

LEROY BONES FOUNDATION PROFILE



Leroy~Bones
FOUNDATION

Inform, Include, Improve, Involve!

WHO WE ARE



Anthony and Edyth Bones
Co-founders of the foundation.

Our story

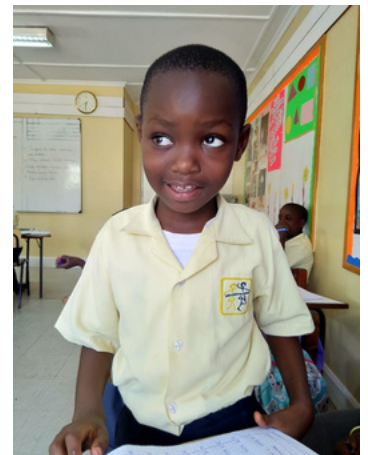
The Bones are a family of seven with five girls and one boy. Their son Leroy was diagnosed with autism and ADHD at the age of three. That's when they started the journey of raising him amidst a lot of challenges associated with stigma and discrimination.

Therapies were too costly for him to access them consistently. They soon realized that they could not find a school that could accept Leroy but also have the capacity to help him learn. At 6 years, Leroy was finally accepted in an integrated school where he started learning.

In 2020, after the effects of COVID, the school closed down its learning unit, and Leroy did not have a place to go to school. Due to lack of options, they had to take matters into their own hands and think differently. They asked Good Shepherd School to give them a space which they could use for Leroy. They then found a special needs teacher and committed to pay her monthly so she could teach Leroy. They also equipped the class.



1. The Bones family



2. Leroy at the integrated school

Due to Leroy being at Good Shepherd School and the small unit, other children with developmental disabilities have come to the school. Currently, Good Shepherd School has admitted almost 10 children with developmental disabilities. The space and capacity are unable to take in any more children, and they have been turning children away.

Good Shepherd School does not currently have a qualified special needs teacher apart from Leroy's teacher. They have a big play area but lack the play equipment. The school does not have a space that can be used as a therapy space for children. Therapies are very costly in Kenya, and most children have missed out on access to consistent therapy.

Leroy was hyper, and so going to social places like restaurants, church, or playgrounds was next to impossible. We noticed there was a lack of awareness from the public, stigma, and discrimination. We have so far done our best to assist Leroy gain some level of independence through different interventions.

Our hearts go out to many parents in Kenya from urban slums and rural communities who live under a dollar per day.

THE PROBLEM

THESE ARE THE ISSUES WE ARE WORKING TO SOLVE...

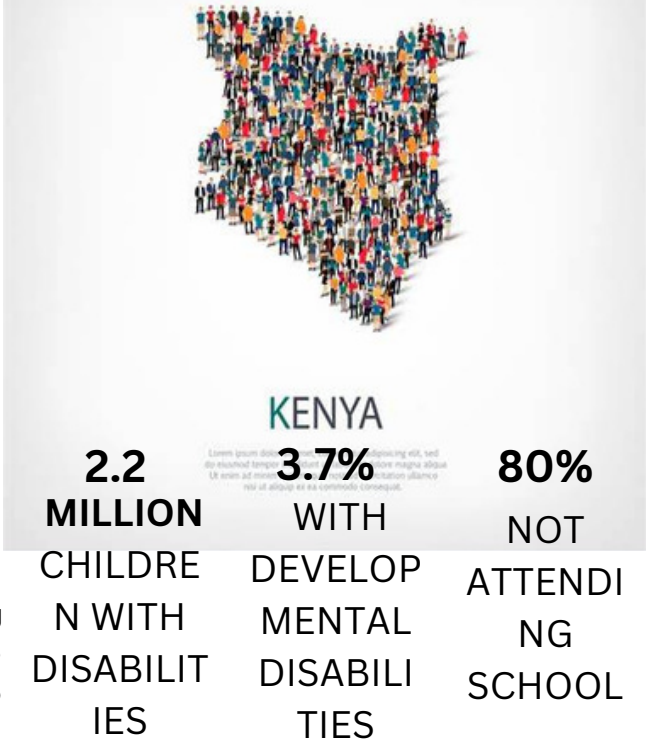
A LACK OF SUPPORT

Children with disabilities worldwide face a scarcity of essential support services crucial for their development. These children frequently have intricate requirements, such as access to top-notch medical care, therapy, specialized education, round-the-clock assistance, and more. Unfortunately, due to insufficient availability, transportation, financial resources, education, and societal stigma, they are unable to benefit from these vital services. It is imperative that every child is given the opportunity to reach their maximum potential.

STIGMA

All around the world, children with disabilities are stigmatized. They, along with their families, face intense discrimination stemming from a variety of beliefs: that they are cursed, that they are being punished for sins, that they are worthless. No child deserves to be rejected because of how they were born. Every child should be accepted

IN KENYA



Statistics indicate that Kenya is home to nearly 2 million children with disabilities, with 70% coming from impoverished urban and rural areas. Among them, 3.7% have developmental disabilities such as autism and Down syndrome. In Kenya, out of around 30,000 schools, only 2,713 have special units, and merely 751 are designated as special schools. The lack of capacity in most schools results in the rejection of children with disabilities, severely limiting options for parents. As a consequence, approximately 82% of these children remain at home without access to education, and some are confined indoors while parents are away working.

Moreover, therapies are both costly and out of reach for many children living in slums and rural areas. The congested living conditions in these communities further restrict access to social amenities like play areas. Additionally, youth and young adults encounter challenges in acquiring skills and accessing employment opportunities, leading to long-term dependency on their parents

Upon receiving a diagnosis, many parents find themselves overwhelmed due to the lack of support services available. This leads to feelings of confusion and often depression, highlighting the urgent need for psychosocial support for families navigating this path. Unfortunately, stigma and misconceptions contribute to high rates of separations, leaving single parents to shoulder the responsibility of raising their children.

MORE LIKELY TO END UP IN AN INSTITUTION

Children with disabilities face a higher probability of being placed in an institution compared to other children. This can be attributed to factors such as stigma, poverty, abandonment, neglect, and abuse. Studies indicate that residing in institutions can negatively impact a child's well-being, emphasizing that children flourish best within a family environment. Despite the transition towards family reintegration by various organizations and governments, children with disabilities are at risk of being overlooked due to their specific needs and complexities that differ from those of other children.

17x

WHAT WE DO



VISION

A society that is inclusive, receptive, equitable for persons with Neurodevelopmental disabilities.

MISSION

To promote an inclusive, receptive, equitable and empowered society for children, youth and girls living with Neurodevelopmental Disabilities in Kenya

OUR VALUES

EMPOWER

Empathy, Mindfulness, Passion, Optimism, Win Together, Equity, Respect.

A woman with dark hair, wearing a plaid blazer and a name tag, is speaking into a microphone at a podium. She is gesturing with her right hand. The background shows a room with orange curtains and a projection screen displaying text.

Advocacy through awareness events and trainings across Kenya.

Desired result: Acceptance of persons with Neurodevelopmental disabilities.

**Heighten inclusivity for
children and youth with Neurodevelopmental
disabilities
through partnering with schools, churches and
other social amenities to provide
infrastructure that support their way of
learning and living.**

Desired result:Empowerment in institutions for the full inclusion of children in learning activities



**Improve way of life through resources,
access to therapy services, economic
empowerment and psychosocial
support
for vulnerable households.**

Desired result: Healthier and social economic empowered individuals.

All objectives will be met in collaboration with the local communities.



OUR PROGRAMMES

TUSOME PIA

'Tusome Pia' translates to "let's learn too" in Swahili. The initiative aims to enhance inclusive education and assist students with Neurodevelopmental disabilities in accessing education to achieve their maximum potential. This endeavor will involve partnering with both local private and public schools, providing assistance in establishing learning support units and enhancing teachers' skills. Parents and caregivers will play a crucial role as advocates to ensure the program's long-term success.

EZESHA

'Ezesha' means "enable" in Swahili. The initiative aims to enhance early intervention, provide affordable therapies, offer psychosocial support to caregivers, and empower parents economically to help them take care of their children. Collaboration with neurologists, therapists, counselors, special needs educators, and other volunteers will be key in implementing this program.

DADA SMILES

"Dada Smiles' means 'sister smile' in Swahili. This program provides mentorship to girls with disabilities on sexual and reproductive health, emphasizing education, empowerment, and challenging stigmas. Mentors lead discussions on various subjects, boosting self-assurance. The goal is to educate girls on health matters, boost their self-esteem, and empower them to stand up for their well-being, ultimately fostering positive transformations within communities."

VIJANA IMARA

"Vijana Imara" means "stable youth" in Swahili. The program is designed to provide mentorship to young individuals of diverse abilities, with a focus on their social, spiritual, economic, and psychological welfare. It involves training in digital and vocational skills to equip them for the job market and advocate for inclusive work environments.

GALLERY



Advisory Board committee members From left standing

1. Ngesa (Banker)
2. Njeri Kirunga (Lawyer)
3. Sanaipei (Occupational Therapist)
4. Joel Edaria (Administrator/Treasurer to the board)
5. Edyth Bones (Director/secretary to the board)
6. Rev. Anthony Bones (Director/ Board Chairman)

Not in the picture

7. Irene Amadi (Program Manager)
8. Paul Machira (Children's pastor)



Fountain Cloud water Company launch



**Good Shepherd School , learning
support unit by Leroy Bones
Foundation**

GALLERY



Community awareness for autism and sell of fountain cloud water to raise funds for the foundation



Sunday School class at Good Shepherd



Volunteers and caregivers training



Teachers capacity building training



Inclusive fun day for children with all abilities



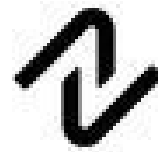
Director Edyth encouraging parents of special needs kids in Kibera slums.

HOW YOU CAN BE INVOLVED



- **Pray for the work.**
- **Support through giving financial resources.**
- **Become our champion.**
- **Connect us to your network for financial support.**
- **Send teams, to offer therapy, mentorship, psychosocial support.**
- **Assist in registering with the 501 (C) 3 US federal tax exemption**

our partners



Address

P.O Box 21500-00505,
Nairobi, Kenya.



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Contacts

0721724253/0722978545
info@leroybonesfoundation.org
leroybonesfoundation@gmail.com
www.leroybonesfoundation.org