Answers Into Medical and Non-Medical Columns

- 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.
- Ask, “What about most pastors? Which cause do they 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.
- Then make a large question mark on the board or flip chart and 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.

Group Discussion - Question #2: What Do You Believe Causes Disability? (continued)

22. Then Ask, “How Do Spiritual or Superstitious Beliefs Affect People with Disabilities?”

- Possible answers could include:
 - Some of the beliefs place blame on the person and/or his/her family for the disability.
 - Some of the beliefs cause others to fear the person with the disability and/or his/her family.
 - Some of the beliefs cause others to focus on curing the person with the disability rather than loving and including someone as he/she is.
 - ** Share any of these answers that they do not provide.
- 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 okay to not have all of the answers about someone's disability.
 - ** This question is to help them understand it's okay not to have all the answers.
 - Ask the group why it could be harmful to make up explanations about causes and interventions.
 - 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 the answers about the causes 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. ²His 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 A-7, especially **Exodus 4:1-17**.) Do not criticize the participants 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/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 have a group representative share their answers.
- Encourage them to share scripture that supports their views.

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.
- Then ask, "Does healing always mean that the person's disability is cured?" (elicit "no" from the group)
- Then ask, "What other kinds of healing are there?" and write their answers on the board. If they do not say these, provide or elicit them:
 - Community inclusion
 - Having friends
 - God using one's disability to help others
 - Being loved by one's caregivers or family
- If they don't come up with these, lead them to these 3:
 - Paul - "a thorn in his flesh" (2 Corinthians 12:7-9)
 - Mephibosheth - lame (2 Samuel 9:1-12)
 - Moses - speech impediment (Exodus 4:1-17)

26. Read and Discuss the Pool of Bethesda Story

- Ask a volunteer to read the Pool of Bethesda story:

John 5: 1 - 13 "Sometime later, Jesus went up to Jerusalem for one of the Jewish festivals. ²Now there is in Jerusalem near the Sheep Gate a pool, which in Aramaic is called Bethesda and which is surrounded by five covered colonnades. ³Here a great number of disabled people used to lie—the blind, the lame, the paralyzed. ⁵One who was there had been an invalid for thirty-eight years. ⁶When 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.' ⁸Then Jesus said to him, 'Get up! Pick up your mat and walk.' ⁹At once the man was cured; he picked up his mat and walked. The day on which this took place was a Sabbath, ¹⁰and so the Jewish leaders said to the man who had been healed, 'It is the Sabbath; the law forbids you to carry your mat.' ¹¹But he replied, 'The man who made me well said to me, 'Pick up your mat and walk.' ¹²So they asked him, 'Who is this fellow who told you to pick it up and walk?' ¹³The man who was healed had no idea who it was, for Jesus had slipped away into the crowd that was there."

- Ask, "What happened to the others at the pool?"
Answer: They were not healed. Highlight that Jesus didn't heal everyone who needed it.
- Then ask, "Did the man who was healed know who Jesus was and have faith that he would be healed?"
Answer: No. He did not know who Jesus was and had no expectation of healing from him. (John 5:12-13)

Group Discussion - Question #3: How Is a Person's Faith Related to His/Her Healing? (continued)

26. Read and Discuss the Pool of Bethesda Story (continued)

- 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.
 - 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.

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

- Ask, "If someone is not healed of his/her disability, does that mean he/she is:
 - Sinful? (elicit "no" from the group)
 - Cursed? (elicit "no" from the group)
 - Demonic? (elicit "no" from the group)
 - Lacks faith? (elicit "no" from the group)
 - Needs to pray more? (elicit "no" from the group)
 - Needs to fast? (elicit "no" from the group)
- Ask, "If someone is not healed of his/her disability, does that mean that his/her pastor or family members are:
 - Sinful? (elicit "no" from the group)
 - Cursed? (elicit "no" from the group)
 - Demonic? (elicit "no" from the group)
 - Lack faith? (elicit "no" from the group)
 - Need to pray more? (elicit "no" from the group)
 - Need to fast? (elicit "no" from the group)

* If there's not agreement as a group, ask individual participants until you get the "no" answer and have the person who provides that answer explain his/her view to the group.
- Ask: "Who ultimately decides whether or not someone is physically healed?" (elicit "God" from the group) Repeat the question and have them provide the answer repeatedly, in unison, and with more energy each time.

Group Discussion - Question #3: How Is a Person's Faith Related to His/Her Healing? (continued)

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

- Ask:
 - “Should people with disabilities be loved by Christians even if they are not healed?” (elicit “yes”)
 - “Should people with disabilities be in the Church even if they are not healed?” (elicit “yes”)
 - * If there's not agreement as a group, ask individual participants until you get the “yes” answer. Have the person who provides the answer explain his/her view to the group.
- Ask, “Are people with disabilities more than just their disabilities?” (elicit “yes”)
- Ask, “If we only focus on healing someone and nothing else, what might it do to the person?” Write their answers on the board. If they do not say these answers, provide or elicit them:
 - Make them feel unworthy
 - Make them feel unloved by God
 - Cause them to become bitter
 - Cause them to stay away from the Church
- Ask:
 - “Can people with disabilities have gifts and talents that glorify God?” (elicit “yes”)
 - “Can people with disabilities be used in the Church like any other person?” (elicit, “yes”)
- Then ask the group to share some of the ways they've seen people with disabilities glorify God.

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. Discuss: How Suffering Is Part of the 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.”

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

30. Discuss: How Suffering Is Part of the Christian Life – Even Jesus Suffered (continued)

- Ask:
 - “Is suffering part of the Christian life?” (elicit “yes” from the group)
 - “Did Jesus sin?” (elicit “no” from the group)
 - “Did Jesus suffer?” (elicit “yes” from the group)
 - Then ask, “How so?” Write their answers on the board. If they do not say these answers, provide or elicit them:
 - He was betrayed by his disciple, Judas (*Mark 14:44-46*)
 - Peter denied him and then he was abandoned by his other followers (*Mark 14:50*)
 - He carried the burden of the sins of the world and “sweat drops of blood” (*Luke 22:44*)
 - He was falsely accused and rejected by Jewish leaders (*Matthew 26:59*)
 - Pilot had him whipped and then the Roman soldiers drove a crown of thorns into his scalp and beat him (*John 19:1-25*)
 - “Then they knelt in front of him and mocked him. ‘Hail, king of the Jews!’ they said.” (*Matthew 27:29*)
 - He was crucified between two thieves (*Matthew 27:38*)
 - His body was pierced with a spear (*John 19:34*)
 - He tasted death (*1 Peter 3:18*)
- Ask:
 - “Have you heard pastors say that when you follow Jesus, you will not suffer or be poor? Have you heard them say you’ll be rich and get blessings?” (elicit their responses)
 - “What do you think of this belief?” (elicit their responses)
 - Then ask, “What are the consequences of this belief being shared in churches?” and write their answers on the board. If they do not say these answers, provide or elicit them:
 - People who suffer or do not become rich feel like God doesn’t love them.
 - People who suffer or do not become rich feel like they’ve done something wrong.
 - People who suffer or do not become rich feel like they’ve sinned.
- Explain that a pastor’s role is to come alongside suffering people and support them, not to make them feel blamed and/or sinful, as this makes their suffering worse.

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

31. Read and Discuss What Paul Said in 2 Corinthians 11:23-29

- Ask a volunteer to read 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. ²⁴Five times I received from the Jews the forty lashes minus one. ²⁵Three 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, ²⁶I 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. ²⁷I 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. ²⁸Besides everything else, I face daily the pressure of my concern for all the churches. ²⁹Who is weak, and I do not feel weak? Who is led into sin, and I do not inwardly burn?”

- Point out that Paul had become a Christian and his life was transformed, but even he continued to suffer.
- Ask, “Do good Christian people suffer?” (elicit “yes” from the group)
 - Then ask, “If yes, how so?” and elicit their responses
- Then ask someone to read John 16:33.

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.”

- Emphasize again that, according to the Bible:
 - Suffering does not mean you have sinned
 - 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.’”

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

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:
 - Love them
 - Counsel them
 - Pray for them
 - Support them
 - Ensure their needs are met
 - Include them like anyone else
 - Listen to them
 - 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 he/she covers the following points in his/her speech. If he/she does not, prompt him/her with questions.
 - What were his/her initial feelings when he/she discovered he/she (or his/her child) had a disability?
 - What was the community's response to him/her and the child?
 - How did he/she cope with stigma and discrimination related to disability?
 - What are the successes and achievements he/she has experienced in relation to his/her child's disability (socially, academically, emotionally, physically, spiritually, or professionally)?
 - How would he/she advise pastors and Christian leaders to support people with disabilities?
 - How would he/she advise community members to support people with disabilities?

35. Participant Questions

- If there is time, allow participants to ask the guest questions about his/her experience.

Sample Testimony: George

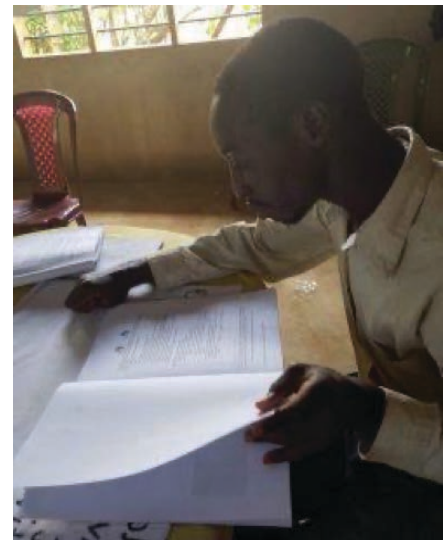


I was born with a disability. After I was born, I didn't cry for three hours. As I was growing, I did see myself as normal, but those who were my same age or older – they did not see me as a normal person. Some did not allow me to play with them. As any child would -- I felt bad. I loved to play with 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 two 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 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.

Facilitator Notes

Sample Testimony: George (continued)

Sample Facilitator Questions to Prompt More Details

Facilitator Question to George:

What did your parents do after you didn't cry for three hours?

George's Answer:

I went three 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 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 three 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 pastors, do you agree you have a responsibility to help these children?

Participant 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.



Abuse Prevention Discussion

36. Present the Abuse Prevention Resources (Appendix A-13)

- Ask participants, “What is abuse?”
- Elicit responses from the participants.
- Read the definition of abuse from Appendix A-11:
 - **Example: National Definition of Abuse from Kenya’s Children’s Act of 2001:** “Child abuse includes physical, sexual, psychological and mental injury”¹⁵
 - **World Health Organization (WHO):** “All types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence, and commercial or other exploitation, which results in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”¹⁶
- Then ask the participants, “What types of abuse did the speaker experience?”
 - List their answers on the board.
- Then ask participants, “What other types of abuse exist in addition to the ones listed from the speaker testimony?”
 - Elicit examples of types of abuse like physical, emotional, verbal, sexual, child labor, neglect, etc.
- Tell them they will receive a document on abuse at the end of the workshop that they can refer to. (Note: Handing this out before the workshop is over is usually a distraction.)
- Ask, “What are some of the penalties for abuse in your country?”
 - *Answer: In Kenya, the penalty for abuse is jail time and fines. Refer to local laws and Appendix A-13 for specific penalties.*
- Then lead participants in a discussion about the “Steps for Reporting Sexual and Physical Abuse.” Ask these questions:
 - What is the first thing a person should do if he/she is sexually abused?
Answer: Leave the scene immediately and go to a safe place.
 - Why do you think he/she should not remove his/her clothes or take a bath?
Answer: Because his/her body and clothes may have evidence that would help the police convict the perpetrator.
 - How can someone preserve the evidence if he/she must remove his/her clothes?
Answer: Wrap them in a newspaper, not a plastic bag.

¹⁵ Kenya, Parliament, *Children Act*, Children CAP 141, adopted March 1, 2002, Revised Edition 2012 [2010], art. I, sec. 2, https://www.ohchr.org/sites/default/files/Documents/Issues/Migration/CallEndingImmigrationDetentionChildren/CSOs/RefugeeConsortium_of_Kenya_Annex3.pdf.

¹⁶ “Child maltreatment,” World Health Organization, last modified September 19, 2022, <https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>.

Abuse Prevention Discussion (continued)

36. Present the Abuse Prevention Resources (Appendix A-13) (continued)

- Ask, “What are 3 services the person will receive at the hospital?”
Answer: Medical intervention for physical injuries; prevention for pregnancy, HIV, and other sexually transmitted infections; counseling support
- Then ask, “Who are some people the person should tell about the incident?”
Answer: A trusted friend or family member, the police, the Child Protection Center, the hospital staff
- Then ask, “What should be brought to the Child Protection Center in addition to the person who was assaulted?”
Answer: The police report
- Then ask, “What other services should the person receive?”
Answer: Legal counsel
- Then ask, “What can be done to prevent future abuse?”
Answer: Establish a safety plan for the person and his/her caretakers to follow

Parable of the Great Banquet

37. Read 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.’”

Parable of the Great Banquet (continued)

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

- Explain that the scripture is talking about 2 banquets.
Ask, "Where are these banquets taking place?"
- Then ask, "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.
- Then ask, "Who did he tell the servant (Christian leaders) to invite?"
Answer: People with disabilities
- Then ask, "Who is the master preparing the banquet?"
Answer: God
- Then ask, "But who else?"
Answer: The servant
- Then ask, "What were some of the excuses people made?"
Answer: Marriage, buying oxen, buying a field
- Then ask, "Are any of these bad things?"
Answer: No, they were blessings
- Then ask, "Why do you think God specifically asks for people with disabilities to be invited?"
Answer: They couldn't repay the invitation
- Then ask, "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.
- Then ask, "What is the heavenly banquet on Earth?"
Answer: The Church
- Then ask, "So when we talk about going out to the streets and alleys, where are we bringing them in to?"
Answer: The Church

Parable of the Great Banquet (continued)

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

- Explain that 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.

40. 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
 - Form a Church Disability Committee

41. Discuss Challenges That May Arise

- Ask the group, “What are some limitations you think you may face when supporting people with disabilities in your community?”
 - Write their answers on the board.
 - Provide possible solutions/suggestions.
- Ask, “How can you look for alternative funding sources to help people with disabilities in your community?”
 - Write their answers on the board.
- Explain that trainees can also 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.

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.

Lunch

Action Planning and Discussion of Role of the Church

42. 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.

43. Read and Discuss I Corinthians 12:12-26

- Ask someone to read the passage to the group.

I 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. ¹³For 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. ¹⁴Even so the body is not made up of one part but of many.

¹⁵Now 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. ¹⁶And 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. ¹⁷If 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? ¹⁸But in fact God has placed the parts in the body, every one of them, just as he wanted them to be. ¹⁹If they were all one part, where would the body be? ²⁰As it is, there are many parts, but one body.

²¹The eye cannot say to the hand, ‘I don’t need you!’ And the head cannot say to the feet, ‘I don’t need you!’ ²²On the contrary, those parts of the body that seem to be weaker are indispensable, ²³and the parts that we think are less honorable we treat with special honor. And the parts that are unpresentable are treated with special modesty, ²⁴while our presentable parts need no special treatment. But God has put the body together, giving greater honor to the parts that lacked it, ²⁵so that there should be no division in the body, but that its parts should have equal concern for each other. ²⁶If 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.
- Explain that we can include people with disabilities in all aspects of the Church--not just as charity cases.

44. 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).
- Mention that while we think others will support children with disabilities in our communities, it’s all our responsibilities to support them, just like any other child.

Date	Activity	Location	Person Responsible

Action Planning and Discussion of Role of the Church (continued)

44. Small Group Action Plan Writing (continued)

- As they are doing the exercise, walk around the room and provide positive feedback to those who are doing it well, and support 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:
 - Sharing pertinent information from this workshop with children with disabilities, such as the causes of disabilities and the rights of people with disabilities
 - Asking them to consider how and when they can help other pastors and Christian leaders understand inclusion in their churches
 - Providing education, medical care, and nutritional support to families impacted by disability who need it
 - Providing or raising financial support for families impacted by disability who need it
 - Educating 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 support and include them

45. 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 A-5 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 A-5) to each participant.
- Then prompt the groups to present their action plans one by one.
- Explain that 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/her own action plan activities on the Appendix A-5 Worksheet to take home.

Action Plan Follow-Up Logistics

46. 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.
- Mention that this will help the host organization to know:
 - What's working well in the program
 - What needs to be modified in the program
 - How they can further support you with resources, trainings, mentorship, etc.
- Answer any questions or concerns they may have.

47. 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. Mention that they will be collecting action plan updates from all the participants and reporting back to the host organization each month via What's App, phone, email, or by dropping them off at the office.

48. 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

49. Distribute 2 Copies of the Disability Advocate Commitment to Each Participant (see Appendix A-12)

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

50. 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

51. Show participants a Sample Disability Advocate Certificate (see Appendix A-11)

52. Explain the Certification Process

- Explain that participants who complete 3 consistent months of high-quality reports will become a certified disability advocate.
- Explain that high quality reports are:
 - Dated
 - Complete
 - Indicate that the participant is actively fulfilling the commitments he/she made in his/her Action Plan
- Mention that certified disability advocates will receive both a hard copy and electronic copy of this certificate, customized with their preferred name.

Resources Review and Distribution

53. Present and Distribute the *Disability Guidebook (Appendix A-15)*

- Before distributing the booklet, explain that this resource:
 - Describes some of the most common childhood disabilities
 - Includes causes, interventions, and prevention information
 - 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, and physical therapists
 - Traditional healers, soothsayers, and traditional birth attendants
 - Church members

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

- Before distributing *Short Summary of the National Act(s) or Local Laws Regarding Disabilities* (see example in Appendix A-9), explain that this resource:
 - Describes some of the local laws related to disability
 - Includes citations and related penalties for breaking these laws
 - Provides contact information for where to refer children with disabilities for support
- 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, and physical therapists
 - Traditional healers, soothsayers, and traditional birth attendants
 - Church members
 - Government officials

Resources Review and Distribution (continued)

55. Describe the Beyond Suffering Class (Appendix A-6)

- 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
 - 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 Course Handout (Appendix A-6).
- 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.

56. Present and Distribute Disability in the Bible (Appendix A-7)

- Before distributing the Appendix, explain that this resource:
 - Includes a list of Old and New Testament scriptures related to disability
 - 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 support people with disabilities
 - In community outreach talks

57. Present and Distribute the Service Referral Guide for Children with Disabilities (see example in Appendix A-8)

- Before passing out the list, explain that this includes the names and contact details for organizations that can provide medical care, financial support, nutritional support, educational services, assessments, legal 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.

Resources Review and Distribution (continued)

58. Distribute the Abuse Prevention Resources (Appendix A-13)

- Remind participants that you reviewed abuse prevention earlier in the workshop.
- Explain that this resource:
 - Defines abuse
 - Lists laws related to abuse
 - Lists the penalties for abuse
 - Lists types and examples of abuse
 - Lists steps for reporting sexual and physical abuse

59. Administer the Survey Again to Assess Changes (Appendix A-3)

- 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
 - 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.

Note: Remind the volunteer or staff member that he/she should not provide the survey answers to the participants while assisting them.

- 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

60. Volunteer Reflection

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

61. 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 you 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.

62. Word of Thanks

- Invite a volunteer to give a word of thanks.

63. Closing Prayer

- Invite the host to say a closing prayer.

64. Collect Sign-In Sheet

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Appendix A: Resources



Full resources may be found at: bit.ly/3IX3cZk

- A-1.** Sample Workshop Letter of Invitation to Pastors & Christian Leaders
- A-2.** Media Consent
- A-3.** Survey
- A-4.** Sign-In Sheet
- A-5.** My Disability Outreach Action Plan
- A-6.** Beyond Suffering Course
- A-7.** Disability in the Bible
- A-8.** Sample Service Referral Guide for Children with Disabilities
- A-9.** Sample Summary of the National Act or Local Laws Regarding Disabilities
- A-10.** Weekly Reporting Form
- A-11.** Disability Advocate Certificate
- A-12.** Disability Advocate Commitment
- A-13.** Abuse Prevention Resources
- A-14.** Facility, Communication, and Resource Accessibility Checklist
- A-15.** Disability Guidebook
- A-16.** Pastor & Christian Leader Guide Presentation Visuals