

# Facilitator Training for Disability Advocates

A Guide for Equipping Disability Advocates to Facilitate Disability Outreach & Inclusion Workshops in Their Own Communities



# 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 the Guide's Intended Audience

This Facilitator Training for Disability Advocates is intended to engage trainees who have already completed Kupenda and Kuhenza's one-day Disability Advocacy Workshop for their community leader or member group (organizations of persons with disabilities, church leaders, traditional healers, caretakers of people with disabilities, community health promoters, etc.)

## 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



People with disabilities are present in every community, yet many continue to face barriers that limit their participation, access to services, and overall well-being. While harmful beliefs and misinformation about disability remain common, **disability advocates play a critical role in shaping how individuals, families, and communities respond to disability** in practical, informed ways.

The Facilitator Training for Disability Advocates is designed for participants who have already completed Kupenda and Kuhenza's Disability Outreach & Inclusion Workshop and are actively engaging with people with disabilities in their community. This training moves beyond simply understanding content and instead focuses on effective teaching and participant engagement, **equipping disability**

**advocates with the practical skills, facilitation techniques, and confidence needed to facilitate Kupenda and Kuhenza's Disability Outreach & Inclusion Workshops** in their own communities.

During this training, participants explore how adults learn and retain information and which facilitation skills create a productive and participatory environment. Most importantly, trainees **actively practice facilitating sections of a disability advocacy workshop and receive structured feedback** from peers and facilitators.

Participants are encouraged to **reflect on their own community groups and begin planning for workshops they will lead in the future**. By combining strong preparation, participatory teaching methods, and culturally relevant examples, this training helps advocates communicate disability concepts clearly and responsibly.

Kupenda and Kuhenza for the Children have found that when disability advocates are **trained not only in what to teach but also in how to teach**, they are better prepared to mobilize local leaders, strengthen community understanding, and promote lasting inclusion. This guide is designed to support facilitators in delivering a structured, interactive workshop that strengthens local leadership and expands community-led disability inclusion efforts.

# 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). This person should be knowledgeable about facilitating workshops so they are able to spontaneously respond to questions that arise during the workshop.
- Work with an experienced facilitator from the region where you will be holding this training to identify 20-25 possible disability advocates who have completed a Disability Outreach & Inclusion Workshop. Send letters of invitations to these advocates (see sample letter in Appendix A-1)."
- Gather volunteers or staff who can help with setup, break times, and administering the *Media Consent* (Appendix A-2).

## 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-9.)
- Ensure there are enough chairs and desks for each participant.
- Make tea and lunch arrangements.

## Prepare Groups

- When participants respond that they will be attending the training, make a list of which workshop they are interested in one day facilitating.
- To save time during the workshop, plan for how to best divide participants into small groups of 4-5 people for activities, including the pyramid activity, learning type activity, facilitation practice, and planning for specific workshops. Ideally, these groups will consist of those who are interested in facilitating the same type of workshop.



# Preparing for the Workshop



## Prepare Handouts

Before preparing your handouts, speak to 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:

- Prepare copies of all handouts for each participant:
  - 1 notebook
  - 1 pen
  - 1 copy of the *Participants' Agenda* (page 11)
  - 1 copy of the *Media Consent* (Appendix A-2)
  - 1 copy of the *Sign-In Sheet* (Appendix A-3)
  - 1 copy of the *Learning Type Self-Test* (Appendix A-5)
  - 1 copy of the *Facilitation Skills* worksheet (Appendix A-6)
  - 1 copy of the training guide the participant will practice facilitating
  - 4 copies of the *Disability Advocacy Workshop Facilitator Trainee Evaluation* (Appendix A-7)
  - 1 copy of the *Workshop Planning Table* (Appendix A-8)
  - 1 copy of the *Certificate of Participation* (Appendix A-11)
- Print out 1 copy of the *Learning Pyramid Cards* (Appendix A-4) for each group and cut out the individual boxes.
- Print out 1 copy of the *Facilitation Skills* worksheet (Appendix A-6) for each group and cut out the individual boxes.
- Review the visuals you will be referring to during your presentation (see *Facilitator Training Presentation Visuals* in Appendix A-10).
- Prepare the flip charts with this content unless you are planning to use the PowerPoint Visuals:
  - The *Participants' Agenda* (page 11)
  - The *Workshop Objectives* (page 14)
  - A drawing of a blank pyramid (page 15) to be completed during the Learning Pyramid activity. Facilitators may also choose to use a model of a pyramid instead.
  - The *Learning Pyramid* (page 16)

# 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.
- Place the *Sign-In Sheet* (Appendix A-3) 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.
- 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:
  - 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.
- 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
- A large roll of tape/push pins/hammer and nails (to put the flip charts on the wall)
- Appropriate computer/screen/projector/cord(s)/power source (or pre-printed visuals) to show the *Facilitator Training Presentation Visuals* (Appendix A-10)

# 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 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 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. Shorter discussions can help facilitators keep to the schedule.



# Sample Participants' Agenda



## Facilitator Training Workshop Agenda

(Add date and location here)

9:00 - 9:20	<ul style="list-style-type: none"><li>• Media Consent</li><li>• Prayer</li><li>• Welcoming Remarks</li><li>• Group Norms</li><li>• Self-Introductions</li><li>• Expectations</li><li>• Workshop Objectives and Agenda</li><li>• Facilitator's Introduction</li></ul>
9:20 - 9:50	<ul style="list-style-type: none"><li>• Learning Pyramid Activity and Discussion</li></ul>
9:50 - 10:45	<ul style="list-style-type: none"><li>• Learning Types Discussion, Activity, and Self-Test</li></ul>
10:45 - 11:00	<b>BREAK</b>
11:00 - 12:45	<ul style="list-style-type: none"><li>• Facilitation Skills Discussion and Activity</li></ul>
12:45 - 1:45	<b>LUNCH</b>
1:45 - 3:15	<ul style="list-style-type: none"><li>• Facilitation Preparation</li><li>• Small Group Facilitation Practice</li><li>• Large Group Facilitation Practice Debrief</li></ul>
3:15 - 3:45	<ul style="list-style-type: none"><li>• Workshop Planning Activity</li><li>• Workshop Planning Small Group Discussions</li><li>• Workshop Planning Large Group Sharing</li></ul>
3:45 - 4:00	<ul style="list-style-type: none"><li>• Closing Words and Prayer</li></ul>

# Facilitators' Agenda



Sample Timing	Activity
8:30 - 9:00	1. Ask participants to sign in as they arrive
<b>Introduction</b>	
9:00 - 9:20	2. Administer the <i>Media Consent</i> (Appendix A-2) 3. Volunteer prayer 4. Welcoming remarks 5. Agree on group norms 6. Self-introductions 7. Review participants' expectations 8. Review workshop objectives 9. Review the participants' agenda 10. Facilitator's introduction
<b>Learning Pyramid</b>	
9:20 - 9:50	11. Introducing the learning pyramid 12. Pyramid activity 13. Presenting the learning pyramid
<b>Learning Types</b>	
9:50 - 10:45	14. Introducing learning types 15. Activities for different learning types 16. Identifying your learning type(s)
10:45 - 11:00	<b>BREAK</b>
<b>Workshop Facilitation</b>	
11:00 - 12:45	17. Preparing for a workshop 18. Identifying workshop facilitation skills 19. Presenting workshop facilitation skills 20. Distributing the <i>Facilitation Skills</i> worksheet (Appendix A-6)
12:45 - 1:45	<b>LUNCH</b>
<b>Facilitation Practice</b>	
1:45 - 3:15	21. Small group facilitation instructions 22. Small group facilitation preparation 23. Small group facilitation practice 24. Large group facilitation practice debrief
<b>Planning for Specific Workshops</b>	
3:15 - 3:45	25. Completing the <i>Workshop Planning Table</i> (Appendix A-8) 26. Small group discussions about workshop planning 27. Large group discussion about workshop planning
<b>Conclusion</b>	
3:45 - 4:00	28. Distribute the <i>Certificate of Participation</i> (Appendix A-11) 29. Volunteer reflection 30. Closing words 31. Word of thanks 32. Closing prayer 33. Collect sign-in sheet

## Introduction

### 1. Ask Participants to Sign In as They Arrive.

- Place a copy of the *Sign-In Sheet* (Appendix A-3) 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.

**Important:** Ensure that your co-facilitators do not take any photographs until the *Media Consent* (Appendix A-2) has been signed by all participants.

### 2. Administer the *Media Consent* (Appendix A-2)

- Explain the following before you pass out the document:
  - 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 others 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
- Ask people to submit their consent forms. 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.

### 3. Volunteer Prayer

- If appropriate, invite a volunteer to commence the workshop with a prayer.

### 4. Welcome Remarks

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

### 5. 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.

### 6. Self-Introductions

- Ask each member to briefly share the following:
  1. Name
  2. Where they come from
  3. Profession

## Introduction (continued)

### 7. 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. They can tailor the content and direct the conversation around their needs and interests.*

### 8. Review Workshop Objectives

- Explain to participants that you will now review workshop objectives that will help them equip others to support people with disabilities in their communities.
- Call on participants randomly to read the workshop objectives from the prepared flip chart. *(Random selection helps participants to pay attention.)*
  1. To help participants learn about effective workshop facilitation
  2. To help participants practice teaching using effective workshop facilitations skills
  3. To help participants develop confidence in their ability to facilitate a disability training workshop
  4. To help participants plan for co-facilitating their first disability training workshop with a Kupenda or Kuhenza staff person before leading one independently

*Note: You may also want to clarify that, although they may be using different versions of the workshop guide, this content will be relevant for everyone because it will teach us how to communicate that training content in a manner that your trainees can understand and use effectively.<sup>1</sup>*

- Explain any items that need more detail.
- Answer any questions the participants may have.

### 9. 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.

### 10. 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:
    - Role in supporting disability inclusion

<sup>1</sup> Kupenda and Kuhenza have developed different workshop guides for Christian leaders, community health promoters (CHPs), government leaders, interfaith leaders, non-governmental organization (NGO) leaders, leaders from organizations for persons with disabilities (OPDs), parents and caregivers, traditional healers, and students. To request a copy of one or more of these guides, contact [kupenda@kupenda.org](mailto:kupenda@kupenda.org).

## Introduction (continued)

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

Kupenda and Kuhenza partner with communities to promote inclusion and dignity for people with disabilities by supporting community-led solutions. This training builds on the work you have already begun as disability advocates and is intended to support you as you continue responding to disability in your own communities with confidence and care.

## Learning Pyramid

### 11. Introducing the Learning Pyramid

- Explain that we will now discuss an important aspect of facilitating a workshop, which is understanding how people learn and retain information in order to recall it later and use it effectively.
- Tell participants, “Raise your hand if you still remember the formula for finding the area of a triangle from when you were in school?”
- Then ask participants, “Why do you think you still remember this even though it was taught to you many years ago?” (Responses may vary but often focus on the fact that the participant practiced it many times.)
- Then explain that the way people learn something often affects how well they are able to remember it and use it effectively later.
- Next, hold up a drawing or a model of a pyramid to the participants and ask what they see.
- When participants mention that they see a pyramid, explain that the Learning Pyramid is a commonly used model in education to represent ideas about how people learn.
- Then explain, “In a moment, we will be creating our own Learning Pyramids by ranking teaching strategies.”<sup>2</sup>

### 12. Pyramid Activity

- Have participants divide into three groups.
- Before you pass out the materials, explain that the groups will have 5 minutes to try to arrange a set of cards that will later be shown on the Learning Pyramid (see the *Learning Pyramid Cards* in Appendix A-4).
  - Mention that the set of cards lists types of teaching strategies.
  - Your task is to rank them from most passive to most active ways to learn new content.
- Give each group the cards for the Learning Pyramid.
- Walk around the room helping people who are stuck or confused and providing positive feedback for those who are doing well. Use the chart below as a reference.

Lecture (sermons or talks)
Reading
Audio-Visual (TV or recordings)
Demonstration
Discussion
Practice Doing
Teach Others

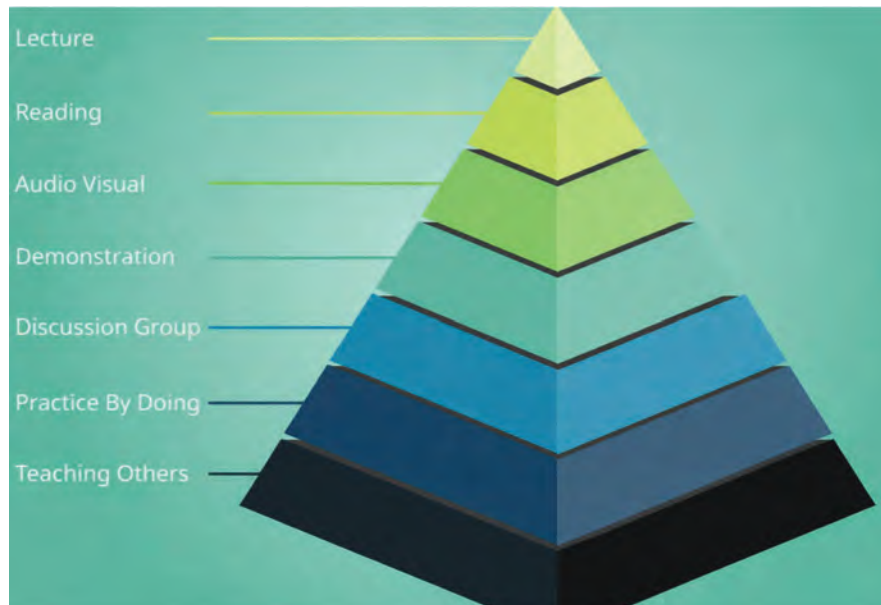
<sup>2</sup> Scott Freeman et al., “Active Learning Increases Student Performance in Science, Engineering, and Mathematics,” *Proceedings of the National Academy of Sciences* 111, no. 23 (2014): 8410–8415, <https://doi.org/10.1073/pnas.1319030111>.

## Learning Pyramid (continued)

### 12. Pyramid Match Activity (continued)

- After 5 minutes, ask the groups to share their answers. As they share correct answers, fill in a pyramid on the board or a flip chart with details from the following image.

#### The Learning Pyramid<sup>3</sup>



### 13. Presenting the Learning Pyramid

- Explain that this model suggests that people often remember more when they actively practice, discuss, or teach ideas—compared to when they only listen, read, or watch a video about new content.
- Ask participants the following questions and elicit answers from a few people.
  - Why do you think people retain more information by teaching others than by a lecture, talk, or sermon?
  - How would you remember to cook a particular meal best—by hearing someone tell you about it or by actually preparing the meal yourself?
  - How are you most likely to realize the importance of including someone with a disability—by hearing a sermon about it or by actually spending time with and supporting a person with a disability?
- Ask participants, “How would you remember to cook a particular meal best—by hearing someone tell you about it or by actually preparing the meal yourself?”
- Then ask participants, “How are you most likely to realize the importance of including someone with a disability—by hearing a sermon about it or by actually spending time with and supporting a person with a disability?”
- Tell them that, in order to learn most effectively, half of the workshop today will involve practice teaching.

<sup>3</sup> Adapted from “How Important Is the Learning Pyramid Model?,” *Vietnam Teaching Jobs*, February 24, 2025, <https://vietnamteachingjobs.com/blog/learning-pyramid/>.

## Learning Types

### 14. Introducing Learning Types

- Explain that active participation often strengthens learning. There are a number of ways to involve participants based on the three main learning types. Using a variety of methods helps participants engage with material in different ways.<sup>4,5</sup>
- Call on participants to read the following three examples and ask them to identify how the person in each example learns best.

– Example 1: Baraka is a student who easily remembers details about his science lessons after listening to his teacher’s lectures. What type of learning is this?

- Elicit answers until someone says “listening.”
- Mention that some people learn and retain information better when listening to new content rather than seeing or reading it.
- Make three columns on a flip chart and write “Auditory” in the first one.

Auditory		
----------	--	--

– Example 2: Rehema enjoys learning about geography because she can easily remember details she sees on a map. What type of learning is this?

- Elicit answers until someone says “seeing.”
- Mention that some people learn and retain information better when seeing new content rather than listening to it.
- Write “Visual” in column two of the flip chart.

Auditory	Visual	
----------	--------	--

– Example 3: George thrives in his carpentry class because he enjoys making things. What type of learning is this?

- Elicit answers until someone says, “by doing things” or “by using his hands or body.”
- Mention that some people learn and retain information better when completing hands-on or “kinesthetic” activities.
- Write “Kinesthetic” in column 3 of the flip chart.

Auditory	Visual	Kinesthetic
----------	--------	-------------

- Then ask, “Which types of teaching methods do you use most in your work?”
  - Elicit answers from a few people.
- Explain that the best way to appeal to different learners is to have a variety of auditory, visual, and kinesthetic activities in your training. This is why your workshop guides include a mixture of teaching methods for each kind of learning type.

<sup>4</sup>“The Main Learning Styles,” Stafford, last modified July 23, 2024, <https://www.staffordglobal.org/blog/main-learning-styles/>.

<sup>5</sup> Marcia Conner, *What’s Your Learning Style?*, 1993–2014, <https://marciacconner.com/assess/learningstyle-2/>.

## Learning Types (continued)

### 15. Activities for Different Learning Types

- Divide the large group into small groups based on the type of workshop they are interested in one day facilitating (i.e., Christian leaders, community health promoters (CHPs), government leaders, interfaith leaders, non-governmental organization (NGO) leaders, leaders from organizations for persons with disabilities (OPDs), parents and caregivers, traditional healers, students, etc.).
- Tell participants, “Using your training guides, discuss examples of auditory, visual, and kinesthetic activities that you see.”
- After 5 minutes, ask participants for examples of auditory, visual, and kinesthetic activities and write them on a flip chart. Possible answers could include:

Auditory	Visual	Kinesthetic
<ul style="list-style-type: none"> <li>• Listening to the facilitator</li> <li>• Listening to other groups present</li> <li>• Listening to a testimony</li> <li>• Listening to discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Reading answers on a board/flip chart</li> <li>• Looking at a chart</li> <li>• Reading scripture</li> <li>• Seeing photos of children with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Performing a drama</li> <li>• Completing a Post-it note activity</li> <li>• Writing notes</li> <li>• Presenting action plans</li> </ul>

### 16. Identifying Your Learning Type(s)

- Explain to participants that they will now have an opportunity to take a *Learning Type(s) Self-Test* (Appendix A-5), which will help them identify their learning style(s).<sup>6</sup>
- Explain the following before passing out the document:
  - Participants have 15 minutes to complete the self-test.
  - They should not speak to one another as they complete the self-test.
- Administer the self-test.
  - 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.
- Ask participants if anyone would like to share their results and whether or not the results surprised them.
  - Elicit answers from a few people.
- Explain to participants that the section they scored highest on may suggest that they have an easier time learning and retaining new information that way, but most people benefit from a combination of visual, auditory, and kinesthetic learning.

<sup>6</sup>Conner, *What's Your Learning Style?*

## Workshop Facilitation

### 17. Preparing for a Workshop

- Explain that we will now discuss other aspects of facilitating an effective workshop. Emphasize that preparation is an important factor, and it also helps you to be more confident as you facilitate.
- Ask the group, “Without looking at your guides, what are some of the things you must do to prepare for your workshop?”
- As participants give answers, write them on a flip chart.
- Ensure participants say things like:
  - Get participants
  - Find a venue and furniture
  - Provide food
  - Locate a copy of your country’s Disability Act
  - Create a Service Referral Guide
  - Prepare handouts
  - Gather supplies (flip charts, notebooks, pens, Post-it notes, etc.)
  - Find personnel to assist you
- After you have a list, ask follow-up questions based on the chart below to ensure participants know how to make the appropriate preparations.

To Prepare	Question	Answer
Get participants	How do you get people to come to your workshop?	<ul style="list-style-type: none"> <li>• Make arrangements with a chief or a leader</li> <li>• Send a letter</li> <li>• Call participants to make sure they are coming</li> </ul>
Find a venue and furniture	How can you find a free or affordable venue and furniture?	<ul style="list-style-type: none"> <li>• Ask for a local school or church to donate their space</li> </ul>
Provide food	How can you arrange for free or affordable food?	<ul style="list-style-type: none"> <li>• Ask the chief or a leader to recommend someone to cook for your group</li> <li>• Ask for food to be donated from the chief, a local school, or an NGO</li> <li>• Ask participants to bring their lunch</li> <li>• Allow participants to go home for lunch if they live close by</li> </ul>
Locate a copy of your country’s Disability Act	<p>How can you find a copy of this Act?</p> <p>Why is it important?</p>	<ul style="list-style-type: none"> <li>• Ask the county ministry</li> <li>• Research it online</li> <li>• Ask for a copy from a local NGO that helps people with disabilities</li> <li>• So trainees know the legal rights of people with disabilities and the penalties for violating those rights</li> </ul>

## Workshop Facilitation (continued)

### 17. Preparing for a Workshop (continued)

- After you have a list, ask follow-up questions based on the chart below to ensure participants know how to make the appropriate preparations.

To Prepare	Question	Answer
Create a service referral guide	How can you create this document?  What should it include?  Why is it important?	<ul style="list-style-type: none"> <li>• Ask the chief, other area leaders, health facilities, and NGOs for their lists, and then combine them into one</li> <li>• Services for health, education, assessment, and protection</li> <li>• So trainees know to help people access the care they need</li> </ul>
Prepare handouts	How can you make copies of these?	<ul style="list-style-type: none"> <li>• Ask at a local school, NGO, or at the chief's office</li> </ul>
Gather supplies (flip charts, notebooks, pens, Post-it notes, etc.)	How can you access this?	<ul style="list-style-type: none"> <li>• Purchase at a local store</li> <li>• Ask the chief or a local NGO to donate the items</li> <li>• Ask participants to bring their own pens and notebooks</li> </ul>
Find personnel to assist you	How can you access this?	<ul style="list-style-type: none"> <li>• Ask for volunteers from your training group</li> <li>• Ask for volunteers from local nonprofits, schools, and places of workshop</li> </ul>

### 18. Identifying Workshop Facilitation Skills

- Explain that now you will be breaking into pairs. Each pair will receive a card (Appendix A-6) with one facilitation skill written on it.
- Then explain that each pair will have 5 minutes to develop a short skit that demonstrates the skill on their card.
- Pass out one of the following cards to each pair of participants.

**Card 1: Create a warm, inviting environment**

Workshops can deliver serious results, but there's no reason the experience itself has to feel serious. As the facilitator, people look to you to set the tone. Smiling helps create a more open environment for getting the most out of your participants.

**Card 2: Engage all participants**

Try to get everyone involved by actively inviting them to join in. Be careful not to focus too much on any one participant or let any one person dominate the discussion. Otherwise, this will cause the rest of the group to be disinterested and discouraged from participating. Be sure to call on both men and women as well as younger and older people in the group.

**Card 3: Keep the group focused**

If someone is distracted/texting/not paying attention, call them by their name and ask for their opinion. (People tend to pay more attention when their name is called.)

## Workshop Facilitation (continued)

### 18. Identifying Workshop Facilitation Skills (continued)

#### Card 4: Give time limits

It's easy to lose track of time during an exercise. At the start of each exercise, communicate to participants how much time they have to work on the exercise. Monitor progress and announce when time is nearly up. If it's an important exercise and time can be extended, ask the group how much more time they need.

#### Card 5: Divide and conquer

The ideal group size for discussion is three to four people. This gives everyone an opportunity to significantly contribute. If the audience is larger than that, look for opportunities to break into smaller groups to tackle the same or different objectives. Then, have groups report back about which areas they might need further clarification on.

#### Card 6: Explain why it matters

Before you start a lesson, it's important to tell the participants WHY they should care about the content. Try to connect it to their lives. Explain how the content will help their lives, their jobs, and/or their relationships.

#### Card 7: Write large, legibly, and frequently

Document what both you and other participants are saying. This validates participants' answers and helps visual learners retain information. Ensure you are writing legibly and large enough so people in the back of the room can see. If you have bad handwriting, ask a volunteer to write for you or prepare the content on flip charts in advance.

#### Card 8: Monitor the room

Monitoring means walking around the room when people are doing small group or pair exercises so you can encourage those who are doing a good job, help those who are struggling, and answer any questions people may have. Monitoring offers the opportunity to assess the progress of individuals. It also provides an indication of what to re-teach or practice further. The facilitator should always be aware of how the class is doing, whether the pace is too fast or too slow, and which students may need individual attention.

#### Card 9: Ask open-ended questions

A closed question is one that you can respond to with a "yes" or "no" answer. If you ask a closed question, such as "Do you understand?" the respondents will only give you a one-word answer, and you won't know if they've really understood. Sometimes the participant will think they've understood and say, "Yes," but they aren't able to provide the information requested. For example, instead of a question like "Does a child with disabilities have rights?" use an open-ended question like "Which rights does a child with a disability have?"

#### Card 10: Make good eye contact

Eye contact builds instant rapport, influence, and likability. It's warm and persuasive and communicates to trainees that they can trust you and what you have to say. It also endears you to them, causing them to want to please you, partake in your enthusiasm, and prove to you they understand. Make eye contact with trainees when you are speaking and when they are speaking.

#### Card 11: Give clear instructions

When giving instructions to the group, it's important that you:

1. Hand out materials after you give the instructions. (You can hold up a worksheet, for example, but you shouldn't pass it out.)
2. Provide a length of time they have to complete the assignment.
3. Provide an example or demonstration of how the exercise should be done before you ask the group to do it. (Don't just explain verbally.)
4. Ask a few participants to tell you what the assignment is to ensure they have understood.
5. After you've confirmed that they really understand the assignment, then pass out the materials.

## Workshop Facilitation (continued)

### 18. Identifying Workshop Facilitation Skills (continued)

#### Card 12: Address correct and incorrect answers

When someone gives a correct answer, you can encourage them by saying “Yes—exactly,” or “Precisely,” or “Great answer.” Whenever possible, you should also write the answer down on a flip chart or the board, so the student feels validated. If the answer is not correct, you can gently say, “Well, not exactly. Does anyone else have an idea?” or probe them with another question to help them come to the right answer. You should never make a participant feel bad or embarrassed about providing an incorrect answer.

#### Card 13: Pair low- and high-literacy participants

For writing and reading exercises, pair low- and high-literacy trainees together. Ask the person who can write to be the secretary or ask the person who can read to read the assignment out loud to the group. You can find out who is illiterate by seeing who uses a thumbprint vs. writing their names on the sign-in sheet. Then be sure to subtly pair them with someone who is literate, so you don't call attention to their literacy skills and embarrass them.

- Ask participants to read over their card and prepare a one-minute presentation demonstrating that skill.
- Explain that the pairs will not be able look at the paper during their presentation.
- Walk around the room helping people who are stuck or confused and providing positive feedback for those who are doing well.

### 19. Presenting Workshop Facilitation Skills

- Before having the pairs present their skits, ask them, “Which type of learners will benefit from performing the skits—auditory, visual, or kinesthetic learners?”

*Answer: Kinesthetic Learners*

- Ask, “Which type of learners will benefit from watching and hearing the skits?”

*Answer: Auditory and Visual Learners*

- Explain that those who are watching and listening should also write down the skills they see being acted out in their notebooks.

- Ask, “What type of learners benefit from writing things down?”

*Answer: Kinesthetic Learners*

- Mention that writing things down can strengthen learning because it requires participants to actively process and organize information.
- Invite the pairs to present their skits one at a time before the whole group.
- After each skit, ask participants, “Which facilitation skill did the pair demonstrate?”
- Ask participants, “Why might this skill be helpful when facilitating a workshop?”
- Have the pair provide any additional reasons listed on their card that the other participants do not mention.

## Workshop Facilitation (continued)

### 20. Distributing the *Facilitation Skills Worksheet* (Appendix A-6)

- After the skits, pass out the *Facilitation Skills* worksheet (Appendix A-6).
- Explain that this resource lists all the facilitation skills you just covered.
- Mention that, later in the workshop, they will have an opportunity to demonstrate these skills when they practice facilitating part of a workshop themselves.

## Facilitation Practice

### 21. Small Group Facilitation Instructions

- Explain the following to participants:
  - We will be dividing into small groups based on the type of workshop they are interested in one day facilitating.
  - Each participant will be assigned a section of their specific workshop guide. They will then review this section and facilitate a lesson based on its content to the rest of their group.
  - While facilitating, they should try to utilize the facilitation skills covered in class and on the *Facilitation Skills* worksheet (Appendix A-6).
  - During their presentations, the others in their group will be using a worksheet called the *Disability Advocacy Workshop Facilitation Trainee Evaluation* (Appendix A-7) to evaluate their effectiveness.
  - When they are done facilitating, the group will discuss what they observed and recorded in their evaluations.
  - Participants will have the following timeline:
    - 30 minutes to prepare for facilitating
    - 20 minutes to facilitate
    - 10 minutes to receive feedback from other group members
- Emphasize that when participants lead their first Disability Outreach & Inclusion Workshop among their community, they will co-facilitate with a Kupenda or Kuhenza staff member. This will provide mentorship, support, and help them build confidence before facilitating on their own.
- Answer any questions the participants may have.

### 22. Small Group Facilitation Preparation

- Assign meeting areas for each type of workshop group. Then assist participants in getting into their groups and assigning them their workshop section from the following list:
  - Definition of Disabilities Section
  - Person-First Language Section
  - Causes of Disability Section
  - Disability Action Planning Section
  - Resources Review and Distribution Section

## Facilitation Practice (continued)

### 22. Small Group Facilitation Preparation (continued)

- Provide each group with a workshop guide, flip chart, markers, and enough evaluation forms to evaluate each person in their group. Let participants know to ask one of the facilitators if they need additional materials.
- Remind participants that they will have 30 minutes to prepare their section of the workshop.
- As group members prepare to facilitate their workshop segments, 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.

### 23. Small Group Facilitation Practice

- Explain that one person from each group will now begin to facilitate their 20-minute assigned section of the workshop to other group members.
- As one group member facilitates, other group members should be evaluating them using the *Disability Advocacy Workshop Facilitation Trainee Evaluation (Appendix A-7)*. Let participants know that these evaluations will be turned into the group member facilitating after their presentation.

*Note: If some groups have fewer people and finish early, have them join another group and assist in evaluating those presentations. Continue to do this until each participant has had a chance to facilitate a workshop segment and be evaluated.*

- Prompt the first group member to present their workshop segment.
- Remind all other participants to fill out the evaluations.
- Walk around the room providing positive feedback to those who are doing well and helping those who are struggling.
- Give the groups time reminders at 10, 5, and 1 minute(s) remaining to keep them on track.
- Explain to participants that we will now take 10 minutes for group members to share highlights from their evaluations.

*Note: Remind participants that they should offer respectful feedback about what might need improvement AND what was done well.*

- After 10 minutes, instruct group members to hand in their evaluations to their group facilitator.
- Repeat this process until all participants have had a chance to facilitate their workshop segment and receive feedback.

## Facilitation Practice (continued)

### 24. Large Group Facilitation Practice Debrief

- Ask participants, “In your small groups, which facilitation skills did you see demonstrated well?”
  - As participants give answers, write them on a flip chart.
- Then ask, “Which facilitation skills did you find challenging to implement?”
- On the flip chart, draw a line underneath the successful skills and write those that participants mentioned were challenging.
- Ask participants to brainstorm ways they could improve in the facilitation skills that were challenging.
  - Elicit answers from a few people.
- Answer any questions the participants may have.

## Planning for Specific Workshops

### 25. Completing the *Workshop Planning Table* (Appendix A-8)

- Explain that participants will now have an opportunity to begin planning for their own specific disability advocacy workshops.
- Then explain that you will be handing out a *Workshop Planning Table* (Appendix A-8) that will guide them through various planning details.
- Tell participants that they will have 10 minutes to complete the table. Afterwards, they will present their plans to their small groups.
- Hand out the *Workshop Planning Table* (Appendix A-8) to each participant.
- Walk around the room providing positive feedback to those who are doing well and helping those who are struggling.
- Give the group time reminders at 5 and 1 minute(s) remaining to keep them on track.

### 26. Small Group Discussions about Workshop Planning

- Explain that participants will have 5 minutes to go through the *Workshop Planning Table* (Appendix A-8) and share their responses with their small groups.
- Ask participants to write down any ideas they may have missed.
- Walk around the room providing positive feedback to those who are doing well and helping those who are struggling.
- Take note of 2-3 participants that have well-written plans that can be highlighted later in front of the large group.
- Give the group a time reminder at 1 minute remaining to keep them on track.

## Planning for Specific Workshops (continued)

### 27. Large Group Discussion About Workshop Planning

- Call on 2-3 participants with well-written plans to share their plans with the large group.
- Highlight what the participants have done well and any important details that would make the plan stronger.
- Answer any questions the participants may have.

## Conclusion

### 28. Distribute the *Certificate of Participation* (Appendix A-11)

- Explain that you will now hand out a *Certificate of Participation* (Appendix A-11) to each participant.

### 29. Volunteer Reflection

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

### 30. 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've shared.
- If any of the participants would like to host or facilitate another workshop like this, 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.

### 31. Word of Thanks

- Invite a volunteer to give a word of thanks.

### 32. Closing Prayer

- If appropriate, invite the host to say a closing prayer.

### 33. Collect Sign-In Sheet

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## Appendix A: Resources

- A-1.** Sample Letter of Invitation to the Facilitator Training for Disability Advocates
- A-2.** Media Consent
- A-3.** Sign-In Sheet
- A-4.** Learning Pyramid Cards
- A-5.** Learning Type(s) Self-Test
- A-6.** Facilitation Skills
- A-7.** Disability Advocacy Workshop Facilitator Trainee Evaluation
- A-8.** Workshop Planning Table
- A-9.** Facility, Communication, and Resource Accessibility Checklist
- A-10.** Facilitator Training Presentation Visuals
- A-11.** Certificate of Participation