



Employability and Empowerment for Youth with Disabilities in Kenya



A Mentor's Guide





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Introduction

Thank you for choosing to become a mentor! This guide is designed to help you understand your role and to provide you with the information and skills that you might need to be a successful mentor.

Background

Kenya has an overall unemployment rate of 40% with 67% of this being youth. 92% of the youth in Kenya lack vocational or professional skills or training. Many youth with disabilities face barriers to access employment opportunities. Facing multiple barriers, with lower educational access, youth with disabilities experience even greater difficulties in accessing employment, especially female youth with disabilities. Approximately only 20% of Kenyan women with disabilities are employed. This creates multiple layers of discrimination in accessing the job market due to being young, female and living with a disability.

Able Child Africa and Action Network for the Disabled (ANDY) developed a programme to empower youth with disabilities

with employability skills and increased opportunities to access employment. To achieve this, a key aspect of the programme involves mentoring opportunities for youth with disabilities, who in turn can use this guide to mentor other youth with disabilities.

As a mentor, you will use your own experiences and knowledge to help other youth with disabilities to better access employment. Being a mentor is a really important role, as you can support your peers in accessing better opportunities which may have positive impacts for years to come.

You can use this guide as a tool to help you plan your mentoring sessions with the mentees. It contains information, activity ideas and questions, and tips to help you to think about how to make your mentoring sessions inclusive to girls and youth with disabilities and of different age groups.

This guide also includes sections on disability awareness, disability-inclusive safeguarding, entrepreneurship, and

leadership, which will help you as you progress through this programme.

How to use this guide

The guidelines are intended to be used as a reference document that mentors can use when required. Individuals working closely with and mentoring youth with disabilities may read the whole document to appraise themselves with disability inclusive youth mentorship. It is also important to continually refer to different sections of the guide when specific information is required.

The guide has a table of contents which should easily sign post any users to relevant sections. It also has practical tools, exercises, and examples that mentors can apply during sessions to help them support mentees with disabilities.

These guidelines may mainly refer to female youth with disabilities, but the practice of mentorship can be used to apply more generally to all youth with disabilities

Understanding disability

What is disability?

When talking about youth and children with disabilities, we first need to understand what we mean by disability. The UN Convention on the Rights of Persons with Disabilities (UNCRPD) describes persons with disabilities as:

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

When breaking this definition down, we need to understand both what an impairment is and what barriers are to understand disability.

IMPAIRMENT TYPES

Intellectual impairments

Are those where a person may require more time and support to understand information, to learn or to communicate. Some conditions which may mean that a person has an intellectual

disability are Down syndrome or autism spectrum disorder (ASD).

Neurological impairments

Are those affecting the spinal cord and brain functions and include, but are not limited to, spinal cord injury, spine bifida, hydrocephalus and cerebral palsy.

Physical impairments

Include, but are not limited to, missing or deformation of limb or bodily structure, short stature, speech impediment and restricted mobility of the physical body.

Psychosocial impairments

Are those linked to mental health, cognitive conditions or disturbance in behavior that are perceived as socially unacceptable. They include but are not limited to people who have received a mental health-related diagnosis or who self-identify as having a psychosocial disability due to high levels of distress, for instance.

Sensory impairments

Are those affecting people's senses. They include visual impairments, blind, partially sighted, low vision, hearing

impairments, D/deaf, mild, moderate or profound hearing loss or hard of hearing, deaf blind, and hypersensitivity.

BARRIERS TO INCLUSION

Barriers are the things that hinder a person with an impairment from participating in society on an equal basis with others and has nothing to do with a person's body or function. Barriers are most commonly categorized into attitudinal, environmental, institutional, communication and financial.

Attitudinal barriers

Are negative beliefs, stereotypes or perceptions about a person with disabilities, usually from society or culture. These attitudes create prejudice, discrimination and harm toward persons with disabilities and prevent the realization of their human rights. Examples include a belief that children with disabilities do not have the same right to be free from harm as their peers.

Environmental barriers

Include physical obstacles in the natural and physical environment. Examples include steps leading into a health center, a steep hill evading to a school, a bus without a drop-down platform or a toilet without railings to hold on to.

Communication barriers

Are those arising when a person's preferred way of communicating, sharing and understanding information does not match how information is normally delivered. Examples include websites with images that do not include alternative text the information in only one format (visual or auditory), or when a person is given information and not supported to understand the context or have the opportunity to ask questions.

Institutional barriers

Are restrictions established through policy, legislation and formal structures. Examples include legislation that prohibits equality before the law; right to education, leisure and sport; and policies that do not subsidize the cost of assistive devices, personal assistance or rehabilitation.

Financial barriers

Are the extra costs that a person with disabilities has to cover in order to participate in day-to-day life. Examples include medicine or assistive devices, services such as rehabilitation or sign language interpretation, and support personnel such as a care, guide or education aide.



Enablers for disability inclusion

When we consider that disability occurs when a person has an impairment and faces multiple barriers, those barriers must be removed and replaced with enablers to ensure their equal access and participation. Some key strategies to remove barriers and apply enablers include:

Universal design means that the design of products, environments, programs and services are usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. It is designed to be used by all from the beginning.

Accessibility means taking the appropriate measures to ensure access, on an equal basis with others, to the physical environment, transportation, information and communications. In a workplace, this could be realized through accessible building modifications or the provision of a sign language interpreter.

Reasonable accommodation is the necessary and appropriate modification or adjustment where needed to ensure people with disabilities can access their human rights and fundamental freedoms. It will usually be provided on a case-by-case basis and can include the provision of an accessible vehicle, permission to take frequent breaks or paying for a personal assistant.

Impairment



Barriers



Disability

Impairment



Enablers



Inclusion

How to be a successful mentor

What is mentorship?

Mentorship is a partnership between two individuals: the mentor and the mentee. A **mentor** is a trusted advisor or guide, a motivator and role model, who helps someone to develop more effectively.

It is a relationship designed to build confidence and support the mentee, so they can take control of their own development and work. Mentoring is not the same as training, teaching or coaching, and a mentor does not need to be a qualified trainer or an expert in the subject area.

What a mentor does need is to be able to listen and ask questions that will challenge the mentee to identify the course of action they need to take. Often, mentors have specific experience and knowledge of situations that are similar to their mentee's situation.

A **mentee** is the student who works with the mentor absorbing their knowledge and has the ambition and desire to know what to do with this knowledge. The mentee needs to practice and demonstrate what has been learned. The mentee decides upon the amount of help and guidance they need. The mentee

should also take the initiative to ask for help or advice and to tackle more challenging assignments.

Top tips for mentors

Before your first session with a mentee, here are some tips on how you can best prepare:

Go in with an open mind. The first session is a chance to meet someone new and establish a good working relationship. It may also be that the session doesn't feel very productive, or the mentee may not seem Interested at first. Do not worry; remember that this is just one session out of many.

Establish expectations and ground rules. When first introduced to the mentee, make them comfortable by explaining your role. Answer any questions they may have about the mentoring process. Point out what you expect of them such as showing up on time and being prepared with problems or questions.

Do an informal needs assessment. Ask the mentee what their priorities are. What are their biggest

challenges? Which areas of Employability and empowerment do they need to know about most? What areas are they hoping to improve in? Do they have any learning or communication needs? Check the 'Topics of Discussion' section in this guidebook to help you with some ideas.

Set goals mutually. Find out from the youths what they would like you to focus on as the mentor. Integrate those key elements with the expressed wishes of the mentee. You and the mentee should then prioritize what you will address together first.

Set a contact schedule. Establish how often and where you and your mentee will meet in a way that works best for the mentee. You should also decide how they can contact you if they need you, and when it's ok to contact you.

Take notes in your session. It is best to create a template or have a clear plan in your mind to help you keep a record of the mentee's information, track progress, plan activities for the next session and to support with the development of reports.

Consider the accessibility needs of mentees. Establish how your mentee communicates, where they would feel most comfortable to meet, and any other factors that ensures they benefit from the mentor sessions on an equal basis with others.

Going forward, here are some further tips on how best to conduct your mentor sessions:

Be prepared for your sessions. Review any notes you have made and make sure you have followed up on any actions.

Set realistic expectations and be flexible. Be realistic about what you can achieve together, and do not worry if a session does not go exactly as you had planned. Mistakes are okay, but it is always good practice to learn from them.

Let them make their own decisions. Do not simply tell your mentee what to do. Help them to work out what they need and empower them to make their own decisions.

Be accountable to each other. Uphold all of your commitments to your mentee and expect them to meet their commitments to you. This is the basis of a strong mentoring relationship.

Check your biases and impulses. Do not allow stereotypes to cloud your judgment of the mentee. As a mentor you should be a source of positivity and confidence for your mentee.

Ensuring your meetings are fully inclusive. Different mentees will have different access, learning and communication needs. It is important that you discuss these needs with your mentee at the beginning of the process in order to best understand how to ensure their inclusion.



Mentor etiquette



- Use positive language. This includes disability positive language.
- Be friendly and open.
- Take time to get to know your mentee, including how best they like to communicate.
- Dress in a way that is smart, comfortable, and appropriate.
- Let the mentee speak and lead conversations wherever possible



- Do not talk over or interrupt your mentee.
- Do not behave like you are better than or superior to your mentee.
- Do not touch a mentee inappropriately or without their permission.
- Do not laugh at the mentee or use language that may embarrass them.
- Do not be under the influence of alcohol or smoke whilst you are fulfilling your role as a mentor.

Disability-inclusive etiquette

Disability etiquette involves using respectful ways to interact with and communicate with and about people with disabilities. Everyone is different, with different needs, preferences, and ways of communicating or working, so it is important to practice disability-inclusive etiquette to ensure your mentees with disabilities feel comfortable and gain the most from the mentorship sessions.

BASIC PRINCIPLES OF DISABILITY ETIQUETTE

- If you would like to help someone with a disability, ask if they need help first, and listen to any instructions the person gives you.
- Treat people with disabilities respectfully.
- Call a person by their name, not their disability.
- Do not be embarrassed if you happen to use common expressions that seem to relate to the person's disability such as “Did you hear the news” to a person with a hearing impairment, or “I’ve got to run” to a person with a physical impairment.
- When planning events involving persons with disabilities, consider their needs ahead of time. If there's a potential barrier, like a flight of stairs, narrow doors, or an inaccessible restroom, discuss their needs and find a solution in advance.

- If you have a question about a person's accessibility needs, always ask and do not assume you already know the answer.

IF A PERSON HAS AN INTELLECTUAL IMPAIRMENT

- Treat them as you would your peers. Do not speak down to them.
- Use clear, simplified language and try speaking slower, not louder.
- Ask them their thoughts and allow them to answer. Don't put words in their mouths.

IF A PERSON HAS A NEUROLOGICAL IMPAIRMENT

- It is good practice not to assume what the person needs and it is okay to ask them what works for them in learning.
- Always try to validate them by involving them in exercises this will help to build their confidence and encourage them to participate
- Establish trust through active listening by asking questions to clearly understand the mentee's questions or contributions.

IF A PERSON HAS A PHYSICAL IMPAIRMENT

- Do not lean or hang on someone's wheelchair.
- Do remember that wheelchairs are an extension of personal space.
- Ask permission before touching someone's wheelchair.
- If possible, sit on a chair so that you are both facing each other at the same height.
- Do not patronize people who use wheelchairs by patting them on the head.

IF A PERSON HAS A PSYCHOSOCIAL IMPAIRMENT

- Always be patient with them and establish trust through active listening.
- Set expectations, making sure to explain everything beforehand so that they become comfortable in the environment and know what to expect.

IF A PERSON HAS A VISUAL IMPAIRMENT

- Do not grab a person's arm in order to guide them.
- Do allow the person to take your arm. This will help you to guide, rather than propel or lead, the person.

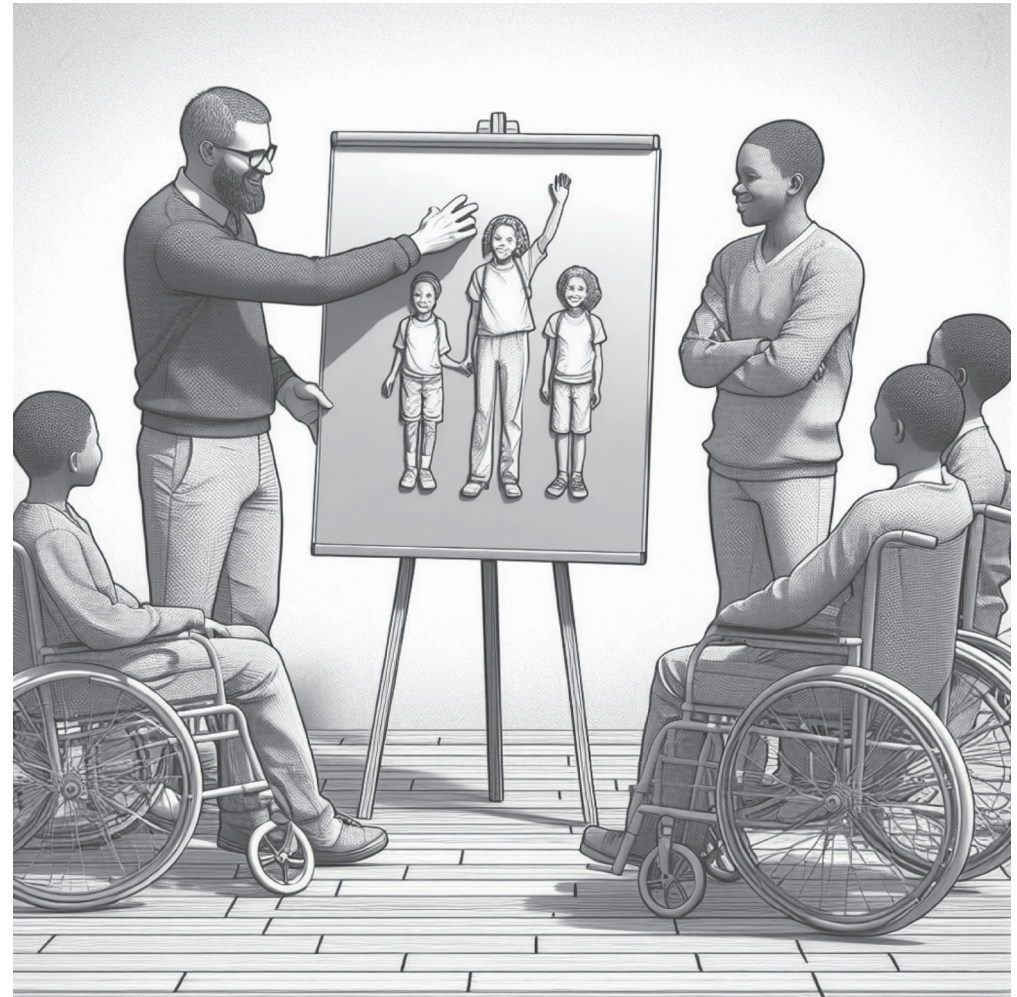
- Do use specifics such as “left a hundred feet” or “right two yards.”

IF A PERSON HAS A HEARING IMPAIRMENT

- Make sure that your mentee knows you are speaking to them, and always check that they have understood you.
- Do not shout at a person as this makes it difficult to lip read (remember, not all people with hearing impairment can lip read).
- Do look directly at the person and speak clearly and expressively to establish.
- Meet in a space that has a good amount of light. Remember to face the light source and keep your hands and any other items away from your mouth when communicating.
- Try to use hand gestures or use different words if a person is struggling to understand you. Never give up.
- If possible, look for opportunities to learn sign language, if your mentee uses sign language to communicate. Where possible, involve a sign language interpreter. An alternative solution could be to work with another mentor who is proficient in sign language.
- If your mentee is deafblind, use touch, tactile sign language and ask parents, guardians or friends to teach you any

personal gestures that they have developed to aid communication.

- Use visual aids such as posters, pictures and diagrams to aid conversations.



Safeguarding

What is safeguarding?

Safeguarding is the action taken to promote the welfare of youths with disabilities and other vulnerable groups and protect them from harm while Child protection means the measures and structures that exist in communities, services, and institutions to prevent and respond to abuse, neglect, exploitation, and violence affecting children on a global scale and in every country, culture, and society.

Safeguarding ensures that vulnerable persons feel safe, happy, and listened to in our work. Safeguarding aims to prevent harm and reduce the risk of abuse or negligence to vulnerable adults with care and support needs.

What people need to be protected from

Use the below as an exercise to categorise the various forms of abuse from the examples below by adding more examples in the blank spaces.

Emotional abuse	Sexual abuse	Physical abuse
Threats	Rape	Injury
Humiliation	Inappropriate touching	Slapping
Constant monitoring	inappropriate comments	Kicking

Disability-inclusive safeguarding thinks about the specific needs of youths with disabilities to make sure that they are fully protected. This means that if you are a mentor and have a disability, it is very important that you are also protected and not just your mentee!

The stages of safeguarding

EMPOWERING

This is to give individuals as much freedom and power over decisions made about themselves as is reasonably possible. Even those who are vulnerable can have an influence on how they are treated, which ranges from ensuring that they have given consent to giving them choices about how they might want to deal with a situation or approach their safeguarding needs in the future.

PREVENT

Preventing neglect, harm, and abuse is the core function of safeguarding, which makes prevention one of the most important elements of safeguarding. It is far better to take steps to prevent safeguarding issues from occurring rather than dealing with the situation when they do.

PROTECT

Protection refers to the core act of giving vulnerable people care and support when they need it. From physical to psychological abuse.

Protection is one of the more serious elements of safeguarding because it sometimes requires significant action - even prosecution of those at fault in some cases. Often, the people who need protection in safeguarding are the ones who are unable to protect themselves or seek out appropriate

protection, so safeguarding professionals need to be prepared to intervene.

PROPORTIONALITY

Proportionality is considered an element of safeguarding, meaning that it's important that every case is dealt with individually and with all the facts considered, without excessive intrusion.

PARTNERSHIPS

Safeguarding should be a communal process rather than the sole responsibility of certain individuals. There are many reasons for this, with the most important being that safeguarding is simply more effective where partnerships are created and incorporated into practice.

Safeguarding and your role as a mentor

A key element of your role as a mentor is to create a safe and open environment for you and the mentees, which should help to encourage them to discuss potentially sensitive topics with you.

Mentors must be aware that some mentees may confide in them about abuses they have experienced, but it's not their role to investigate, only to report it and seek support and seek support.



Safeguarding reporting procedure

As a mentor, you also need to be aware of how and when to report violence or abuse that you hear about or witness. If you are not sure if an issue is a safeguarding concern, you must still report this to the project coordinator.

As a mentor in this project, you should report all safeguarding concerns to Action Network for the Disabled (ANDY).

As a guide, if you hear about or witness an issue where a young person has been harmed or abused in any way, you should follow the procedures detailed below:

1. **Remove yourself from any danger** if this situation applies. Remember, you must be also safe!
2. **Let the mentee know that they have done the right thing** by telling you and try to reassure them. Explain to them about who you will be sharing the information with and that this is because you have to protect them.
3. **Immediately report to the Project Coordinator at Action Network for the Disabled.**

4. As soon as you have informed ANDY, it is their responsibility to see that the individual is protected.
5. If there are steps in the agreed action plan that involve you, follow Action Network for the disabled advice and report all information to the Project Coordinator.

Remember that your role here is to only collect, record, and report about the incident based on the details you receive from the individual to the project coordinator from ANDY. It is not your responsibility to investigate independently, make assumptions, or act. If your mentee or any other youth with a disability comes to you and reveals that they have been harmed or abused in any way, you mustn't share any personal information about them with anyone except for the Project Coordinator at Action Network for the Disabled. This is because it is important to protect the identity of the individual to make sure that you do not put them in more harm as a result. Personal information includes the name, age, school name, or location of the youth.

Leadership

Leadership is a crucial aspect in any mentorship setting. Often mentee's look up to their mentors as guides. It is therefore essential for mentors to grow their leadership skills which can enable them to better contribute to the betterment of a mentee's life.

Leadership can be defined as the ability of a person to influence an individual or a group towards a goal in a relationship of mutual trust, sometimes even for a limited time.

The importance of good leadership

- Good leaders can be easily trusted and inspire others to achieve their goals .
- Good leaders are instrumental in providing direction to the group and keeping all efforts united.
- Good leaders are essential for encouraging creativity and enhancing motivation.
- Good leadership is also essential for building and maintaining healthy and open channels of communication.

The qualities of a good leader

Leader

A good leader should have integrity, self-awareness, courage, respect, empathy, and gratitude. They should be learning agile and flex their influence while communicating effectively.

Barriers to female leadership

Female youth with disabilities are more likely to face barriers to leadership than their male counterparts. This is due to the triple discrimination construct that brings about discrimination based on gender, disability, and age. This can have negative effects on women's work and their ability to play a role in society. It is therefore essential that mentors with female mentees prepare their mentees to identify these barriers which can help them better navigate these challenges. Some of the barriers that exist that female youth with disabilities mentors and mentees should be aware of are detailed below. The section also includes an exercise to help boost confidence and develop the right skills to navigate these barriers.

THE 'GLASS CEILING'

The term is commonly used to describe the invisible barrier that blocks women's chances of further promotion. The glass ceiling is not simply a barrier for individual women, but it also applies to women as a group, who are kept from advancing simply because they are women. To challenge this barrier, the mentors should work on various exercises to build the confidence of mentees. This enables them to be confident to go after their dreams despite a challenging environment.

THE 'OLD-BOY' NETWORK

This old-boy network consists of males who have been educated at the same institutions. The “old boys” tend to promote individuals who are like themselves mainly in corporate sector roles. However, in many African contexts, this appears through deeply embedded systems of patriarchy that place more relevance and importance on men than women. This has led to the exclusion of women in employment and promotion.

SEX DISCRIMINATION

This involves treating someone unfavourably because of that person's sex, including the person's sexual orientation, gender identity, or pregnancy. It is therefore important to speak out about your own experiences. It's important, if you feel comfortable, to call out your own experiences of discrimination. To learn to be comfortable enough to report this to the relevant person.

SEXUAL HARASSMENT

Sexual harassment is illegal, yet unfortunately, it still takes place and women are often the target. Harassment intimidates and demoralizes women and creates an atmosphere of silence because many women fear that reporting sexual harassment will jeopardize their careers. Just like with sex discrimination, females in the work environment should be encouraged to speak out and report any incident so that they can be assisted. Keeping things inside can lead to more issues such as feeling secluded, depressed, and having feelings of being unwanted. It is therefore important to report any incidents when they occur, even if it is to a close friend or a mentor who can guide what to do. A mentor would likely have solutions and access to referral mapping plans which can direct your next course of action when harassment has occurred.

There are many channels where this can be reported such as to the Human Resource Department of your organisation if this has occurred at work or with a colleague. Sexual harassment is also a criminal offense that can be reported to the police for further investigation and enforcement of the law.

LACK OF MENTORS

Lack of visibly successful female role models and mentors has contributed to many female YWDs not seeking out their dreams. So it is important to push oneself so that you can in turn be the ones to inspire other female YwDs. This can only

be achieved by working very hard to be successful in your career, business, and in everything you do. When people excel in life, they often give home to those behind them so that they too can achieve the same.

EXERCISE

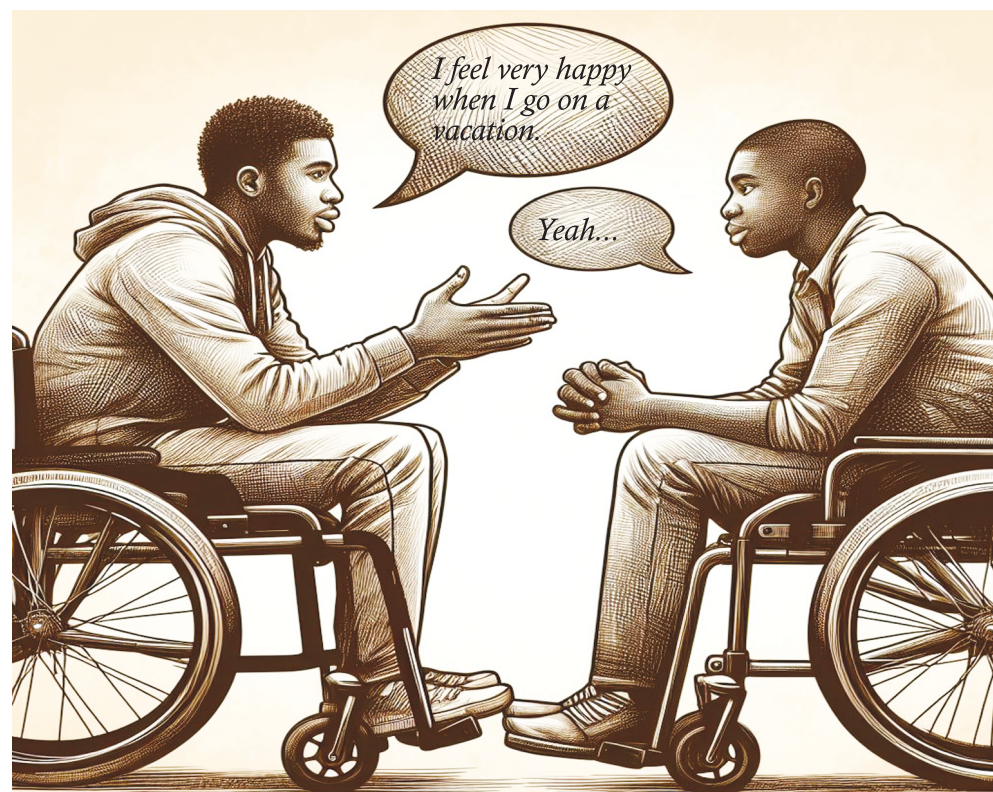
Most of the barriers to the leadership of female YwDs are due to a lack of knowledge, awareness, low self-esteem, and lack of self-belief and confidence. Mentors are encouraged to help mentees gain more confidence by motivating them. Some of the exercises to boost confidence in female YwDs focus on reminding them of their special talents and capabilities. This is crucial to create the drive to challenge the status quo and break down the barriers.

'SOMETHING ABOUT ME'

This “**Something About Me**” worksheet is intended to help YwD identify their positive traits and characteristics and to recognize their accomplishments.

It's a simple worksheet with six sentence prompts and space for a YwD to fill in the blanks.

	Prompt	Response
1.	My friends think I am awesome because ...	
2.	My classmates say I am great at...	
3.	I feel very happy when I...	
4.	Something that I am proud of is...	
5.	I make my family happy when I...	
6.	One unique thing about me is...	



Employability skills

What are employability skills?

Employability skills differ from a person's qualifications and experience. They include skills that are not specific to a particular career path and instead can be useful across all employment sectors. Whilst a person's education and areas of expertise may make them eligible to apply for a job, employers also look for employability or 'soft' skills that include:



- **Interacting** with and working well with other people, using good communication and interpersonal skills.
- **Being dependable**, such as good timekeeping and being trusted to complete work within a deadline.
- **Committing** to learn new skills, such as responding well to feedback and having a general willingness to improve.

Employability skills involve having the capacity to network and market oneself, navigate through a career, and adapt to change to remain employable throughout a person's working

life. It requires the ability to ask questions, actively take steps to acquire new skills, identify and evaluate options, to understand the right to work in a safe and healthy work environment, among other rights, and have the courage to innovate.

Individuals who have good soft or employability skills in addition to the qualifications and experience needed represent a well-rounded candidate, making them more employable.

Interacting with and working well with other people

Interpersonal skills are required to work effectively as a team, negotiate well with others, make decisions, and build a good rapport with colleagues. A team that works well together is more likely to be happy in the workplace, leading to greater success.

There are a range of interpersonal skills. Below, you will find examples of good interpersonal skills and some suggested exercises that you can do with your mentees to advance their skills in these areas.

Skill	Definition	Example exercise
Communication	The skills needed to understand (listen), be understood (verbally communicate), and use good body language (non-verbal communication) to transmit and receive messages accurately, without misunderstandings.	Drawn understanding Have two students sit back-to-back. One student has an object and the other has coloured pencils and paper. The mentee with the object must describe it in as much detail as possible, without directly saying what it is. The second student must draw the object as best as they can, based on the communication of the other mentee with the object.
Teamwork	The skills needed to work well with colleagues, regardless of whether they are people you like	GROUP JUGGLE Gather everyone in a large circle and ask everyone to raise their hand. Drop a ball to the first random person while calling out their name. That person passes the ball further in the same manner and lowers their hand. Let the ball pass through everyone. Now, ask your team to pass the ball in the same order without raising their hands. Now add another ball a few seconds after the first one that goes in the same order. Add the third ball that the team should pass in reverse order. Now pass all three balls at once. Add a token and ask your team to pass it from the left person to the right. Now ask people to do things as fast as they can. Now faster. And so on.

Skill	Definition	Example exercise
Emotional intelligence	The ability to recognize, understand, and manage your emotions and others and use them positively to achieve the desired outcome.	Name your emotions For starters, you can share your emotions with your mentees. And then, as Dr. Siegel suggests, you can help the mentees to identify their feelings by asking them, “I wonder if you're feeling.....” This phrase can give them a start to figuring out what they might be feeling.
Negotiation	Skills are needed to find solutions that can work well for others, whether persuading others that you have the best solution or looking for alternatives that could also work.	The mirror exercise The mirror exercise involves mirroring the other person's body language, tone of voice, and communication style. This exercise helps you to connect with the other person, build rapport, and establish trust. It also helps you to understand the other person's perspective, which is crucial in any negotiation.
Conflict resolution	The ability to resolve conflicts positively and calmly, whether the disagreement is your own or involves others.	Storytelling For this activity, your team gets together to tell stories about actual, real conflicts they've been involved with. Each mentee must share a conflict they navigated in the past (regardless of the outcome) and how they handled it. The goal of this exercise is to demonstrate that everyone has had times when they've been wrong or unreasonable and how they've handled conflict in the real world.

Skill	Definition	Example exercise
Problem solving	The skills to work well both independently and with others to identify and develop strategies to overcome problems.	Crossword puzzle Crossword puzzles are word games that ask players to fill in words based on clues. Words interconnect, and players must think critically about the surrounding words to select the right phrase for space.

Being reliable and dependable

For an employee to be trustworthy, they need to have the ability to do what they said they would do. The best candidates will also actively look for other things that need to be done, when there is space in their capacity to do so.

Some of the skills associated with being reliable and dependable, including example exercises a mentor can practise with their mentees, are below.

Skill	Definition	Example exercise
Organised	Arrange by systematic planning and united effort	Have a few dozen cards made up -- half should have pictures on them, the other half should have words that correspond to individual objects pictured. Have the mentees work together to create an outline in words and pictures with the information given. For instance, if the mentees have a picture of a house, the word money, a picture of a bank, and the word homeowner, you will see in which order they think by how they order the cards.

Skill	Definition	Example exercise
		Some groups may order them bank, money, house, homeowner. Others may groups them as house, money, bank, homeowner. Once you determine in which patterns they think, you can train them to organise their thoughts in a strategic way.
Time management	The process of organising and planning how to divide your time between different activities.	Ask your participants to close their eyes and cover all the clocks in the space. Then, ask them to open their eyes and stand up when they think one minute is up. Each team member will stand up at different times because each person perceives the passage of time differently. Time management skills emphasise the subjective perception of time passing and the significance of using time management tools.
Self-discipline and motivation	Self-discipline is the ability to control one's feelings and overcome one's weaknesses while motivation is the reason for acting or behaving in a particular way.	Freeze. This game incorporates movement, play, and self-control all in one. Just play some music and let kids dance, wiggle, and walk around. Have one person be the leader (a teacher to start) and yell "Freeze!" at any time. As soon as someone shouts it, everyone should freeze in place, with the music still playing. This can be challenging with the music still going, because you might have the urge to keep dancing. This is a great game to practise at the end of the week for some added fun.

Skill	Definition	Example exercise
Initiative	The ability to assess and initiate things independently.	Ask the mentees to build a tower, make a paper car or plane or anything of their choice. This game requires participants to use items such as newspapers, straws, paper clips or clay to conceptualise an image and build it. Mentees must work individually to make sure their structure is sturdy and can withstand gentle movements without toppling over.

Having a commitment to learn new skills

This involves a willingness and openness to learn new skills, listening to new ideas, learning from other people's own experiences, and a commitment to improving your skills and knowledge.

Some of the skills associated with learning new skills, including example exercises a mentor can practice with their mentees, are below.

Skill	Definition	Example exercise
Goal-oriented	Concerned with or focused on achieving a particular aim or result.	Wheel of fortune, start by drawing a wheel divided into four segments. On each segment write important categories in life such as; Family, Friends, Education, Career. For each category ask your mentee to write our goals they would like to accomplish in a set period of time.

Skill	Definition	Example exercise
Resilience	The capacity to withstand or to recover quickly from difficulties.	Sometimes identifying one's own strengths can be difficult. Instead, ask 3 or more peers that are close to you to send in writing or tell them what they see are your top strengths. This way will identify what mentee's are good at, in the eyes of others, and they can begin thinking of ways to use their strengths to overcome challenges.
Adaptable	Able to adjust to new conditions	At first, the facilitator should tell some adaptability-related words one by one. For example, confidence, risk-taking, resilience, patience, persistence, etc. Next, instruct each mentee to choose a word from these. Then, they should come up with a few practical ideas to improve that particular area or skill.

Developing a curriculum vitae (CV)

A curriculum vitae (CV), or resume, is a detailed document outlining your education and work achievements, qualifications, associations, awards, and skills. The CV is used to show the prospective employer why they should hire you and the benefits of having you on their team. The look and feel of your CV are extremely important factors because it is a direct reflection of you and how you want to present yourself.



What to include

Include your contact details at the top. Start with your name, address, phone number, and email address.

Include sections on your key skills, knowledge and achievements, prior work experience, and your level of education. Start with the most recent achievement, experience, or training, and work backward in each section.

When discussing achievements, give details and explain what was achieved. Concentrate on your actions, the precise outcome, and how you knew the action was a success.

Make sure that your spelling and grammar are all correct. Use your computer's spell-check function, proofread it yourself, and ask someone else with good spelling and grammar to have another look before you send it.

Put yourself in the recruiter's shoes. This is considered by some as the 'golden rule' when writing a CV. Ask yourself what the recruiter needs to know about you. Have you adjusted your CV to suit the job description to make sure you have captured your relevant skills and experience? Use your CV to tell them what they need to know upfront and clearly, in a way that looks professional.



What to avoid

False Information

Including false information in a job application is considered fraud and could cost one their job in the long run, either when the employer realises that you are unable to carry out the role sufficiently, or when they find out the truth about your supposed qualifications.

Gaps in work history

Having long gaps in one's CV sometimes gives employers the wrong impression about your suitability for work.

Hobbies and interests

Even though it is important to show your personality through interests outside of work. Too much can remove focus on the most important elements of your CV. It is important that you demonstrate your hobbies in brief so that the CV focuses on relevant skills for the job you are applying for.

CV Length

Avoid having a very long CV, two pages on an A4 sheet is the recommended length of a CV. This allows for the content to be focused on what is most important.

Email address

Set up an email account with your real name and avoid using nicknames because this gives a first impression of you.

Writing a job application

Organisations may have different procedures for accepting applications. Some may request a CV and cover letter while other may have application forms which are pre-designed templates that you fill in with your details.

Writing a Cover Letter

Cover letters are documents sent alongside your CV that give a personal introduction and helps you sell yourself. They give you an opportunity to explain what makes you the best candidate for the job.

It is therefore important to remember to;

Give a brief background about yourself and why you are interested in the job.

Highlight your relevant skills and experiences that are relevant for that job.

It is good practice to tailor every cover letter to a specific job, often making reference to the job description of the job you are applying to.

SPECIFIC GUIDANCE ON OUTLAY OF A COVER LETTER

When writing your cover letter keep it brief, while making sure it emphasises your suitability for the job. Cover letters can be broken down into the following sections:

First paragraph - The opening statement should set out why you're writing the letter. Begin by stating the position you're applying for, where you saw it advertised and when you are available to start.

Second paragraph - Highlight relevant experience and demonstrate how your skills match the specific requirements of the job description. Summarise any additional strengths and explain how these could benefit the company.

Third paragraph - Cover why you're suitable for the job, what attracted you to this type of work, why you're interested in working for the company and what you can offer the organisation. This is a good opportunity to show off your knowledge of the company.

Last paragraph - Use the closing paragraph to round up your letter. Reiterate your interest in the role and indicate your desire for an interview. Now is the time to mention any unavailable dates.

Writing application forms

Many organisations use application forms to get answers to questions they want answered. Forms start with easy questions such as your name and contact details and then move on to qualifications, experience and educational background. Answers should demonstrate your best attributes, think about soft/employability skills and how to convey these, give examples of problems you've solved or what steps you have taken to achieve something.

- Be sure to read the questions carefully and answer them. If a question includes two or three sub-questions, answer all of them.

- Be careful if you are taking material from another application to carefully edit
- Keep your answers succinct. Edit them for unnecessary words.
- Include key verbs relating to the job like organised, supervised, and liaised.
- Your final check should always be to read it through in every detail.

THINGS TO LOOK OUT FOR

Job application websites or forms may include questions about disability, it is important that you answer these truthfully. These questions are there to help the organisation determine any special needs they need to prepare in advance for. These pages are usually extracted and kept confidentially by the Human Resources department until the end of the interview process.

The job application webpage might also have a help button. You can use this to ask questions about the application or interview process. If you need specific help due to a disability, this could be the correct platform to disclose that. Especially if you may need additional support or accommodations put in place by the employer to enable you to do the job.

Interview skills

Preparing for an interview

GENERAL GUIDANCE

- Plan what you are going to wear, making sure the outfit is smart and appropriate for the workplace.
- Research the company and those who will be interviewing you, referring to the company's website, LinkedIn, etc.
- Think about the types of questions that the interview panel may ask you, and prepare some answers. Example questions an interview may ask include, 'Tell us about yourself?', 'Why do you think you are the perfect candidate for this role?'
- Prepare questions for the interviewers. Examples of good questions include, 'What is the company culture like?', 'Are there opportunities for advancement in the organisation?', and 'Have I answered all of your questions?'

CONSIDER HOW YOU ARE GOING TO ANSWER QUESTIONS ABOUT YOUR DISABILITY.

Your disability may or may not be visible, so you need to consider whether you will mention it or not.

While it is not appropriate to be asked about previous time off for illness, or whether you have been on disability benefits, it is

entirely reasonable to ask you what kind of support you will need to do the job, which in turn means that you need to have given this some thought.

For example, if you have a visual impairment, do you need information in Braille or do you need, or already have, software that converts text to speech? Do you have an assistance dog who will need to be in work with you? Will any adaptations to equipment be necessary?

It is good to have thought about this beforehand so that you are prepared to explain your needs and any solutions to potential challenges that you may experience. This also shows the employer that you have initiative, which is a positive attribute.

If you are asked about your disability, assume that the interviewer(s) want to know what support you would need, even if the question sounds ignorant or biased.

They may not phrase the question in the most appropriate way, especially if they do not know much about your disability, but give them the benefit of the doubt. Answer positively, and explain what effect your disability has on you, and what help or support you would need in the job, as well as what they can expect you to do to manage your own disability.

CONSIDER HOW YOU ARE GOING TO EXPLAIN ANY GAPS IN YOUR EMPLOYMENT HISTORY

If you have had time off sick, you will need to be able to explain this in a way that will reassure your potential

employer that the situation is under control and is unlikely to happen regularly.

GET AHEAD OF THE GAME

Try to anticipate the interviewer's likely concerns. You may be able to draw on the conversation that you had earlier with someone in the organisation, or your own experience. Prepare responses to these concerns in advance, so that you can address them confidently if they are raised. You can also use the responses to allay unexpressed but implied concerns.

If you need any help during the interview, now is also the time to phone and make sure that you will have that help. For example, if you are in a wheelchair, will the interview be held somewhere accessible? Will someone be available to escort you from the entrance if you are blind? If you are dyslexic, and there is a test, will you have extra reading time?

PREPARATION

For any interviewee, it pays to pay attention to how you look and how you project yourself during the interview. Most importantly, during the interview, focus on your abilities, rather than what you struggle to do.

Explain what skills you may be able to bring, some of which may be a direct result of your disability. Focus on how your skills will help the organisation, not on how the organisation will have to help you. You may even choose to raise your disability by means of the skills it has given you.

Entrepreneurship

What is entrepreneurship?

Entrepreneurship refers to the concept of developing and managing a business venture to gain profit, which often involves taking risks to achieve the business goals. Simply put, entrepreneurship involves the set-up of a new business.

An entrepreneur is someone who takes an idea that they have and develops a business, perhaps by creating a new product or service. An entrepreneur usually takes on most of the risk and initiative for their new business.

Common traits for entrepreneurs

- Are looking for freedom and flexibility.
- Are inventive.
- Are goal-oriented and ambitious.
- Think creatively.
- Are fearless.
- Problem solvers.
- Understand basic finance principles.
- High self-initiative.

The mindset of an entrepreneur

The entrepreneurial mindset is a set of skills, beliefs, and thought processes entrepreneurs bring to the task of building a new business.

THE MAIN ELEMENTS OF THIS MINDSET ARE:

Curiosity. An effective entrepreneur questions everything, learns all they can, and is open to new and radical ideas.

Independence. Turning a new idea into a successful business requires risk taking and an ability to plan your next move, with limited support.

Resilience. Succeeding as an entrepreneur means not only enduring pressure and potential failure, but also learning and growing from those experiences.

Persuasiveness. To raise money and grow their team, an aspiring entrepreneur needs to be able to confidently sell their business idea to what is often a sceptical audience.

Supportive. Entrepreneurs create value by helping to solve problems for the people around them.

Pros and cons of entrepreneurship

While aspiring entrepreneurs have the potential to earn fame and fortune by starting a successful business, entrepreneurship is not without its hazards. Here are some of the pros and cons.

PROS OF ENTREPRENEURSHIP

Work flexibility. Entrepreneurship means self-employment,

which comes with the ability to set your own schedule and work where you want.

Ability to follow your passion. If your innovative idea is related to your passions or hobbies, entrepreneurship enables you to make a career out of something that you enjoy.

Total control. Because they own their own businesses, entrepreneurs have complete control of their entrepreneurial ventures, with the ability to make decisions quickly.

Creativity. Without the burdens of bureaucracy, which is common in large and mature companies, entrepreneurs can solve problems creatively and experiment often.

Unlimited earning potential. A startup entrepreneur with a successful business idea can make a good profit.

CONS OF ENTREPRENEURSHIP

Financial risk. Becoming an entrepreneur may sometimes mean putting your money at risk. If it doesn't work out, you'll be responsible for dealing with disappointed investors and outstanding bank loans.

Long hours. To manage day-to-day operations of businesses, many entrepreneurs have to work long hours to make their dream a reality.

Greater responsibility. As the leader of your own business, people will look to you for vision and direction, which can cause personal stress.

High competition. You must always anticipate competition from other businesses who may be new or more established within your industry.

Unreliable income. While businesses can become highly profitable, it can take time. It is good to manage expectations in the beginning whilst focusing on investing into growing your business.

Why entrepreneurs start new businesses

The main reasons people may opt to engage in entrepreneurship, rather than being employed, are:

1. **Control:** To be their own boss.
2. **Ambition:** To start something from scratch themselves.
3. **Profit:** An opportunity to earn more money.

Deciding what kind of business to start

Finding a need or opportunity in the market and filling it is at the core of entrepreneurship and small business success.

In considering what kind of business to start, mentors can ask mentees who are interested in developing their own business idea the following questions:

- **Your passions, hobbies, or interests.** Are they ripe for innovation?
- **Your background and experiences.** How has your personal history prepared you for the challenges of being an entrepreneur?
- **Your financial resources.** Are you able to gather the necessary resources to support a business idea?
- **Unmet market needs.** What business opportunities exist in your chosen industry or field?
- **Problems you can solve.** What skills and knowledge do you have to enable you to address challenges in your external environment?
- **Your network and connections.** Who can support you during your entrepreneurship journey?

Entrepreneurship requirements

Beginning a start-up as an aspiring entrepreneur generally requires:

- Discover your big idea. It all begins with an idea and it is important to know what kind of business you want to build. It is good to choose a business that you are passionate about.
- Research your product and audience. Conduct some market research to analyse whether the product or service may be accepted, and who are the target audience who will buy from you. Sometimes this can be done by testing the market by bringing sample products and assessing how people have responded to them.

- Calculate your startup costs. In order to start a business you will need to have a business capital, it is important that you calculate these costs to make sure you have enough to run the business until the business begins to yield profits which can be reinvested into the business.
- Source products. It is good to think about what products or materials you require for your business.
- Figure out your transportation strategy. This can be whether you need to ship products or materials from other sources or how to get the products to your customers. It is essential that you do your market research to find sustainable and affordable ways.
- Develop a brand strategy and brand identity. Every business has a brand identity that tells its story. It is the unique set of principles that define a business and create association of a product or service with your customers. This goes beyond the logo or colour theme, so you have to think about how you want your customers to perceive you.
- Build and launch your website. This may be necessary for some business but not all. However, if you want to become more visible to customers and potential customers a website is one one to guarantee this as it offers a platform where your customers can look at your business and explore prices or even make purchases. In the absence of resources to build a website, social media pages offer affordable sites for advertisement.

- Register your business. Every country has its laws for establishing businesses. It may be important to review the regulations and policies of the Kenyan government so that you are well informed when making your business registration. If you have any friends and family who are lawyers or have some legal knowledge, you can ask them for help in drafting the business plans.
- Grow your business. Once your business is set up and you have a registration certificate, you can now focus on operations to help your business grow so that you begin to get returns on your investment.

Potential business ideas

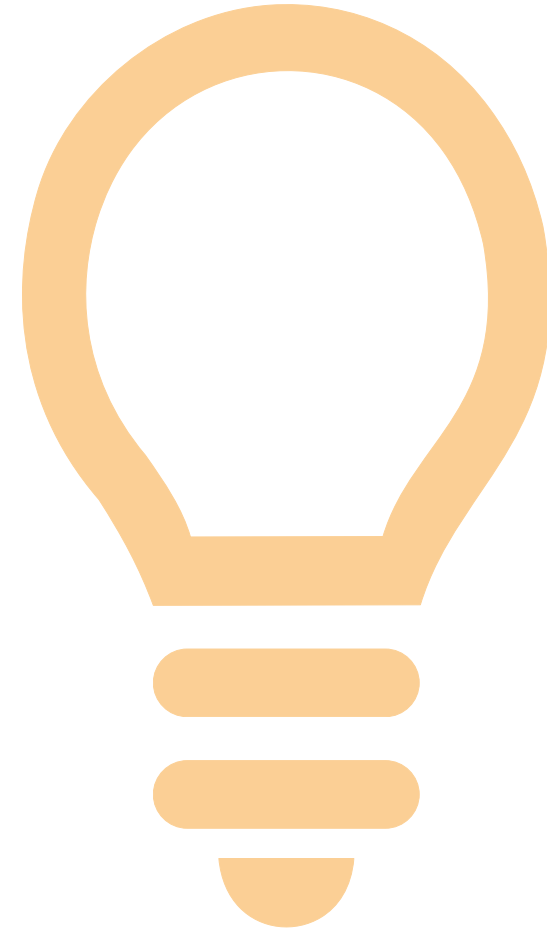
1. **Start a retail business.** This business will be convenient as customers will come at your doorstep.
2. **Tailoring or Crocheting.** Many people love custom made products, and these are easy to acquire skills, you can learn through YouTube or through a family member or friend. Continuously updating your craft to fit new trends can set you apart and make a profitable business.
3. **Becoming a social media influencer.** Creating and managing a social media page is a business that people with disabilities can do from any location. You just have to find an area that is interesting to you. It can be fashion, DIY and you can promote brands and earn money from home. This can be on platforms such as TikTok, You tube or

Facebook!

4. **Freelance journalist or book writing.** This can be done from any location provided you have a stable internet connection and excellent writing skills. You can cover stories and get them published in your local paper or magazine.
5. **Beauty salon.** Nail art is a growing and profitable trend in the beauty industry you capitalise upon in your new salon or day spa.
6. **Rental business ideas.** Companies that lease equipment are excellent business opportunities because they generate recurring income and have lower capital start-up costs and high-profit.
7. **Start a soap making business.** Soap is a fast-moving consumer product and has a good demand in Kenya.
8. **Baby sitting.** This home-based business is simply offering your clients peace of mind about their child in terms of qualifications and security.
9. **Laundry.** In Kenya, this business has high growth potential. You just need a washing machine and pressing irons to start this business.
10. **Assistive Device Workshop.** This is a workshop to design and build assistive devices. This could be a good idea to work with or partner with other youth with

disabilities to brainstorm ideas and come up with prototypes and innovations that fit disability needs.

11. **Internet Cafe.** Considering that internet access can be limited in some communities, it is worth exploring starting a business to provide computer and internet services. Capital costs can be mitigated by sourcing second hand computers and even renting a space within other businesses such as café's. If you have your own space it can also be good to introduce other products such as local produce i.e a shop that is partially an internet café and partially sells fresh fruit and vegetables.



Definitions

Accessibility

Ensures that persons with disabilities access, on an equal basis with others, the physical environment, transportation, information and communications, including information and communications technologies and systems, and other facilities and services open or provided to the public, both in urban and in rural areas. Accessibility takes into consideration the removal of barriers for everyone and is not based on individual requests but instead makes the environment, information and technology accessible for all people.

Disability inclusion

The process that ensures that all persons with disabilities enjoy their full and fundamental rights and freedoms to participate fully and effectively with their families, communities, and societies without barriers and on an equal basis as those without disabilities.

Discrimination based on disability

Any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, direct and indirect, including denial of reasonable accommodation.

Safeguarding

These are a set of policies, procedures and practices which mitigate and manage risk to ensure no one is harmed in the course of delivering organisational programmes or activities, and for effectively reporting and responding if harm does occur.

Sexual Harassment

This means any form of unwanted verbal, non-verbal, or physical conduct of asexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment

Youth

A period of transition from the dependence of childhood to adulthood's independence. For statistical purposes, the UN defines youth as the 15–24-year old age group. In this programme, youth are generally between the ages of 18 to 30 years old.

Reasonable accommodation

This refers to the necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms

Acknowledgements

This mentor's guide was developed by Action Network for the Disabled in partnership with Able Child Africa during the implementation of a women's employability and empowerment programme, funded by the British and Foreign Schools Society. The programme, titled 'WE Can!' looks to improve the inclusion of female youth with disabilities in vocational training and employment'.

The mentor's guide was first developed in 2023, where youth with disabilities were consulted and involved in the testing of this guide, ready for adoption by other youth with disabilities.

A message from Action Network for the Disabled (ANDY)

The employability and empowerment programme's model aims to drive the inclusion of youth with disabilities, and to bring youth with disabilities to the forefront of promoting and protecting the rights of youth with disabilities in Kenya. Youth with disability mentors received training in leadership, mentorship and entrepreneurial skills, topics which are also detailed in this guide.

Action Network for the Disabled (ANDY) therefore takes the chance to thank our partner **Able Child Africa** who offered technical assistance with the design and implementation of the only distinct Employability and Empowerment program for the youths with disabilities in Kenya.

Action Network for the Disabilities is a national organisation of persons with disabilities (OPD), working at all levels of community with the involvement of persons with disabilities to bring about positive change. We were founded by and for children and youth with disabilities in Kenya.

ANDY's mission is to advance and advocate for equal opportunities for young people with disabilities, through promoting proactive social and economic participation. As a youth-led organisation, empowering youths with disability is a priority and this has been achieved in many ways. Mentorship to youth with disabilities through one-on-one mentorship and group mentorship has shown great results in advocacy. I welcome all to be part of this life-changing journey.



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