



Disability Outreach & Inclusion Workshop for Parents

A Guide for Equipping Parents and Caretakers to
Include and Support Children with Disabilities

ACKNOWLEDGEMENTS



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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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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 16% of the world's population, **over 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.

Kupenda and Kuhenza for the Children's *Disability Outreach & Inclusion Workshop for Parents* was developed to **educate and**

empower families impacted by disabilities. 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 context.

At Kupenda and Kuhenza, we have seen hundreds of parents complete this workshop with a 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 community, and connected to schooling and urgently needed medical care. I

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 our families and society.

Preparing for the Workshop



Arrange All Personnel

- Identify a host for the workshop (e.g., nonprofit staff; parent; member of an Organization for Persons with Disabilities (OPD); special needs teacher; or disability advocate with disability training, like a pastor, traditional healer, or government representative).
- Work with the host from the region where you will facilitate the workshop to identify 20-25 possible participants who are parents or caretakers of children with disabilities in that community. Send letters of invitation to them (see sample letter in Appendix A-1).
- Invite a person with a disability and a parent or caretaker of a child with a disability to speak at the workshop. Ideally, these would be people from the participants' community. Brief them on what to cover in their speeches (see the speech content list on pg. 31).
- Gather volunteers or staff who can help with setup, break times, and administering the *Media Consent and Survey* (Appendices A-2 and 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-12.)
- Ensure there are enough chairs and desks for each participant.
- Make tea and lunch arrangements.

Gather Information

- In advance of the workshop, collect as much data as you can regarding disability in the community(ies) of your participants from OPDs, community leaders (churches, traditional healers, local chiefs, etc.), government ministries, nongovernmental organizations (NGOs), schools, medical facilities, etc.
- Look up the Disability Act of the country 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 A-7).
- 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-6).
 - Include schools, clinics, assessment offices, child protection centers, OPDs, 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.

Preparing for the Workshop

Gather Information

- Research and prepare a *Sample Access to Healthcare, Insurance, and Birth Certificates* handout for the area in which you are presenting (see example in Appendix A-14).
 - Include any additional notes on how to access disability assessment services.
 - Include instructions on how to access national health insurance.
 - Include instructions on how to access someone’s birth certificate.
 - Include instructions on how to register a person with a disability to access government support.
 - Include any additional notes on how to access healthcare.
- Research laws and penalties related to abuse in the country that your participants are from and add those details to the *Abuse Prevention Resources* (see Appendix A-11).



Preparing for the Workshop



Prepare Handouts

Before preparing the 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 that your participants are from
- Prepare copies of all handouts for each participant:
 - 1 notebook
 - 1 pen
 - 1 copy of the *Participants Agenda* (page 14)
 - 1 copy of the *Disability Guidebook* (Appendix A-13)
 - 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 *Service Referral Guide* handout (see example in Appendix A-6)
 - 1 copy of the *Short Summary of the National Act or Local Laws Regarding Disabilities* (Appendix A-7)
 - 4 copies of the *Weekly Reporting Form* (Appendix A-8)
 - 1 copy of the *Disability Advocate Certificate* (Appendix A-9)
 - 1 copy of the *Disability Advocate Commitment* (Appendix A-10)
 - 1 copy of the *Disability Guidebook* (Appendix A-13)
 - 1 copy of the *Abuse Prevention Resources* (Appendix A-11)
 - 1 copy of the *Access to Healthcare, Insurance, and Birth Certificates* handout (Appendix A-14)
 - 1 copy of the *Certificate of Participation* (Appendix A-16)
- Review the visuals you will be referring to during your presentation (see *Parent Guide Presentation Visuals* in Appendix A-15).
- Prepare the flip charts with this content:
 - The Participants' Agenda (page 14)
 - The Workshop Objectives (see page 17)
 - 3 Questions (1 on each flip chart)
 - Question 1: How do you define "disability"?*
 - Question 2: What do you believe causes disability?*
 - Question 3: What are the rights of children with disabilities?*
- The national definition of disability (see page 22)
- 2 copies of the *Disability Advocate Commitment* (Appendix A-10)
- 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 with strong support.

- Place a pen, notebook, and *Media Consent* (Appendix A-2) 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 to 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
 - 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.
- 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)
- An ink pad for people who are illiterate to use to impress their thumb print on the *Media Consent Form* (Appendix A-2)
- Appropriate computer/screen/projector/cord(s)/power source (or pre-printed visuals) to show the *Parent Guide Presentation Visuals* (Appendix A-15)
- A small bundle of twigs to demonstrate the power of groups in fighting for rights (see section 26 on page 25)

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 three 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 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 prior to the workshop to ensure he/she encourages and supports 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• Welcoming Remarks• Group Norms• Self-Introductions• Expectations• Workshop Objectives and Agenda• Facilitator's Introduction• Disability in Our Families and Communities
10:00 - 11:00	<ul style="list-style-type: none">• Small Group Creation of Skits Based on Individual Experiences with Disabilities• Presentation of Skits to the Large Group• Personal Beliefs Small Group Discussions
11:00 - 11:15	BREAK
11:15 - 12:45	<ul style="list-style-type: none">• Personal Beliefs Large Group Sharing• Abuse Prevention Discussion• Testimonies of a Person with a Disability and a Parent of a Child with a Disability
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 <i>Media Consent</i> (Appendix A-2) and <i>Survey</i> (Appendix 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 Experiences with Disability	
10:00 – 10:30	13. Large group discussion: Explore individual experiences with disability 14. Small group exercise: Create skits on experiences with disability 15. Large group exercise: Present skits on experiences with disability
Personal Beliefs Brainstorm	
10:30 - 11:00	16. Give instructions to the small groups 17. Monitor the room as the small groups discuss the 3 questions
11:00 - 11:15	BREAK
Group Discussion – Question #1: How Do You Define “Disability”?	
11:15 - 11:30	18. Invite the small groups to share their definitions 19. Present the national definition of disability 20. Discuss the definitions' similarities and differences and the role of perception 21. Discuss person-first language
Group Discussion – Question #2: What Do You Believe Causes Disability?	
11:30 - 11:45	22. Invite the small groups to post their question #2 Post-it notes on the walls and share 23. Separate their answers into medical and non-medical columns 24. Then ask, “How do spiritual or superstitious beliefs affect people with disabilities?”
Group Discussion – Question #3: What are the Rights of Children with Disabilities?	
11:45 - 12:00	25. Invite the small groups to share their question #3 answers 26. Discuss the power of groups in fighting for rights 27. Present the <i>Abuse Prevention Resources</i> (Appendix A-11)
Testimonies of an Individual with a Disability and a Parent of a Child with a Disability	
12:00 - 12:45	28. Guest speeches 29. Participant questions

Facilitators' Agenda



Sample Timing	Activity
12:45 – 1:45	LUNCH
Action Planning and Discussion About the Role of Families and Communities Impacted by Disability	
1:45 – 2:45	<ul style="list-style-type: none"> 30. Write small group action plans 31. Present group action plans and complete individual action plans
Action Plan Follow-Up Logistics	
2:45 – 3:00	<ul style="list-style-type: none"> 32. Review the <i>Weekly Reporting Form</i> and submission instructions 33. Select a point person for each small group who will report to the host organization 34. Share participant and organization contact information with the selected point person
Commitment and Certification Program	
3:00 – 3:15	<ul style="list-style-type: none"> 35. Distribute 2 copies of the <i>Disability Advocate Commitment</i> to each participant (see Appendix A-10) 36. Ask participants to sign 2 copies of the commitment 37. Show participants a sample <i>Disability Advocate Certificate</i> (see Appendix A-9) 38. Explain the certification process
Resources Review and Distribution	
3:15 – 3:45	<ul style="list-style-type: none"> 38. Present and distribute the <i>Disability Guidebook</i> (Appendix A-13) 40. Present and distribute the local disability law summary (Appendix A-7) 41. Present and distribute the <i>Service Referral Guide for Children with Disabilities</i> (see example in Appendix A-6) 42. Distribute the <i>Abuse Prevention Resources</i> (Appendix A-11) 43. Distribute the <i>Access to Healthcare, Insurance, and Birth Certificates</i> handout (see sample in Appendix A-14) 44. Present and distribute a copy of the host organization's brochure (if applicable) 45. Administer the <i>Survey</i> again to assess changes (Appendix A-3) 46. Distribute the <i>Certificate of Participation</i> (Appendix A-16)
Conclusion	
3:45 – 4:00	<ul style="list-style-type: none"> 47. Volunteer reflection 48. Closing words 49. Word of thanks 50. Closing prayer 51. Collect sign-in sheet

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 him/her 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* (Appendix A-2) and *Survey* (Appendix 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 parents about these workshops
 2. Reporting to donors and funders
 3. Sharing information to educate the general public about disabilities
- 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.
- If some participants are illiterate or have a low level of literacy, assign volunteers or staff members to administer the surveys verbally to them and then write down their answers.

Note: Remind volunteers or staff members that they should not provide the survey answers to the participants while assisting them.

- 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 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 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 profession

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

- Explain to participants that you will now review workshop objectives that will help parents and caretakers handle disability issues in their families and communities.
- Call on participants randomly to read the workshop objectives from the prepared flip chart. (*Random selection helps participants to pay attention.*)
 1. Share personal experiences as parents/caretakers of children with disabilities
 2. Define disability
 3. Discuss causes of disabilities
 4. Understand the rights of children with disabilities
 5. Learn ways to improve support and care for children with disabilities
 6. Develop action plans

Introduction (continued)

9. Review Workshop Objectives (continued)

- 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 group 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 believe strongly 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.

Introduction (continued)

12. Discuss Disability in Our Families and Communities

- Mention that each participant is here because he/she is a parent or caretaker of a child with a disability.
- Also mention that, while you will be discussing their personal experiences shortly, you have gathered data about disability from their region and globally.
- 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 1,566,335 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/.

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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%20is%20more%22%20when%20people,to%20know%20how%20to%20respond>.

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

13. Large Group Discussion: Explore Individual Experiences with Disability

- Explain that we will be describing the successes and challenges of being a parent/caretaker of a child with a disability.
- In the large group, brainstorm answers to the following questions with 2-3 parents.
 1. What do you appreciate about your child?
 2. How did you feel when you discovered your child had a disability?
 3. What did you believe was the cause of your child's disability?
 4. Where did you go for intervention for the disability?
 5. How did the community treat you and your child?
 6. What did people in the community believe were the causes of the disability and the interventions you should take?
 7. How do you feel about your child and his/her disability now?

14. Small Group Exercise: Create Skits on Experiences with Disability

- Make groups of 4 or 5 people.
- Explain that each group will be performing a skit based on questions given to them about their experience of having a child with a disability.
- Assign each group 1-2 of the questions brainstormed above.
- As groups are practicing their skits, walk around the room and provide positive feedback to those who are doing well and help those who are struggling.
- Give the groups time reminders at 20, 10, 5, and 1 minute(s) remaining to keep them on track.

15. Large Group Exercise: Present Skits on Experiences with Disability

- Invite groups to present their skits one at a time before the whole group.
- After each skit, allow participants to comment and ask questions.
- Ask participants, "From what you have just seen, what sorts of things went right?"
- Then ask, "What sorts of things went wrong?"
- Conclude with, "What should have been done instead?"

Personal Beliefs Brainstorm

16. Give Instructions to the Small Groups

- Explain that we will discuss 3 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:
 - Return to their previous groups.
 - Elect a secretary who will write down their group's answers.
 - Point out the 3 flip charts with questions that you've posted facedown around the room.
 - Explain that each group will have approximately 10 minutes to discuss each question.
 - Explain that they will write each of their answers on a flip chart (aside from #2, which they write on Post-it notes).

Personal Beliefs Brainstorm (continued)

16. Give Instructions to the Small Groups (continued)

- Have your co-facilitators pass out 3 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 and 3.
- 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.

17. Monitor the Room as the Small Groups Discuss the 3 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)
 - Ensuring 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.

- 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 3 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”?

18. 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.

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

19. 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.”¹⁴

20. Discuss the Definitions’ Similarities and Differences and the Role of Perception

- Ask participants, “What are the similarities and differences between the definitions you provided and the national definition?”
 - Elicit their answers and write them on the flip chart.
 - Guide the discussion to include the following point:
Difference: “Barriers” in the national definition might include things like the *perception of others*.
- Explain that disability is not just physical but also social and shaped by the way people view or respond to a 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.

21. 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.

¹⁴ Kenya, Parliament, *The Constitution of Kenya*, adopted August 4, 2010, sec. 260, <https://kenyalaw.org/ki/index.php?id=398>.

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

- 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 his/her 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.

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?

22. 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

23. 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.
- Then ask: “What about you? 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.

24. 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.

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

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

- 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.

Group Discussion - Question #3: What Are the Rights of Children with Disabilities?

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

- Have each group share their answers to Question #3 and write them on the flip chart.
- Add any rights that they do not mention (see the *Summary of the National Act or Local Laws Regarding Disabilities* in Appendix A-7).
- Ask participants, “Do your children have all these rights?”
- Have participants share why their children do or do not get all their rights.
- Ask them, “What are some ways you can ensure your children (and other children with disabilities) can have all their rights?”
 - Elicit answers from a few people.

26. Discuss the Power of Groups in Fighting for Rights

- Explain that some parents may have tried to fight for their children’s rights but were unsuccessful.
- Ask, “Do you think that it would make a difference if there were many of you?”
- Then ask, “Do you think certain rights can be obtained when groups come together?”
- Share examples of groups who came together to fight for rights.
 - Example: One parent support group came together and was able to get food and assessments for their children.
- Encourage them to come together in parent support groups to help one another and advocate for the rights of others impacted by disability.
- Explain that when you come together as a team, you will be able to share your challenges and find solutions with one another. Then use the following demonstration:
 - Have a participant snap a single twig. Mention that the twig is like one individual trying to fight for the rights of his/her child.
 - Next, have a participant try to break a bundle of twigs. Explain that, just like a bundle of twigs, a group of parents provides greater strength.

Abuse Prevention Discussion

27. Present the Abuse Prevention Resources (Appendix A-I I)

- Ask participants, “If you deny your child any or all of these rights, what do we say you are doing to your child?”
 - Elicit the answer “abuse.”
- Read the definition of abuse from Appendix A-I I:

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

- 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, “Do you believe children with disabilities have the right not to be abused?”
- Ask, “What are some examples of abuse or keeping children from their legal rights?”
 - Elicit answers.
 - Share any of these answers that they do not provide.
 - Leaving the child alone without anyone to care for him/her
 - Beating the child
 - Restraining the child (such as tying to a tree)
 - Keeping the child from medical care
 - Not enrolling the child in school
 - Allowing others to have inappropriate sexual interactions with the child
 - Denying the child food or water
- Ask, “Have you known anyone who abused or is abusing a child with a disability?”
- Then 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-I I 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.*

¹⁵ Kenya, Parliament, Children Act, Children CAP 141, adopted March 1, 2002, Revised Edition 2012 [2010], art. 1, 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)

27. Present the Abuse Prevention Resources (Appendix A-11) (continued)

- How can someone preserve the evidence if he/she must remove his/her clothes?
Answer: Wrap them in a newspaper, not a plastic bag.
- What are 3 services the person will receive at the hospital?
Answer: Medical treatment for physical injuries; prevention treatment for pregnancy, HIV, and other sexually transmitted infections; and counseling support
- 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
- What should be brought to the Child Protection Center in addition to the person who was assaulted?
Answer: The police report
- What other services should the person receive?
Answer: Legal counsel
- What can be done to prevent future abuse?
Answer: Establish a safety plan for the person and his/her caretakers to follow

Testimonies of an Individual with a Disability and a Parent of a Child with a Disability

28. Guest Speeches

- Invite the guest with a disability and a parent of a child with a disability (preferably one who has been involved in a parent support group) 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.
 - 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)?
 - What does he/she wish all parents of children with disabilities could know?

Testimonies of an Individual with a Disability and a Parent of a Child with a Disability (continued)

29. Participant Questions

- If there is time, allow participants to ask the guests questions about their experiences.

Sample Testimony: Esther



Esther felt alone because she had to hide away for the safety of her daughters, Doreen and Dorius. Both of her children were born with microcephaly, a birth defect that caused their heads to be smaller than expected for their age. Like so many parents of children with disabilities, the community blamed Esther for her children's microcephaly. Neighbors said she must have done something wrong to be punished this way. Some even said her children would die.

One day, however, another mother of a child with a disability invited Esther to attend a disability workshop hosted by Kupenda. There she learned about the medical causes of disability, the rights of children with disabilities, and how to provide loving support.

Afterwards, she was referred to a parent support group organized by a Kupenda-trained community leader. In this group, parents of children with disabilities supported one another through shared experiences and a small farm. They also advocated for other families affected by disability in the community.

Both the workshop and the support group equipped Esther to enroll her daughters in school. It also inspired her to support other families impacted by disability. Today, Esther no longer feels alone. She summarized, "My children are loved, accepted, and included in the family and community at large. They are now enjoying their right to education and proper care."

Sample Facilitator Questions to Prompt More Details

Facilitator Question to Esther:

What were your initial feelings when you discovered your daughters had disabilities?

Esther's Answer:

I felt so bad when I discovered that I had children with disabilities. I had some worries if these children could help me and, if they were to join school, how could they learn? Many children would be mocking them. At first, I was full of guilt, had so many unanswered questions, and did not accept these children.

Facilitator Question to Esther:

What was the community's response to you and your children?

Esther's Answer:

The community laughed at me and said that, because I used to boast, I ended up giving birth to children with disabilities. They gave my children funny names like "children with small heads." They would even refer to me as a "mother of children with small heads." Besides that, even my family members discriminated against my children. They did not even want their children to mingle and play with my children.

Facilitator Question to Esther:

How did you cope with stigma and discrimination related to disability?

Esther's Answer:

I gained confidence fighting stigma and discrimination after I was invited to attend a parents' training. After the training, I took the initiative of sensitizing the family that my children are like any other children. They needed to be valued and all their needs provided for.

Testimonies of an Individual with a Disability and a Parent of a Child with a Disability (continued)

Sample Facilitator Questions to Prompt More Details

Facilitator Question to Esther:

What are the successes and achievements you have experienced in relation to your children's disabilities (socially, academically, emotionally, physically, spiritually, or professionally)?

Esther's Answer:

Through sensitizing my family, my children are now accepted. The family is able to serve my children even if I am away from home. The children have been enrolled in a mainstream school and attend church. The neighbors come and take the children to church and play together. The children are no longer mocked anymore, and they are treated well like any other children. I have been accepted and have no stigma at all. Those who were mocking me are now my friends. I tell others that hiding children with disabilities is denying their rights, and children with disabilities have talents like any other children.

Facilitator Question to Esther:

What do you wish all parents of children with disabilities could know?

Esther's Answer:

My word to all parents of children with disabilities is that parents should love their children and not discriminate against them. They should treat these children well and provide for their basic needs, like giving them food, taking them to school and church, and not hiding them, as this will be violating their rights.

Sample Facilitator Closing Remarks

Facilitator Question to Participants:

This parent enrolled her children in school, joined a parent support group, and sensitized her family about disability. Today she is even supporting others with disabilities in her community. I want you to learn from her testimony that you should advise others to give children with disabilities the medical care and education they deserve. Above all, they should receive love and acceptance. As parents, do you agree you have a responsibility to help children with disabilities?

Participant Answer:

We have a responsibility to work with others to cooperate and to achieve the dream that, at some point, children with disabilities will be valued, loved, and accepted.



Action Planning and Discussion About the Role of Families and Communities Impacted by Disability

30. Small Group Action Plan Writing

- Ask participants, “Based on our discussions today, what do you think the role of families and communities should be when it comes to supporting people with disabilities?”
- 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 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

- Ask groups to include 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
 - Forming parent support groups
 - Referring children with disabilities to healthcare providers
 - Referring children with disabilities to school
 - Providing or raising financial support for families impacted by disability who need it
 - Educating their communities, including children with disabilities themselves, about disability issues
- 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 areas of support you mentioned.
- 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 parents about disability who can propagate harmful beliefs about disability.
 - Ask them to consider how and when they can help other parents understand how to provide support for children with disabilities.
- Mention that many workshop alumni have found it helpful to give disability sensitization talks at one of their village’s regularly scheduled chief meetings. These events are:
 - Well attended, including by various community groups and government ministries
 - Well received because the content has been approved by the chief
- Also mention that disability sensitization talks at burials and weddings, when arranged through the event’s coordinators, are often well attended and received.

Action Planning and Discussion About the Role of Families and Communities Impacted by Disability (continued)

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

- Explain that, in addition to a group action plan, each participant will also write his/her 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 leader 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

32. Review the Weekly Reporting Form and Submission Instructions (Appendix A-8)

- 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
 - How they can further support participants with resources, trainings, mentorships, etc.
- Answer any questions or concerns they may have.

33. 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 those people understand that they will be responsible for 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.

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

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

Disability Advocate Commitment

35. Distribute 2 Copies of the *Disability Advocate Commitment* to Each Participant (Appendix A-10)

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

36. Ask Participants to Sign 2 Copies of the Commitment

- Collect one copy for your records.
- Let participants keep the second copy as a reference.

Certification Program

37. Show Participants a Sample *Disability Advocate Certificate* (Appendix A-9)

38. Explain the Certification Process

- Explain that participants who complete 3 consistent months of high-quality reports will become certified disability advocates.
- 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

39. Present and Distribute the *Disability Guidebook* (Appendix A-13)

- *Before distributing the booklet*, explain that this resource:
 - Describes some of the most common childhood disabilities
 - Includes causes, interventions, and risk reduction 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
 - Religious or local leaders in their communities
 - Church members
 - Government officials

Resources Review and Distribution (continued)

40. Present and Distribute the Local Disability Law Summary (see example in Appendix A-7)

- Before distributing the *Short Summary of the National Act or Local Laws Regarding Disabilities* (see example in Appendix A-7), 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
 - Religious or local leaders in their communities
 - Church members
 - Government officials

41. Present and Distribute the *Service Referral Guide for Children with Disabilities* (see example in Appendix A-6)

- Before passing out the list, explain that this includes the names and contact details for organizations and entities 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 review the full list through the link/materials provided and make copies that they can distribute to those in their community.
- Ask them to let you know if they have additions to the list.

42. Distribute the *Abuse Prevention Resources* (Appendix A-11)

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

Resources Review and Distribution (continued)

43. Distribute the *Sample Access to Healthcare, Insurance, and Birth Certificates Handout* (see sample in Appendix A-14)

- Explain that this document includes instructions on how to access national health insurance, birth certificates, assessments, healthcare, and how to register a person with a disability.
- Review any coverage and/or enrollment details that are most important.
- Answer any questions the participants may have.

44. Present and Distribute a Copy of the Host Organization's Brochure (If Applicable)

- Explain that this brochure highlights the work of your organization and includes contact details.

45. 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.

46. Distribute the *Certificate of Participation* (Appendix A-16)

- Explain that you will now hand out a Certificate of Participation (Appendix A-16) to each participant for completing the workshop.

Conclusion

47. Volunteer Reflection

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

48. 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 participants have remaining questions or concerns about the content, encourage them to speak with you after the closing.

49. Word of Thanks

- Invite a volunteer to give a word of thanks.

50. Closing Prayer

- Invite the host to say a closing prayer.

51. Collect Sign-In Sheet

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Appendix A: Resources



- A-1.** Sample Workshop Letter of Invitation to Parents
- A-2.** Media Consent
- A-3.** Survey
- A-4.** Sign-In Sheet
- A-5.** My Disability Outreach Action Plan
- A-6.** Sample Service Referral Guide for Children with Disabilities
- A-7.** Sample Summary of the National Act or Local Laws Regarding Disabilities
- A-8.** Weekly Reporting Form
- A-9.** Disability Advocate Certificate
- A-10.** Disability Advocate Commitment
- A-11.** Abuse Prevention Resources
- A-12.** Facility, Communication, and Resource Accessibility Checklist
- A-13.** Disability Guidebook
- A-14.** Sample Access to Healthcare, Insurance, and Birth Certificates Guide
- A-15.** Parent Guide Presentation Visuals
- A-16.** Certificate of Participation