

USING THEATRE AS A TOOL FOR ADVANCING THE RIGHTS OF WOMEN AND GIRLS WITH



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Disabled Women in Africa (DIWA) would like to express its sincere appreciation to all individuals and institutions that contributed to the successful implementation of the community theatre awareness activities conducted in Mzuzu, Lilongwe, and Ntcheu and through its members Voice of Women with Disabilities Ntcheu (VOD) and Mzunzu Disability Organization (MZUDO). We are particularly grateful to the GIZ AWARE Project under German Federal Ministry for Economic Cooperation and Development (BMZ) through the GIZ-African Union AWARE Project for their financial and technical support, which made it possible for DIWA to implement a project on “increasing awareness about rights of women with disabilities in Malawi (IARWMA)’ aimed at raising awareness on the rights and inclusion of women and girls with disabilities. Their support has significantly contributed to strengthening community understanding of disability rights and promoting more inclusive communities.

DIWA would also like to extend its gratitude to the community members, traditional leaders, local authorities, schools, market committees, and institutions in the targeted hotspot areas who welcomed and actively participated in the theatre performances and community dialogue sessions. Your openness to engage in discussions and reflect on issues affecting women and girls with disabilities played a vital role in the success of the awareness campaign. Special appreciation goes Girls Activist Youth organization (GAYO) and its theatre team and facilitators who dedicated their time and creativity to develop and perform powerful stories, including The Story of Tadala, which helped communities understand the realities and challenges faced by women and girls with disabilities.

We further acknowledge the women and girls who participated in the activities, whose presence and engagement strengthened the dialogue on dignity, inclusion, and the protection of rights. Their participation continues to inspire efforts toward building communities where women and girls with disabilities are respected and supported.

Finally, DIWA appreciates the commitment of its staff and partners who worked tirelessly in coordinating the theatre performances, distributing awareness materials, documenting the activities, and ensuring that the initiative reached communities across the three districts. All these collective efforts contribute to advancing the rights, dignity, and full participation of women and girls with disabilities in Malawi.



soliciting views from the audience during the play

Women and girls with disabilities remain among the most marginalized and excluded groups globally. According to global estimates, persons with disabilities constitute about 16% of the world's population, with women and girls making up nearly half of this group. Despite international commitments such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), women and girls with disabilities continue to face multiple and intersecting forms of discrimination based on gender, disability, poverty, and social exclusion. These intersecting barriers often limit their access to education, healthcare, economic opportunities, justice, and participation in community life. Women and girls with disabilities are also disproportionately affected by violence, abuse, and neglect, while their voices remain largely absent from decision-making spaces.

Across Africa, the situation reflects similar patterns of exclusion. Cultural beliefs, stigma, and discriminatory practices continue to marginalize women and girls with disabilities within families and communities. Many face barriers in accessing services related to sexual and reproductive health, protection from gender-based violence, education, and economic empowerment. Although regional frameworks such as the African Disability Protocol and the Maputo Protocol recognize the rights of women with disabilities, awareness and implementation of these commitments remain limited at community level. In many African countries, women with disabilities are still perceived through a charity or welfare lens rather than as rights holders capable of contributing to social, political, and economic development.

In Malawi, women and girls with disabilities face compounded challenges resulting from poverty, limited access to information, social stigma, and weak enforcement of disability-inclusive policies. While Malawi has made progress by adopting laws and policies such as the Disability Act (2012) and the Gender Equality Act (2013), many women and girls with disabilities remain unaware of their rights and the services available to them. Access to justice, education, healthcare, and economic



part of the audience during a performance at the market place in Mzuzu

opportunities continues to be limited, particularly for those living in rural and hard-to-reach areas. The situation is even more pronounced in rural communities, where awareness of disability rights remains low and harmful stereotypes about disability persist. Many women and girls with disabilities experience social isolation, limited mobility, and exclusion from community decision-making processes. Access to information on rights, services, and reporting mechanisms for violence is often inadequate, leaving many unable to claim their rights or seek support when they experience abuse or discrimination. Communication barriers, inaccessible community structures, and lack of targeted awareness initiatives further deepen these challenges.

In response to these gaps, community awareness initiatives are critical in promoting understanding of the rights of women and girls with disabilities and challenging harmful attitudes. Community theatre has proven to be an effective and engaging tool for raising awareness, stimulating dialogue, and encouraging communities to reflect on issues affecting marginalized groups. Through storytelling, drama, and participatory discussions, theatre performances provide a powerful platform to communicate key messages on inclusion, dignity, and rights in ways that resonate with local audiences. It is within this context that the theatre performances were organized as part of efforts to raise community awareness on the rights of women and girls with disabilities, promote positive attitudes towards disability inclusion, and

Raising Awareness on Rights of Women with Disabilities Project

Disabled Women in Africa (DIWA), with support from the GIZ AWARE Project, is implementing a community-based initiative aimed at raising awareness on the rights of women and girls with disabilities in the districts of Mzuzu, Lilongwe, and Ntcheu. The project seeks to address the persistent barriers that women and girls with disabilities face in accessing information, protection services, and opportunities for participation in social, economic, and political life.

The initiative is implemented within the broader context of efforts to promote gender equality, disability inclusion, and human rights in Malawi. Development partners, including GIZ, support initiatives that strengthen awareness, inclusion, and participation of marginalized groups, including persons with disabilities, in development processes and governance structures.

The project recognizes that many women and girls with disabilities particularly those living in rural and underserved communities have limited access to information about their rights and available services. In many communities, stigma, discrimination, and harmful cultural beliefs continue to marginalize persons with disabilities, leading to exclusion from education, healthcare, employment, and community decision-making processes. In some cases, families and communities isolate or hide persons with disabilities due to fear of stigma or misunderstanding about disability.

To address these challenges, the DIWA–GIZ AWARE project focuses on community sensitization and empowerment, ensuring that women and girls with disabilities are recognized as rights holders and active members of society. The project works closely with community leaders, local organizations, district authorities, and community members to promote positive attitudes toward disability inclusion and to strengthen understanding of the rights of women and girls with disabilities.

A key component of the project is the use of community theatre performances as an innovative awareness-raising tool. Theatre provides an interactive and culturally relevant platform to communicate complex social issues in a way that resonates with local audiences. Through storytelling, drama, and dialogue, the performances illustrate real-life challenges faced by women and girls with disabilities, including discrimination, gender-based violence, barriers to education and health services, and exclusion from community participation.

The theatre performances are conducted in community gathering spaces such as markets, trading centres, and village meeting areas to reach a broad audience that includes community members, traditional leaders, youth, and local authorities. After each performance, facilitated discussions are held with community members to reflect on the messages presented, encourage dialogue, and promote collective responsibility in protecting and advancing the rights of women and girls with disabilities.

Through these activities, the project aims to:

- Increase community awareness and understanding of the rights and dignity of women and girls with disabilities.
- Challenge harmful stereotypes and stigma associated with disability.
- Encourage communities to support inclusive practices and equal participation.
- Promote reporting and prevention of violence and discrimination against women and girls with disabilities.
- Strengthen collaboration between communities, organizations of persons with disabilities, and local authorities to advance disability inclusion.



Introducing Theatre as a Tool for Raising Awareness

Theatre has long been used as a powerful tool for communication, education, and social change across societies. Historically, communities around the world have used storytelling, drama, music, and dance to communicate social values, cultural beliefs, and shared experiences. In many African societies, traditional performance practices were central to community life and served as a way to educate, entertain, and mobilize people around important social issues.

In the field of social development, the use of theatre as an awareness-raising tool gained prominence through the concept known as Theatre for Development (TfD). This approach emerged in the 1960s and 1970s and aimed to use theatre as a participatory method of engaging communities in discussions about social, economic, and political challenges affecting their lives. Theatre for Development encourages dialogue between performers and community members, allowing audiences to reflect on social problems and explore solutions collectively.

Theatre for Development is particularly effective because it is participatory and community-centered. It often involves community members in the creation and performance of plays that reflect their own lived experiences. This process helps raise critical awareness and encourages communities to analyze their problems and identify possible solutions. Scholars note that this approach promotes dialogue and empowerment among marginalized groups by creating a platform where people can express their views and participate in social change.

Across Africa, theatre has been widely used in development communication to address issues such as health awareness, gender equality, education, environmental protection, and human rights. Because theatre relies on storytelling, local languages, humor, and culturally familiar situations, it is particularly effective in reaching rural communities where literacy levels may be low and access to formal communication channels may be limited.

In Malawi, theatre for development has been widely adopted by both government institutions and civil society organizations as a tool for community mobilization and awareness raising. Community theatre groups frequently perform in villages and public spaces to stimulate dialogue on social issues affecting communities, including health, education, and gender equality. These performances often provide a platform for communities to discuss challenges and collectively identify solutions.

Given its participatory nature and strong connection to community realities, theatre remains one of the most effective tools for raising awareness and promoting behavior change. Presenting relatable stories and encouraging dialogue among audiences, theatre creates opportunities for communities to reflect on harmful practices, challenge discrimination, and promote inclusion. For initiatives aimed at promoting the rights of women and girls with disabilities, theatre offers a powerful platform to highlight lived experiences, challenge stigma, and encourage communities to support equality and dignity for all.

¹ Boal, A. (1979). *Theatre of the Oppressed*. London: Pluto Press.

² Kerr, D. (1995). *African Popular Theatre: From Pre-Colonial Times to the Present Day*. London: James Currey.

³ Chinyowa, K. (2007). "Theatre for Development in Africa: A Participatory Approach to Social Change." *Journal of Applied Arts & Health*.

Theatre Performances Conducted in Mzuzu, Lilongwe, and Ntcheu

As part of the awareness-raising initiative implemented by Disabled Women in Africa (DIWA) with support from the GIZAWARE Project, a series of community theatre performances were conducted in the districts of Mzuzu, Lilongwe, and Ntcheu. The theatre performances were designed as an interactive and community-based approach to raise awareness about the rights, dignity, and inclusion of women and girls with disabilities, while also addressing stigma, discrimination, and violence faced by women and girls with disabilities in communities.

The performances were organized in strategic public spaces, including markets, community centers, police stations, hospitals, and village gathering points, to ensure that a wide range of community members could participate. These locations were intentionally selected to reach diverse audiences, including traditional leaders, women and youth groups, community members, and local authorities. The use of open community spaces helped attract large audiences and allowed community members to engage with the messages presented through drama and storytelling.

THEATRE PERFORMANCE HOTSPOT LOCATIONS

Mzuzu District



Mchengautuwa Primary School, St Augustine Primary School, Lupaso Primary School, Zolozolo Secondary School, Mzuzu Government Secondary School, Mzuzu Bus Depot, Zigwagwa Market, Luwanga Market, Mchengautuwa 2 Primary School and Katoto Secondary School.

Ntcheu District



Gumbo Primary School, Ntcheu Secondary School, Ntcheu Main Market, Ntcheu Old Depot, Gumbo Secondary School, Ntcheu Police Station, Madzanje Secondary School, Ntcheu District Hospital and Bangala Primary School.

Lilongwe District



Mtsirinja Primary School, Phereni Primary School, Nguluwe Primary School, Mtandire Market, Chinsapo Market, Msungwi Market, Kauma Market, Chinsapo 1 Primary School, Kanengo Police Station and Lilongwe Taxi Rank

Across these locations, the theatre performances attracted large audiences and created opportunities for community dialogue and reflection on the issues presented

Each theatre performance depicted real-life situations faced by women and girls with disabilities, including experiences of discrimination, barriers in accessing education and health services, exclusion from community activities, and vulnerability to gender-based violence. Through relatable characters and storytelling in local languages, the performances illustrated how harmful attitudes and misconceptions about disability can negatively affect the lives of women and girls with disabilities. At the same time, the plays highlighted the importance of respect, inclusion, protection of rights, and community responsibility in promoting equality and dignity for persons with disabilities.

Theatre Performances Conducted in Mzuzu, Lilongwe, and Ntcheu

A key component of the theatre performances was the interactive dialogue sessions that followed each performance. These discussions were facilitated by DIWA staff and local partners, providing community members with the opportunity to reflect on the messages presented in the plays. Participants were encouraged to ask questions, share their perspectives, and discuss practical actions that communities can take to support and protect the rights of women and girls with disabilities. The discussions also helped clarify misconceptions about disability and increased community understanding of the legal and human rights frameworks that protect persons with disabilities.

In addition to raising awareness, the theatre performances served as a platform to encourage community ownership of disability inclusion efforts. Traditional leaders and community members were encouraged to promote inclusive practices within their communities, support women and girls with disabilities in accessing services, and take action to prevent violence and discrimination.

Overall, the theatre performances in Mzuzu, Lilongwe, and Ntcheu successfully engaged communities in meaningful dialogue on disability inclusion and contributed to increased awareness about the rights of women and girls with disabilities. The participatory nature of theatre created a safe and engaging space for communities to reflect on social norms and explore ways to build more inclusive and supportive environments for women and girls with disabilities.



KEY MESSAGES DELIVERED THROUGH THE THEATRE PERFORMANCES



The theatre performances delivered several important messages aimed at increasing awareness and promoting positive attitudes toward the rights and protection of women and girls with disabilities. Through dramatized scenarios and community dialogue sessions, the performances highlighted real-life challenges faced by women and girls with disabilities while encouraging communities to take collective responsibility in promoting inclusion, protection, and respect for their rights.

One of the key stories presented during the performances was “The Story of Tadala,” written by Ronald Mafumu. The play portrayed the experiences of an 18-year-old young woman with a disability who faced discrimination, exploitation, and sexual abuse after losing her parents and living under the care of relatives. Through Tadala's story, the performance illustrated how women and girls with disabilities can become vulnerable to abuse, particularly when they lack family protection, economic independence, or awareness of their rights.

In the play, Tadala is forced to leave her uncle's house and later becomes a victim of abuse by a man who takes advantage of her vulnerability and disability. The story highlights how perpetrators often manipulate power dynamics, threaten survivors, and exploit the social isolation that many women with disabilities experience. The play also demonstrates the fear that survivors may face in reporting abuse due to threats, stigma, or lack of support.

Following the performance, the facilitator invited members of the audience to reflect on Tadala's situation and discuss how the community could support and protect her. This participatory discussion encouraged community members to consider their role in preventing violence,

supporting survivors, and promoting justice for women and girls with disabilities. By involving the audience in identifying solutions, the theatre created a space for communities to collectively reflect on harmful practices and explore ways to address them.

Through Tadala's story and other dramatized scenes, several key messages were communicated:

- Women and girls with disabilities have the same rights as everyone else, including the right to safety, dignity, education, and participation in community life.
- Violence and abuse against women and girls with disabilities is unacceptable and must be reported and addressed by the community and relevant authorities.
- Disability should never be used as a reason to exploit or discriminate against someone.
- Communities have a responsibility to protect vulnerable members, including women and girls with disabilities.
- Survivors of violence should be supported and encouraged to seek help, including reporting cases to relevant authorities and accessing available support services.
- Inclusion and respect for persons with disabilities are essential for building stronger and more just communities.

By presenting these messages through relatable characters and real-life situations, the theatre performances helped audiences understand the realities faced by women and girls with disabilities and encouraged communities to reflect on their attitudes and behaviors. The interactive nature of the performances also enabled community members to engage directly with the issues and discuss practical ways to promote safety, inclusion, and protection of the rights of women and girls with disabilities within their communities.

In addition to the theatre performances, the awareness campaign also included the distribution of informational posters aimed at reinforcing key messages on the rights of women and girls with disabilities. The posters were developed as a complementary awareness tool to ensure that the information shared during the theatre performances could remain visible and accessible to communities even after the performances had concluded.

The posters contained clear and simple messages highlighting the rights of women and girls with disabilities, as well as information on relevant policies and legal frameworks that protect the rights of persons with disabilities in Malawi. These materials were designed in an accessible and easy-to-understand format so that community members, including those with limited literacy levels, could easily grasp the messages which were also translated in local language.

Key messages included in the posters focused on the following rights:

- **The right to dignity and respect for women and girls with disabilities.**
- **The right to live free from violence, abuse, and exploitation.**
- **The right to education and equal opportunities for learning.**
- **The right to access health services, including sexual and reproductive health services.**
- **The right to participate in community activities and decision-making processes.**
- **The right to protection and access to justice when rights are violated.**

The posters also highlighted relevant national laws and policies that protect the rights of women and girls with disabilities, including: The Disability Act (2012), The Gender Equality Act (2013), The National Policy on Equalization of Opportunities for Persons with Disabilities and Malawi's commitments under international frameworks such as the United Nations Convention on the Rights of Persons with Disabilities (UNCPRD) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

The posters were strategically displayed and distributed in public spaces within the hotspot areas where theatre performances were conducted, including schools, markets, community centers, police stations, and health facilities. These locations were selected to ensure that the messages would reach a wide audience and continue to raise awareness among community members beyond the duration of the theatre activities.

Through the combination of interactive theatre performances and visual awareness materials, the project strengthened community understanding of the rights of women and girls with disabilities and contributed to promoting a culture of respect, protection, and inclusion within communities.



DISTRIBUTION OF AWARENESS POSTERS ON THE RIGHTS OF WOMEN WITH DISABILITIES



Distribution of Dignity Kits



As part of the awareness activities, dignity kits were distributed to women and girls who attended the theatre performances in the targeted communities. The distribution of the dignity kits was intended to encourage participation and engagement of women and girls, particularly those from vulnerable backgrounds, in the awareness sessions conducted during the theatre performances.

The dignity kits comprised essential hygiene items, including soap, sanitary pads, a basin or bucket, and body powder. These items were provided to support personal hygiene and promote dignity among women and girls attending the awareness activities.

The distribution was conducted alongside the theatre performances and community dialogue sessions in the hotspot areas across Mzuzu, Lilongwe, and Ntcheu. Women and girls who participated in the theatre awareness sessions received the dignity kits as a form of support and encouragement to actively engage in discussions about the rights, protection, and inclusion of women and girls with disabilities.

The provision of dignity kits also helped create a welcoming and supportive environment for participation. In many communities, women and girls face economic challenges that limit their access to basic hygiene products. By providing these items, the activity helped reduce some of these barriers and encouraged greater turnout and engagement during the awareness events. In addition, the distribution provided an opportunity to interact directly with women and girls, reinforcing key messages delivered during the theatre performances about dignity, respect, inclusion, and the importance of protecting the rights of women and girls with disabilities within communities.

Overall, the dignity kit distribution complemented the theatre performances by supporting participation, strengthening community engagement, and promoting dignity among women and girls who attended the awareness activities.

Video Documentary of the Awareness Activities

As part of documenting the awareness campaign, a video documentary and animation video was produced to capture the theatre performances and community engagement activities conducted in the districts of Mzuzu, Lilongwe, and Ntcheu. The video documentation aimed to record key moments of the theatre performances, community participation, and discussions that took place during the awareness activities.

The documentary captured various aspects of the initiative, including the theatre performances depicting the challenges faced by women and girls with disabilities, community reactions to the performances, and dialogue sessions held after each performance. It also recorded testimonies and reflections from community members, participants, and facilitators on the importance of promoting the rights and inclusion of women and girls with disabilities.

In addition, the video documentation highlighted the participation of community members in the awareness activities, the engagement of audiences during the performances, and the distribution of informational materials and dignity kits. The footage also showcased how the theatre performances created a platform for open discussions on issues such as discrimination, gender-based violence, and the need to protect and support women and girls with disabilities within communities.

The production of the video documentary serves several important purposes. Firstly, it provides evidence of the activities implemented and the reach of the awareness campaign. Secondly, it serves as a learning and advocacy tool that can be used to share experiences, raise further awareness, and inspire similar initiatives in other communities. The documentary will also contribute to



The documentary will also contribute to amplifying the voices and lived experiences of women and girls with disabilities, ensuring that their stories and the challenges they face are visible to a wider audience. Through visual storytelling, the documentary complements the theatre performances by helping to sustain awareness and promote continued dialogue on the rights and inclusion of women in Africa.



COMMUNITY PARTICIPATION AND RESPONSE

The theatre performances conducted in Mzuzu, Lilongwe, and Ntcheu attracted significant participation from community members and created an important platform for dialogue on the rights of women and girls with disabilities. The activities brought together diverse groups of participants, including women and girls, men, youth, traditional leaders, teachers, students, traders, and local authorities, demonstrating strong community interest in the issues presented.

The performances, which were conducted in public hotspot areas such as markets, schools, bus depots, health facilities, and police stations, enabled the project to reach a broad audience. Many community members gathered to watch the performances, and the use of relatable storytelling and local language helped audiences easily understand the issues being presented.

The story of Tadala, which depicted the experiences of a young woman with a disability facing discrimination and abuse, resonated strongly with audiences. During the discussions that followed the performances, many participants expressed concern about the vulnerability of women and girls with disabilities in their communities and acknowledged the need for greater protection and support. Community members openly discussed issues such as stigma, exclusion from education and employment, and the risk of violence faced by women and girls with disabilities.

The interactive discussions following the performances allowed community members to share their perspectives, ask questions, and propose possible solutions to the issues raised in the plays. Many participants emphasized the importance of respecting the dignity of persons with disabilities, reporting cases of abuse, and supporting women and girls with disabilities to participate fully in community life.

Traditional leaders and community members also expressed commitment to promoting inclusive attitudes and practices within their communities. Some participants indicated that the performances had helped them better understand the rights of women and girls with disabilities and the importance of treating them with dignity and respect.

The distribution of posters carrying messages on disability rights and relevant laws, as well as the provision of dignity kits to women and girls, further encouraged participation and engagement during the activities. These efforts helped reinforce the key messages delivered during the theatre performances and strengthened community understanding of the rights and needs of women and girls with disabilities.

Overall, the theatre performances generated positive community engagement and meaningful dialogue around disability inclusion. The activities helped raise awareness, challenge harmful stereotypes, and encouraged communities to take a more active role in promoting the rights, protection, and inclusion of women and girls with disabilities.



KEY OUTCOMES AND IMPACT



The theatre awareness activities conducted in Mzuzu, Lilongwe, and Ntcheu resulted in several positive outcomes in terms of increased awareness, community engagement, and improved understanding of the rights of women and girls with disabilities. Through the use of theatre performances, poster distribution, dignity kit provision, and community discussions, the project created opportunities for communities to reflect on the challenges faced by women and girls with disabilities and to explore ways of promoting inclusion and protection of their rights.

One of the key outcomes of the activities was increased awareness among community members on the rights and dignity of women and girls with disabilities. Many participants indicated during the dialogue sessions that the performances helped them understand the realities and challenges faced by women and girls with disabilities in their communities. The dramatized stories, particularly the story of Tadala, helped illustrate how discrimination, abuse, and exclusion can occur and highlighted the need for greater protection and support.

The theatre performances also contributed to changing attitudes and perceptions toward disability. Portraying relatable stories and highlighting the abilities and rights of women and girls with disabilities, the performances challenged common stereotypes and misconceptions that often lead to discrimination and exclusion. Community members were encouraged to see women and girls with disabilities as individuals with rights, capabilities, and potential to contribute to their communities.

Another important outcome was the increased community dialogue on issues affecting women and girls with disabilities, including gender-based violence, discrimination, and barriers to participation. The discussions that followed the performances allowed community members to openly talk about these issues and consider their role in addressing them. This helped promote a greater sense of community responsibility in protecting vulnerable members of society.

The project also strengthened community knowledge of existing laws and policies that protect the rights of persons with disabilities. Through the posters and discussions facilitated after the theatre performances, community members were introduced to relevant legal frameworks such as the Disability Act, Gender Equality Act, and international commitments on disability rights. This knowledge is important in enabling communities to recognize violations and support the protection of rights.

The distribution of dignity kits helped encourage participation of women and girls in the awareness activities and provided practical support that promotes dignity and well-being. This component also helped create a supportive environment that allowed women and girls to actively participate in the discussions and awareness sessions. Additionally, the video documentary produced during the activities provides a valuable resource for documentation, learning, and advocacy. The footage captured community reactions, theatre performances, and dialogue sessions, and can be used to further raise awareness on the rights of women and girls with disabilities and share the impact of the initiative with partners and stakeholders.

Overall, the theatre awareness activities contributed to strengthening community awareness, encouraging dialogue, and promoting more inclusive attitudes toward women and girls with disabilities. The initiative demonstrated that participatory approaches such as theatre can be effective in engaging communities and advancing the promotion and protection of the rights of women and girls with disabilities.

CONCLUSION

The community theatre awareness activities implemented by Disabled Women in Africa (DIWA) with support from the GIZ AWARE Project in Mzuzu, Lilongwe, and Ntcheu provided an effective platform for engaging communities on the rights and inclusion of women and girls with disabilities. Through the use of theatre performances, poster distribution, dignity kit provision, and community dialogue sessions, the initiative successfully created opportunities for communities to reflect on the challenges faced by women and girls with disabilities and to consider their role in promoting inclusion and protection.

The participatory nature of theatre proved to be a powerful and culturally appropriate approach for communicating complex social issues. The activities further strengthened community awareness of national laws, policies, and international commitments that protect the rights of persons with disabilities, reinforcing the message that women and girls with disabilities are entitled to equal protection, opportunities, and participation in all aspects of community life.

Overall, the awareness activities contributed to increased knowledge, dialogue, and positive attitudes toward disability inclusion within the targeted communities. The initiative highlights the importance of continued community engagement and awareness-raising efforts to ensure that women and girls with disabilities are recognized, respected, and supported in claiming their rights and participating fully in society.

Sustained efforts involving communities, local leaders, institutions, and organizations working on disability and gender equality will be essential in building inclusive communities where women and girls with disabilities can live with dignity, safety, and equal opportunities.

