

ANNUAL REPORT

2013-
2014



Action for Ability Development and Inclusion

Convention on the Rights of Persons with Disabilities

Article 3 - General principles

The principles of the Convention are:

- a. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
- b. Non-discrimination;
- c. Full and effective participation and inclusion in society;
- d. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- e. Equality of opportunity;
- f. Accessibility;
- g. Equality between men and women;
- h. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Rights of Persons with Disabilities

Equality and non-discrimination	Right to life	Situations of risk and humanitarian emergencies	Equal recognition before the law
Access to justice	Liberty and security of person	Freedom from torture or cruel, inhuman or degrading treatment or punishment	Freedom from exploitation, violence and abuse
Protecting the integrity of the person	Liberty of movement and nationality	Living independently and being included in the community	Personal mobility
Freedom of expression and opinion, and access	Respect for privacy	Respect for home and the family	Education
Health	Habilitation and rehabilitation	Work and employment	Adequate standard of living and social protection
Participation in political and public life	Participation in cultural life, recreation, leisure and sport	Accessibility	Statistics and data collection

*The green areas highlight the rights that AADI's is currently focusing on

Dear Friends,

The Strategic Direction and changes in AADI were influenced by its Vision of an Inclusive World and the Principles and Rights as given in the UNCRPD, reproduced in the adjoining page. These have been a constant reminder to us in the work during the year.

The year 2013-14 took forward the initiatives of the last couple of years so as to strengthen the processes of the new paradigm. These processes became the basis for further training and advocacy. During the year we were also able to take on activities in sync with our Vision and expand our reach. The work at an individual level was strengthened with each ADIT team (Ability development and Inclusion team) taking on a cross disability and life span approach in their work along with linking with resources in the community and building community resources.

The Jeevika project on livelihoods, initiated with the support of United Way, is an exciting venture into inclusive employment opportunities for people with disability. We have also initiated a partnership with The Hans foundation for our work in the rural areas to focus on habilitation and rehabilitation aspects and also to create opportunities in retail marketing for people with disabilities in the urban areas. The work with schools and children in and out of schools has continued and the insights from the experiences filtered into the training and advocacy activities. The work on the "New Law" intensified during the year, which was also fraught with differing views in the sector ranging from stalling the process of law making to supporting amendments with a view of progressive realization.

The project on Inclusive education with Bodh Shiksha Samiti continued during the current year. The advanced Course for Physiotherapists/Occupational Therapists, facilitating accessible polling stations, coordinating the alternate report on Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), for integrating issues related to women with disability, were some of the new initiatives.

Each of the areas along with the financials and human resource at AADI is detailed in the following pages.

On behalf of the Board, Staff and members at AADI, I thank each one who walked with us in this journey and supported our work through very many ways. We have a long way to go and are confident of your support as we move on. Thank you again.

In Peace,



Syamala Gidugu
Executive Director/Secretary

The process of ensuring that people with disabilities enjoy their human rights is slow and uneven. But it is taking place, in all economic and social systems. It is inspired by the values that underpin human rights: the inestimable dignity of each and every human being, the concept of autonomy or self-determination that demands that the person be placed at the centre of all decisions affecting him/her, the inherent equality of all regardless of difference, and the ethic of solidarity that requires society to sustain the freedom of the person with appropriate social supports

Disability and Human Rights – United Nations
Gerard Quinn and Theresia Degener

Vision, Mission Statements

Vision:

AADI's vision is of a world in which persons with disabilities are an integral part of society, participating in the community and living life to the fullest, with equitable access to opportunities and services.

Our Mission:

The focus of our work will be to facilitate enabling environments in the best interest of the child and the adult thus ensuring equitable, accessible, quality assured services using a life span approach. We will be informed and guided by the needs of persons with disabilities who are further marginalized by poverty and gender inequalities.

Through our work we will:

- Facilitate, nurture and support opportunities for leadership and greater involvement of people with disability in decision-making regarding their own lives and the processes within their community.
- Influence and develop systems and processes to ensure that there is no exclusion, exploitation or stigmatization of the persons with disabilities at the levels of policy and its implementation within their community.
- Research, develop and implement service delivery models that can be adapted according to geographical and cultural realities/ contexts.
- Build technical, financial and human resource capacities of:
 - Persons with disabilities
 - Professionals
 - Larger Community
 - Build technical, financial and human resource capacities of AADI

Our strategic objectives are to:

- **Reduce the service gap:** by increasing access to services, ensuring quality of services, addressing all life domains – education, health, livelihoods, recreation, shelter, well-being, safety and permanence of services.
- **Reduce the inclusion gap:** by mapping, sensitizing and building the capacities of mainstream resources in education, health, livelihoods, recreation etc.
- **Reduce the participation gap:** by increasing the participation of users/user groups in our work, building capacities of people with disability and facilitating participation in decisions about activities pertaining to their lives, influencing membership of people with disability in local governance and other leadership positions within the community.
- **Reduce stigma and exploitation:** by increasing awareness about rights and needs of people with disability through information dissemination, media watch, social watch, and right to information activities.
- **Reduce the resource gap:** Technical, Financial and Human Resource by: increasing revenue streams, improving knowledge base, and developing need based and appropriate professional development programs

Values & Guiding Principles:

Our work is guided by the core human values of respect, dignity and the autonomy of persons with disability and their carers. Strengthening capacities of all stakeholders will be central to our work. We will work towards being collaborative, participative, strategic, transparent, equitable, non-discriminative, accessible, and accountable in all that we do. We will follow the norms of safety and quality assured services in our work.

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PART I: COMMUNITY BASED REHABILITATION

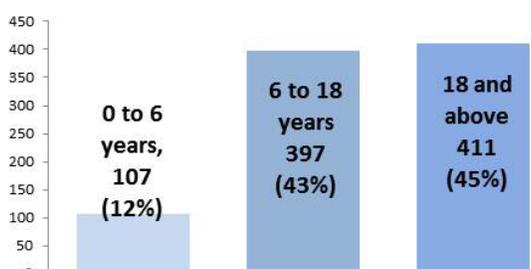
1. Rural Community Based Habilitation and Rehabilitation

Rural Community Based Habilitation and Rehabilitation Programme is based in Ballabhgarh block of Faridabad District of Haryana since 1982. Its focus is to facilitate the creation of a responsive community and development of inclusive services, which fulfil the rights of persons with disabilities.

It works in **83** villages which are governed by 65 **Panchayats** and 9 colonies in the peri-urban areas. Presently **915** persons with disabilities and their families are part of the program and 104 were identified this year.

Throughout the year all registered persons with disability across the different age groups were provided ongoing support with the aim of linking people to rehabilitative services, to educational resources and to work and employment opportunities. Capacity building of families of persons with disabilities and community resources was also undertaken which included advocacy and awareness raising activities.

915 persons with disabilities **104** registered this year



Direct interventions in the program focus on working directly with the individual. It attempts to link persons with disabilities to specific inputs for decreasing the impact of impairment in different domains of life.

Linked to Rehabilitation/Functional /Direct Intervention

163 Children provided after school tutoring

3344 Assessments done

67 Aids provided

63 children provided life skills training at home



Babita a person living with a physical impairment was finding it difficult to look after her children and do house-hold work. This situation became worse when she became pregnant. Initially she did not want to try the different suggestions provided by the team to address the difficulties she was facing. After a lot of

persuasion she agreed to try a lower mobility aid to enhance her functional abilities in her daily activities related to self, home and looking after her children. She soon realised that she was able to manage the different activities very comfortably with the use of the aid. After this she became more open to a dialogue with the team.

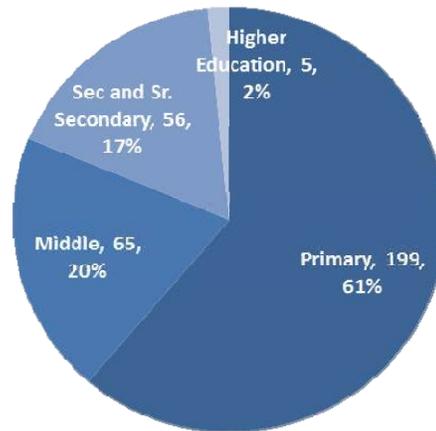
To ensure inclusion and participation in the community persons with disabilities are linked to resources in the community like education, health, employment etc. They are also linked to schemes and provisions available from the Government.

Linked to Community Resources

325 are accessing **education** resources

Some highlights:

5 people are pursuing Higher Education
 21 pursuing skill training courses
 40 new admissions in schools
Out of these 31 are going to school regularly
 67 still to be linked
 38 children got scholarships
 15 children cleared 10 and 12 exams
 52 progressed in learning life skills at school



172 people accessed **health** resources
 5 new linked to Nirmaya (Health Insurance)

156 are accessing **work and employment** opportunities

Some highlights:

71 are accessing open employment opportunities
 17 are pursuing self employment
 15 are pursuing agriculture independently
 53 pursue cattle rearing and agriculture with support
 8 persons in internships for box making
144 are involved in domestic work
37 individuals with high support needs are not working
12 choose not to work due to low wages

13 years old Dheeraj goes to school and loves playing cricket. But it became very difficult to go to school and play due to pressure sores in his feet. The family was reluctant to take him to hospital. One young adult with disability was told to meet the family to share similar difficulties and how he had found solution. This sharing motivated the family to access local health services. After surgery the foot was corrected and soon the pressure sores in both his legs also healed.

Linked to Other Government Schemes

649 people have a disability certificate
11 people got their DC this year
239 people are receiving disability pension
18 new people were linked to pensions
14 children were linked to one time financial assistance through state government schemes

6 mothers were linked 'Janani Suraksha Yojana'
5 families accessed the 'Nirashrat Bachchon Ki Scheme'
3 mothers were linked to widow pension
4 mothers registered their second daughters with disabilities for Ladli Schemes

Families are one of the primary stakeholders and resources available to persons with disabilities. This aspect of the program focuses on increasing information and building skills of families to address the needs of persons with disabilities. It also helps families to establish links with each other.

Capacity building of Families

107 families of children in the 0 to 6 age group provided guidance on how to support children's all round development

151 families provided support on various issues

22 families attended a training on maintenance of hearing aids conducted by three parents

191 families provided guidance on how to support their school going children

30 families who are part of the parents group continued meeting regularly

To ensure inclusion and participation in the community there is a need to develop the available resources to provide inclusive services. Awareness raising is essential for information dissemination and creating more positive attitudes towards disability. Advocacy becomes essential to bring about long term changes in policies and provision

Capacity Building of Community Resources

Education Resources

232 teachers supported through school visits in 168 Schools
 158 government school teachers supported in classroom practices
 11 school teachers using adapted teaching learning material
 2 day training held for 25 IED teachers, 6 Resource people and 3 trainers

65 parents of children with disabilities participated in a training on SMC held by the BEE0
 27 parents became a part of different SMCs
 9 are currently presidents of SMCs

20 schools made accessible

22 schools held inclusive games involving 83 children with disabilities

19 new volunteers trained to provide educational support to children bringing the total to 39

ATDC will admit 8 new candidates. Other skill training institutes built up were NIIT foundation & Sirsa Poly-technique. Vocational training institutes were identified for -Computer training , beauty culture, stitching and making handloom products



Inclusive games

3263 persons in the community were reached during world disability day in 14 villages through information kiosks which were manned by persons with disabilities.

84 persons with disabilities and 50 family members of persons with disabilities were involved.



Awareness Raising

Advocacy

28 persons with disabilities and 40 families of persons with disabilities participated in the advocacy for the new Disability Rights Bill

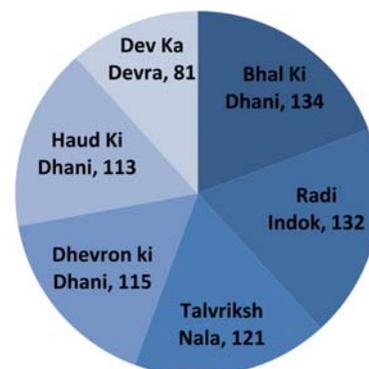
Facilitated the process of persons with disabilities getting ADHAR cards which were initially being refused by the local officers

2. BSS-AADI-GEF Project on inclusive education (BAG: IE)

This project is a collaborative initiative of three organizations, Bodh Shiksha Samiti (BSS), Action for Ability Development and Inclusion (AADI) and Goodearth Education Foundation (GEF). The project is located in Alwar district of Rajasthan. It aims to ensure that all children have access to quality education, including children with disabilities, within the catchment area of the thirty nine BSS schools. This is the third year of the project.

Number of children identified in each cluster

Approximately 696 children with various medical or health issues have been identified in the six clusters. This year 316 children have been identified. Out of these 56 percent were male and 42 percent were female. Sixty percent belong to the age group of 6 to 10, followed by 27 percent belonging to the age group of 11 to 15. The health issues range from children having multiple impairments to ear infections or visual acuity issues.



Impairments/Other health issues	No. of children
Multiple Impairments(Any combination of more than one impairment)	29
Visual Impairment(Only pure visual impairment)	7
Hearing Impairment	29
Physical Impairment	29
Intellectual Impairment(24 children are still being monitored as it is not clear if they have intellectual impairment or their slow pace of learning in class is due to other reasons)	87
Only speech problems	44
Ear related medical issues(including ear discharge, ear infections)	232
Eye related medical issues(including acuity, redness, watering eyes)	217
Various general medical care issue/other areas of concern	22
Grand Total	696

A brief overview of the **activities undertaken** under the project for the reporting year follows:

Activity	Dates
Training of Teachers from 36 schools	4,5,6,7, 8 June 2013
New Teachers Trainings	21, 22 December 2013
School Visits	26, 27 August 2013(2 teams); 19, 20, 21 September 2013(4 teams); 11, 12, 13, 14 November 2013(2 teams); 18,19, 20 November 2013(4 teams)
Assessments	20, 21 December 2013
Planning & Demonstration in School	10,11, 12 February 2014(2 teams); 20,21, 22 February 2014(4 teams); 14,15, 16 April 2014(2 teams); 21,22, 23 April 2014(4 teams)
Visit by Bodh Supervisors in Delhi for Meeting/training/Planning	23, 24 April 2013; 9, 10 August 2013; 18, 19 October 2013; 16,17, 18 January 2014; 21, 22 March 2014; 23, 24 May 2014

Understanding Children through Assessments

Assessments of children from BSS Schools were conducted at Bodhgaon by a multidisciplinary team (a total of 5 people). This time round 32 children were called for assessments from all 6 clusters. Children were identified by the teachers themselves. Out of the total 32 called, 26 children came over a period of three days from all 6 clusters, accompanied by their teachers and family members.

Accessing medical care services

Out of the total **696 children** identified till date, approximately **303 children were supported in accessing medical care** services this year and **approximately 380 visits** for medical interventions were facilitated this year. Approximately eleven children underwent ear operations and seven underwent eye surgeries. **This year 291 new children** were referred to medical resources in Alwar and **32 new children** were referred to medical resources in Delhi.

School Visits

In these visits a total of 128 children were met and 30 schools were visited. AADI and BSS cluster coordinator visited schools with the objective of understanding the educational progress made by children and resolve any other issues raised by teachers at the school level or the family level.

Planning and Demonstration in schools

Efforts to make classes more inclusive through demonstrating various teaching practices, focused on making teachers realize that planning was essential to address the needs of a diverse class. Besides this they needed to make accommodations in the teaching learning material, make mixed ability groups, encourage peer support, adapt the curriculum and adopt activity based and child centered teaching strategies which are effective for classes with diverse learners.

S. No	Cluster	First demonstration school name	Second demonstration School name
1	Bhal Ki Dhani	Ambedkar Nagar	Shyampura
2	RadiIndok	Khairati Ki Dhani	Indhok
3	Talvriksh Nala	Talvriksh Nala	Ban ki Dhani
4	Dhevronki Dhani	Dhevronki Dhani	Ringspuri
5	Haud Ki Dhani	Aagar	Haudki Dhani
6	Dev Ka Devra	Devka Devra	Seelibawri

The demonstrations were welcomed by all teachers and helped in establishing a conviction amongst teachers and coordinators that inclusive education can be a made a practical everyday reality in their schools.

Teacher trainings

Two teacher trainings were held this year. The **first training** was attended by 170 people. During the trainings the BSS Coordinators took the lead in the training process for most of the modules. The training was focused on the role of the teacher, the aim of education, child centered approaches, understanding early learning, intellectual impairment, life skills and on teaching language and mathematics.

A two day training for 29 teachers was held in the month of December for all the new teachers who had joined any of the 36 schools of Bodh linked to the BAG project. This training focused on perspective building about disability, follow quality child centered practices, understanding different impairments. The teachers response was positive as they appeared to have enjoyed the primarily activity based training.



Simulation activities for visual impairments. Teachers were made to wear glasses which restricted their visual fields and then asked to do fine motor tasks like tracing



Simulation activities for physical impairments. The person was asked to put beads in a bead stand without using his hands

Supervisors and Coordinators Meetings

This year also the capacity building of eight coordinators was a major focus as it was felt that enhancing their skills would build their confidence to support teachers in schools. Six meetings were held with the aim of increasing skills to address the needs of and monitoring of inclusion of children with disabilities in schools. Worth trust learning aids for persons with visual impairments were also shared with BSS team

Community meetings

This year community meetings were organized in all clusters for information dissemination about the benefits of early identification of impairments, of early medical intervention and its positive impact in the life of a child especially related to ear problems. In all 23 community meetings were organized.

The participation of community members ranged from only ten in some meetings to sixty in other meetings. While in some villages female members were present in larger number in others there were more male members. In many places after the community meetings people came forward to get their young children examined who were facing ear discharge problems and who were not yet going to school. Approximately 67 new children in all clusters were identified for further medical interventions.

Clusters	Number of community meetings held
Bhal Ki Dhani	2
RadilIndok	5
Talvriksh Nala	6
Dhevronki Dhani	3
Haud Ki Dhani	4
DevKa Devra	3
Grand Total	23

PART II: SAMBHAV MAKING INCLUSION POSSIBLE

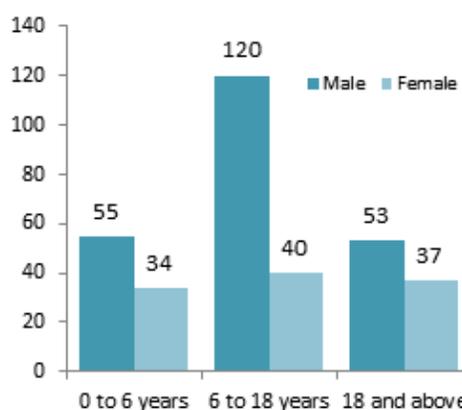
3. Care Plan Services

The care plan process aims to facilitate access to services by linking persons with disabilities and families to resources in the community. It also provides guidance to persons with disabilities and families about the rights of persons with disabilities, using a life span approach.

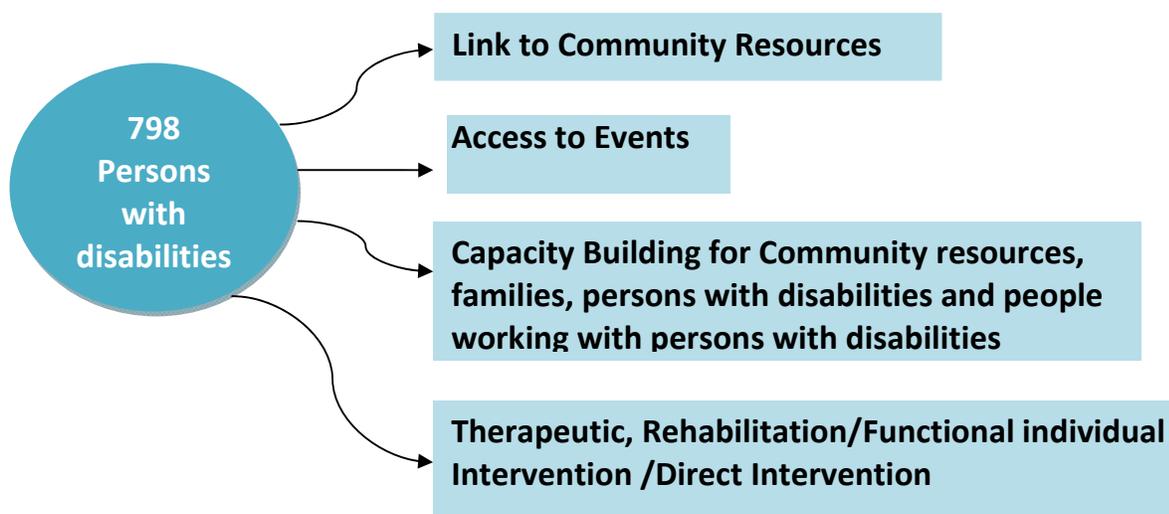
The care plan process started in July 2008, with the aim of developing comprehensive services for a person with disability taking into account abilities, barriers, avenues for participation and opportunities along with the impact of impairment the person with disability experiences. Comprehensive assessments, building capacities, linking the families to resources, developing/creating access to services/resources/events, training of parents/caregivers, crisis intervention; direct interventions are a part of the care plan process.

Currently the program provides a platform for walk-in-service to anybody who has a need – a family, a person with disability, professionals, volunteers, students etc. This program is largely supervised by the senior team members who assist in maintaining the quality of service, especially in the area of understanding needs, capacities of the person with disability, barriers which hinder their performance and specific assessments required.

A total number of 2169 people have been registered since it began. Three hundred and thirty three new families and persons with disabilities were reached this year. The majority were males and between the age group of 6 to 18 years.

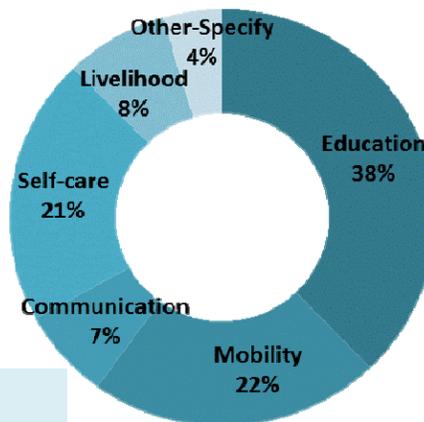


The teams were able to contact 798 persons with disabilities this year and attempted to work in the following framework.



Linked to Rehabilitation/ Functional Interventions/ Capacity Building for Persons with Disabilities

- 288 Assessments
- 94 Aids given or repaired
- 956 review meetings in different locations
- 172 Group activities
- 74 linked to assistance from AADI resources(financial, transport, care givers)



Capacity Building of Families

20 Families linked to parent training (0 to 6 age group)

25 Families linked to parent training (6 to 12 age group)

144 Families were called for parent trainings

Parent Trainings

The process of holding trainings for parents of children and adults of different age groups was initiated last year and continued this year as well. The focus of the parent training sessions is on perspectives in disability and parenting skills. The 2 day parent training for parents of children within the 0-6 year age group was held in August. Approximately 20 parents attended the training. In November, a 2 day module was developed for parents with children in the 6-12 year age group and approximately 25 parents attended the training. Since parents have similar issues, hearing from one another is a helpful process.

385 school visits in 218 schools for 201 children

30 admitted in schools

43 linked to Health Resources

Linked to Community Resources

17 got jobs
6 linked to internships

6 linked to other community resources

Linked to Government Provisions:

31 acquired Disability Certificate

31 got Legal guardianships

191 to Nirmaya Scheme

12 linked to other Government Schemes

Cambridge Primary School

The Cambridge Primary School in New Friends Colony, Delhi is a co-educational, English-medium, private school. The youngest students are admitted in the Pre-school class (age 3+) and stay till class V, after which they graduate to the senior school at Srinivaspuri. There around 550 children in the primary school. AADI's relationship with the school began when one of their students studying in nursery came to AADI for support. During school visits, the team met the counselor and the headmistress, and came to know that the school has taken in other children with autism and learning difficulties. The school management expressed an interest in a physical access audit of the school.

A team was formed for the audit consisting of a senior coordinator and a physiotherapist along with resource persons with physical and visual impairments. The team visited and surveyed every place within and around the school building. An audit

tool developed by AADI was used to structure the information. Pictures were taken of different barriers in every area including classrooms, corridors, toilets, play area, canteen etc. Recommendations were also given for every small area according to the CPWD guidelines developed for Indian context. Reference was also taken for specific school related guidelines from Singapore. A compiled report has been submitted to the school and the implementation plan will be developed with the school.



Tables and benches need to be rearranged



Steps leading to western music room

During this period the team continued to support two children at the individual level in the school. Parents had shared that teachers wanted mother to accompany the child daily to school or have a shadow teacher as the child would not stay in the class for very long. To try and understand the child abilities, style of learning and reasons for behaviors the team conducted various assessments. It also made class observations to understand the reasons for the child's reported behaviours. Class observations were made for all classes which had children with disabilities. It had discussions with the class teachers and the school counselor.

Based on these certain recommendations were shared with the family and the school. It was brought to the notice that changes in routines like summer break can be phases which may disturb a child with autism

more than the others. So it was important to know the impact of changes on a child and give him time to settle down in class. Some other strategies were also shared like prior preparation for any change, planning shorter tasks with breaks in between, sharing day's routine at the start of the day with all, etc. Presently, he is attending school regularly without his mother accompanying him. In both instances parents were also guided to follow a consistent approach with the child and attempt to understand the reasons for his behaviours.

During this process a need for teacher training about the prior preparation of the teachers was identified. To address this need, an orientation was conducted for pre primary and primary teachers at the start of the academic year. During the orientation the importance of planning transitions well was emphasized, as the teacher's change as the child progress across classes.

Gargi Sarvodaya Kanya Vidyalaya

Gargi Sarvodaya Kanya Vidyalaya is a Government co-educational school located in Green Park extension. It has classes till 12 and also has a pre primary section. There are about 1500 children studying in this school. AADI began a relationship with the school by facilitating admission of 4 children with disabilities. Over a period of time, school has given admission to 3 more children with disabilities without AADI's intervention. The focus of the relationship has been on building capacities of teachers and school in working with all children including children with disabilities.

With individual children the team worked towards encouraging children with disabilities to be the spokesperson for their needs in the school. It worked on the gaps in academic work through individual sessions. Newer children admitted by the school were also offered services at AADI which they accepted.

The teachers were guided on how to support children in class. They were encouraged to make inclusive plans by themselves after the team had demonstrated their suggestions. They were guided to include objective type questions in an evaluation based on child's style of communication so that all children could be part of a test.

Training on transfer skills was organized for teachers and support. Provision of support staff was a major issue earlier but this year the school on its own found a solution for support staff by discussing it with parents. The appointed staff is paid by school and parents. The support staff has become confident in addressing mobility of children with disabilities on their own.

The team had review meetings regularly with the principal and teachers to monitor the progress of children. The school was encouraged to provide writer support, instead of just calling in sibling to write the exams. After these discussions the school provided writers and did not call the siblings.

Parents continued to be informed about the provisions of RTE and newer families were informed about provision of Disability Certificate and Pensions. Parents were also encouraged to seek membership in School Management Committees (SMC).

4. Access to Clubs and Events

To improve the quality of life of adults with disabilities various clubs are organized at AADI. These clubs also organize events and members also get together to celebrate many occasions. The processes adopted are rights based and ability focused. Persons with disability participate in decision making and the day to day activities of the clubs. The various activities provide opportunities for capacity building in different areas like communication, relationships, social skills and other life skills. Clubs and Events are the opportunities for adult members to learn life skills.

Access to Events

45 to 110 persons with disabilities and families linked to each of the 7 events held through the year

A. Clubs

<p>Art Club</p>  <p>In the Art club this year members learnt and created their own interpretations of tribal art of four states:</p> <ul style="list-style-type: none"> >Bihar's Madhubani paintings, >Maharashtra's worli art, >Madhya Pradesh's Gond art, and >Andhra Pradesh's kalamkari art. <p>Enjoying painting</p>	<p>Music Club</p> <p>Music club was held twice a month this year. The members explored various kinds of music and sounds in nature. They explored innovative and interesting instruments at an exhibition put up by the National museum. The members also explored various body movements in relation to changing pace and rhythm of music. By January a resource person Mr. Nilendu, joined the group. He had many sessions with members discussing and demonstrating various musical instruments like African drum. Some of the members of the club who could play instruments like flute, tabla got an opportunity to play the instrument in the club.</p>
<p>Gardening Club</p> <p>This year club meetings were held weekly. All through the year the members actively participated in preparing flower beds, planting saplings, preparing pots for sale etc. The gardening club also began internship for two members to further strengthen their skills.</p>	<p>Cooking club</p>  <p>This year the club focused on learning how to prepare snacks and drinks that are easy to make and require minimum support. Members discussed recipes, saw videos of preparation, made lists of ingredients and did the required purchasing. After this they tried making the out the chosen dishes in the club</p> <p>Making sandwiches at the cooking club</p>

B. Events

Kalakriti Fusion

The members of the Art Club decided to have exhibition of the tribal art that they had been doing in the Art club which is held twice a week. They planned and organized the whole event by forming different committees like Information and Invitation, Welcome, Venue and display, Food, Certificates, Brochure etc. Kalakriti Fusion was held on 4th May 2013. It was inaugurated by Mr. Atul Bakshi, a renowned artist in stain glass painting. The exhibition was attended by around 120 guests.



Visitors at Kalakriti



Organizing Kalakriti Fusion



Preparing the display

Kalakritiaur Prakriti

The next Art Exhibition, Kalakritiaur Prakriti was held in November 2013. Members chose the theme of diversity of nature. The unique presentation was in the form of a forest where paintings of nature, flowers, leaves, animals were displayed. Anubhav Nath, Director of Ojas Art inaugurated the art exhibition. It was attended by approximately 140 guests.



Forest Display

Summer Drinks Festival -Thanda- Thanda, Cool Cool

The in house summer event of Thandathanda cool- cool was organized by the cooking club. The recipes of the drinks had been discussed and revised two to three times. The energy at the event was infectious as the members put posters, set their tables and decorated them with flowers and napkins. About 60 AADI members joined the event and relished the cool drinks.



Managing the Drinks Stall

Food Bazaar

Food bazaar was organized by the cooking club on 20th December as part of the Christmas celebration. The cooking club members decided on the menu, baked a cake and managed two stalls. The Ujala production team too participated very enthusiastically and served 'Kadhi Chawal' to the guests. Members from care plan service prepared delicious sandwiches. Around 135 members were part of the Food bazaar and Christmas celebrations.



Managing the food stalls

Vrikshotsav

The Vrikshotsav was held by the Gardening club of AADI. On the day of Vrikshotsav, the decoration committee worked hard to do up the place with rangolis and potted plants. There were display boards prepared by the team showing the process of team work and skill training. The chief guest and members planted three tree saplings. The atmosphere was further charged by members carrying placards and shouting of slogans like "vrikshlagao, Jeevanbachao". There was a sale of potted plants which had been prepared by members and it received a very good response. Vrikshotsav ended with a nature walk.



Shouting slogans and planting saplings

Jasn-e-Basant

Jashn-e-Basant, the 2014 Flower Show was organized by members of the gardening club in association with the Vasant Vihar club on 1st March 2014. Plants to be displayed were collected both at AADI and Vasant Vihar club which led to a great and interesting variety. Ashray Adhikar Abhiyan, an NGO working for homeless people participated in the event by contributing pots and plants. The colourful event of celebration of spring was held at the Vasant Vihar and was attended by around 150 guests.



Naming the plants

GaMereMan Ga: Bollywood Beats

Music Club organized a grand musical evening and invited a band, Rudraksha. In the preparation phase, members compiled suggestions for songs and had a meeting with the band to finalize the list of songs and the sequence in which it is to be played. Two club members compered the programme and 110 people attended.



Rudraksha Performing

Other Activities

The **warm winter project – Sankalp 2013** was the 5th year of the warm winter project and the final delivery was done in the end of January 2014. A new **tea Process** began in May 2013. The members of cooking club who had been familiar with the tea making process became actively involved in making tea for all the AADI members. A **Diwali Party** was planned by the DOR members and they decided to invite the members from care plan service. Members interacted with each other and had an opportunity to make new friends. They played antakshari and enjoyed cholebature and gulabjamuns.



Sorting clothes



Packing clothes

5. Inclusive Educational Resources Development

A. MCD Schools project

The North Municipal Corporation of Delhi (North MCD), South Delhi Corporation Of Delhi(SDMC) and Action for Ability Development and Inclusion(AADI) entered a partnership last year and began working in the three schools allocated with the aim of facilitating the provision of quality educational opportunities to all children with a specific focus on children with disabilities

Project Objectives:

- To identify gaps/barriers in inclusion of children and specifically children with disabilities in the identified schools in provision of quality educational opportunities for all children in the current educational system
- To address the barriers through capacity building of teachers and other officials with the required knowledge, skills and attitudes
- To collate and disseminate empirical evidence generated during the project towards the ultimate aim of impacting macro level policies

Project activities in the first year (2013-2014)

The three schools of NMCD are: M.C.D School, Charkhewalan, M.C.D School, Phatak Badwala and M.C.D School, New Ballimaran. In the first year the team focused on building a relationship with the school staff and children, build an understanding of the three schools assigned and conduct teacher trainings.

The **first visit was to meet all the three principals** on May 7, 2014 in the Phatak Badwala School where the information of the project was shared by the teams. This was followed up by school observation visits.

The **first teacher training** was organized for two days in November 2013. The topics covered during the training were- understanding diversity; understanding disability; right to education of children with disabilities; information about different impairments-visual, hearing and intellectual; addressing the needs of children with different impairments in the classroom-including teaching learning material, tips for classroom management, child centered practices; and finally understanding barriers and how teachers can facilitate the removal of barriers faced by children with disabilities in the classrooms.



First Teacher Training



Second Teacher Training

The **second teacher training** was organized in 2013 in December, on the 26, 27, 28, 30 and 31 of the month. The five day training focused on building the perspectives of teachers by connecting them back to the purpose of teaching. This was done through a book discussion of the classic Divyaswapan, a panel discussion of children with disabilities going to different government schools and their teachers, tips to promote these by resource person Ms. Bimla Bharti, a film about an inclusive school.



Ongoing class in MCD School Charkhewalan

Besides the group trainings the team made approximately thirty **visits** to these schools. These visits were made to help teachers implement plans made after the trainings, support children with disabilities in the class (only in MCD Charkhewalan School), demonstrate the school assembly and to organize trainings. The team along with the MCD School at Phatak Badwala, also organized an admission drive.



School Admission Drive on 7th March 2014

The two schools of SDMC are: MCD Primary School, Sangam Vihar (Blocks C and K 2).

In the first year the team focused on building a relationship with the school staff and children, build an understanding of the two schools assigned and conduct teacher trainings. Some work towards admission drive was also undertaken in the community.

In one school several classes were observed and two teacher meetings were held. During the observations and meetings a few children with impairments were identified in the school who need to be assessed and teachers as well as parents need to be guided. A two day training for teachers was conducted on 4th and 5th April. It was attended by 11 teachers on day 1 and 6 teachers on Day 2.

B. Eicher Schools

AADI in collaboration with GEF agreed to work in three Eicher Schools for developing inclusive education in. One Eicher School is located in Alwar, the other in Faridabad and the third in Parwanoo. This year the primary focus was on the Eicher School in Faridabad but some initial work also began in the school located at Parwanoo.

The process first began in the school located at Faridabad in the year of 2011 -2012with the conduction of a three days teachers training program. This year school visits were made for gathering information about children and teaching practices. Class observations were done by three teams in the month of July and August 2013. Observation focused on understanding the physical and learning environment from pre primary classes to class ten. Care plans and assessments were done for approximately thirty seven children referred by the school in November & December 2013. Eleven parents meeting were to be held as well. A teachers training will be held in July 2014 for pre primary and primary sections of the school.

C. Nehru Memorial Museum and Library (NMML)

Nehru Memorial Museum and Library runs a children's center and links with children in the community. As part of their objective to include children with disabilities they decided to work towards inclusive extracurricular activities in some government schools and invited AADI to be the resource agency. Two staff members from AADI along with two external resource persons did a 3 day workshop with children of classes 3,4 and 5 from Sarvodaya Kanya Vidyalay, Shahpurjat. This included 6 children with disabilities studying in the school. The workshop activities were designed around increasing self-awareness of the children, knowing their peers and friends and acknowledging and accepting the diversity existing around them.

6. Inclusive Work and Employment Opportunities

Inclusive opportunity is a process that ensures livelihood for people with disabilities through offering inclusive and accessible opportunities to all people. There is also a focus to explore employment opportunities through internships in and outside AADI. The Jeevika project and the Ujala processes aim to create such opportunities for persons with disabilities.

A. Jeevika

Through the Jeevika project, AADI is working towards challenging and changing mindsets, creating more avenues for participation of persons with disabilities in the job market and providing the necessary support to do so. The project is focusing on developing a diversity and inclusion policy and increasing employment through the employability program

Design and promotion of Diversity and Inclusion Policy

This program aims to address barriers for youth with disabilities in open employment by facilitating institutions to adopt inclusive policies. To achieve this, a number of organizations were identified and contacted for developing partnerships and later on linking persons with disabilities to internships/employment opportunities.

A draft Diversity & Inclusion Policy has been developed after consulting various experts in the field of employment and a review of literature on inclusive work environments. AADI was also part of the committee set up by the Department of Personnel and Training, Ministry of Personnel, Public Grievances & Pensions, to develop guidelines for the creation of a non-disabling work environment for Government employees with disabilities. On 31st March 2014, the Office Memorandum was released by the Department which included most of the recommendations made by the Committee.

The Employability Program

This program aims at preparing persons with disabilities for the market by strengthening their abilities and providing them opportunities to rehearse their skills. The Employability Program has two components of preparation for work and internships/work opportunities.

Preparation for work: This helps people learn and rehearse their skills before they are linked with work opportunities. It involves training in the areas of communication skills, time management, work values, rights at workplace, working in a structured manner, skills for forming relationships, any other domain specific skills. Besides focusing on the development of work skills, there is a need for creating opportunities to explore different work options before anybody can take a decision on their choice of activity. This was ensured through industry visits, complemented by inputs by role models and experts who are people with disabilities in a workshop mode.

This year 46 members in the age group of 19-35 years were identified (with one person being 42 years old).

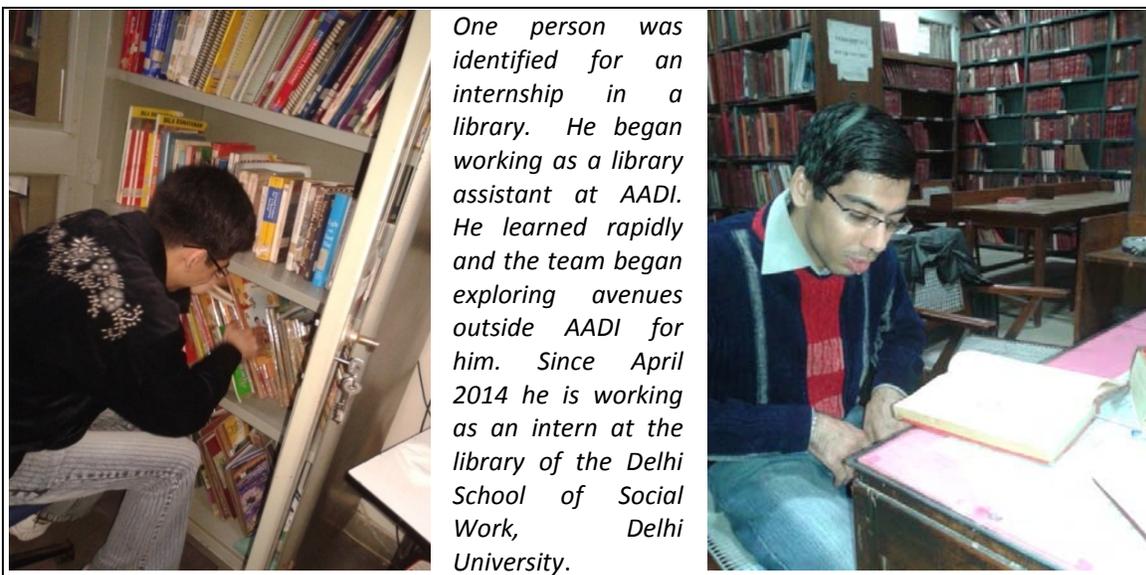
- The maximum number of people have an intellectual impairment (23), followed by cerebral palsy (13). The rest (10) have visual impairment, orthopedic condition, deteriorating conditions, mental impairments (ADHD, LD, mental illness), speech and hearing impairment and one with vocal cord palsy.
- 22 candidates have formal education till class VIII (3), Class X (6), Class XII (8) and some are graduates or pursuing graduation(5). Seven candidates have additional qualifications related to computers/data entry/web designing.
- Of the 22 people, about 20 have good skills of communication, mobility and socialization. They are independent in their activities of daily living. They are keen to be linked to work opportunities related to their interests, qualifications and previous experience.
- The other 24 members have varying skills and abilities. Most have functional skills of communication, either verbal or non-verbal. They are more or less independent in self-care and domestic care activities.

They have expressed a need to enhance their social and communication skills, and widen their circle of interaction beyond the family.

Internship program: Internship is a system of supported vocational skill development that AADI had initiated and it has gained further impetus under the Jeevika project. Internships provide opportunities for people to acquire experience in a field, determine if they have an interest in a particular career and gain confidence in their existing skills. The internship is reviewed from the point of view of long term sustainability and the link to life beyond the internship, in partnership with the person. Internships can be at AADI or outside AADI

The **internships initiated at AADI** are as follows-Front Desk, Photocopying, Store inventory, Bulk Mailing, Finance Accounting systems, Café, Thrift shop, Purchase, Newspaper Bag making, EPABX & Gardening.

For creating avenues for **internships/ skill development outside AADI**, over 20 organizations were visited to explore the possibilities of livelihood and internships. This included certain flagship companies & PSUs of the Government. Out of these 15 offered their support. Some of these organizations are Lemon tree hotels, Vatika group, Prakriti Nursery, Sweccha, Gitanjali Salon



Rahul and Santosh are brothers. Rahul is 39years old and Santoshis 33years old. They both have intellectual impairment. Their father does ironing in a nearby South Delhi Colony. They can both communicate verbally and can express their needs. They enjoy interacting with people and going out. They can undertake simple tasks and are eager to learn skills. They were given the opportunity to train in vehicle cleaning under supervision. The tasks were divided between the two. They are now able to initiate the task and can execute it almost by themselves. Santosh still needs guidance to complete the task effectively while Rahul is almost independent. They have also started commuting independently from their home to AADI and back. The focus for them is to transfer this skill to the community so that it becomes a means of livelihood. (Names have been changed)

B. Ujala

It is a unit where persons with disabilities produce block-printed handmade paper products. It aims to raise awareness about capacities and abilities through the product work. It runs in collaboration with network of people with disability contributing in all aspects of product development from sourcing, manufacturing, packaging to marketing. This year the team members took a joint decision to introduce a new product-the cloth diary in four sizes.

The Ujala products are marketed through Ujala Shop located at AADI, special orders and also through various melas held at different corporate offices, colleges, other educational institutions across the year. This year, Ujala participated in over 33 melas at various corporate offices, RWAs, and colleges. Ujala also put up its stall at the Australian High Commission and the Surajkund Crafts Mela.



Shifting the shop

This year the Ujala shop was transformed into the concept of NAVRANG-celebrating diverse colors in life. 'NavRang', is a Hindi term meaning many colors and has been set up as a social enterprise by AADI, Saarthak and The Hans Foundation. NavRang celebrates the diversity that exists amongst people and, in particular, believes in the inherent capacity of individual persons with disabilities. It provides a platform to showcase the individual's talents, abilities and skills.

As a socially conscious enterprise, NavRang will link with other like-minded organizations to create meaningful occupations for people with disabilities. It is intended that these occupations will provide for opportunities for skill development that will promote increased independence and a better quality of life for people with disabilities. NavRang also offers avenues for product development by different artisans (people with/without disabilities) in collaboration with design institute/students of design institute. Through an annual calendar of events, NavRang will celebrate the diverse abilities and talents of individuals and groups involved in the enterprise

Thus the shop was shifted to a larger and more accessible space on the AADI premises. The new space was identified, refurbished and was ready to use by March 2014.

Besides all the above nine students from colleges and schools got the opportunity for internship in Ujala which helped them to understand participation and inclusive processes..

7. Sambhav Resource Center

State Nodal Agency Center (National Trust)

Sambhav – Making Inclusion Possible is a project of National Trust in collaboration with AADI and Saarthak. Sambhav is a National Resource Centre that showcases assistive devices, hardware and software for persons with disabilities besides demonstrating concepts of Universal Design and independent living. It showcases various ways in which the principles of universal design can be applied in different domains of life. In the four years since its inception in February 2010, almost 3200 visitors have come to Sambhav.

About 800 persons visited Sambhav this year. Some of these groups were physiotherapy specialist from Australia and United Kingdom; nursing students from St. Stephen’s Hospital; Caregiver trainees from Action for Autism; Students of NIFT (National Institute of Fashion Technology). Delegates from Afghanistan visited Sambhav to learn about reasonable accommodation and independent living in the disability sector.

The resource center is utilized by the teams in the care plan process for conducting assessments in various domains. It was also utilized for providing hands on training to ten persons with disabilities in computer skills.

Some Feedback from the visitors:

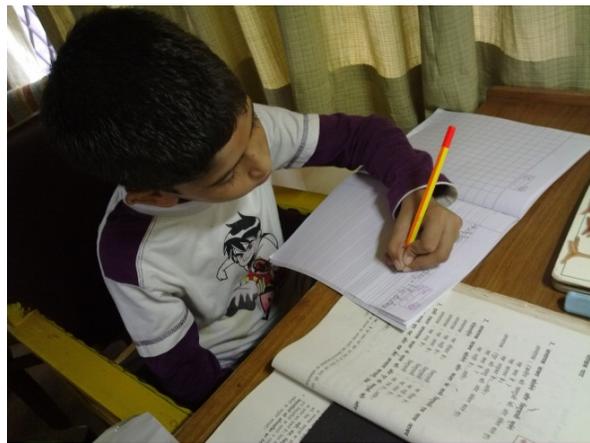
Meeta Vadera- A wonderful comfortable world providing ease of living to individual with disabilities

Aafreen Banu -As an architect, I understood the need of inclusive design and the rights of Persons with Disabilities

Naseem Khan- We found the Resource center a model learning for community, offices, families to adopt to make their environment accessible.



Nursing Students visiting Sambhav



Child writing using a pencil gripper

PART III: SCHOOL OF REHABILITATION SCIENCES

8. Advanced Course for Occupational Therapists (OT's), Physiotherapists (PT's) & Development Therapists (DT's)

For their habilitation and rehabilitation needs in the areas of health, mobility and self-care people with disabilities need to access the services of OT's, PT's and DT's on a regular basis. However, professionals lack the required in depth understanding of the impact of impairment on functioning. They also require skill building in the areas of assessing both a person's capacities and the barriers to participation they may be facing. At present, most interventions tend to focus only on medical areas rather than linking therapy with what a person wants to do in their lives and intervening both, to reduce the impact of the impairment and to challenge the various barriers a person with disability may face. With a focus on bridging this gap in knowledge and skill, SRS piloted the Advanced Course for OT's, PT's and DT's in December 2012. This six month training programme on a part-time basis was for approximately 200 hours and ended in June 2013. Nine students enrolled for the course and 5 students completed the course. Two people dropped out due to other work commitments and 2 people dropped out due to maternity leave during the course.

The different components of the course included an understanding of current perspectives in the area of Disability and Human Rights; understanding needs and resources of a person with disability and their family and developing individual careplans; understanding the impact of different impairments on functioning; specific assessments in the areas of mobility and self-care based on the International Classification of Functioning; developing comprehensive intervention plans including reducing the impact of impairment and use of aids and assistive technology as well as challenging barriers; and conducting physical audits.

To understand in depth the perspective, needs, resources and skills of a person with disability, each participant was assigned a resource person with disability who conducted various activities with the participant through the duration of the course. Participants felt that the continuous interaction with resource people helped them understand and apply the concepts learnt in a practical manner. They were also able to understand the impact of impairment and the ways in which the impact can be reduced. Participants also felt that the course helped them deepen their understanding of the ICF and felt that overall they had benefitted from the course.



**Resource person and team member
during the access audit sessions of the Advanced Course**

9. Training of Trainers for Caregivers at Delhi State Level with National Trust:

There is an acute shortage of trained caregivers for people with disabilities. In the past, AADI has participated in different initiatives taken by National Trust to train Master Trainers in different States. One of the gaps of such a training program is the lack of supervision available for Master Trainers during the conduction of the course in their States and the matching of caregivers to care seekers. In order to overcome these gaps, National Trust launched a pilot program for training of caregivers in Delhi. It was decided that trainers from different organizations working in Delhi would be trained. These course directors would further train 20 caregivers from the community in which they work. As all the organizations were community based organizations, it was envisaged that they would be able to identify care seekers as part of their community work. National Trust also set up a cell to collate information on care seekers and match them to caregivers.

AADI designed and conducted a 2 week training of Course Directors. Trainers from different leading NGOs in the field of disability from Delhi were identified. These included Muskaan, Action for Autism, ARTH-AASTHA, Handicapped Children's Parents Association, Amar Jyoti and National Association of the Blind. The Course Director's Training focused on teaching them the learning outcomes, methodology and skills needed to conduct the 1 month course for caregivers with a 6 month internship period. The caregivers training module has various components which includes perspectives in disability as well as skills or caregiving with practical demonstration on facilitating movement, self-care and communication. A total of 11 course directors were trained from 6 organizations. 5 of these organizations in turn conducted the training course for caregivers identified from the communities in which they work. During implementation of the caregivers course by the trainers, resource people were available for problem solving and were also monitoring the course. Where required certain modules such as self-care and mobility, were conducted by resource people from AADI.

10. Material Development and facilitating training of Presiding Officers, Polling Officers and volunteers for Accessibility for Persons with Disabilities in the polling stations for the General Elections 2014 in Delhi.

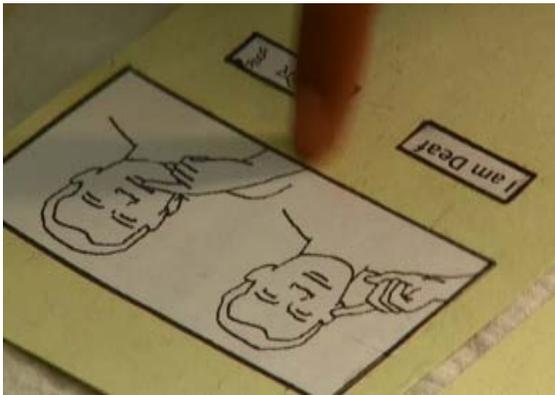
AADI collaborated with the office of the Chief Electoral Officer, Delhi to sensitize all polling personnel and volunteers on supporting a person with impairments at the polling stations. Guidelines for developing appropriate accessible infrastructure for seamless travel for a person with disability within the polling station were also developed. These included ramps constructed according to guidelines, availability of wheelchairs at each venue, appropriate signage, and communication cards for people with hearing impairment. A short video film was developed to cover aspects of supporting a person with different disabilities as well as guidelines for developing appropriate infrastructure. Since there were 2500 polling venues with in Delhi with over 11,000 polling stations and corresponding numbers of personnel and volunteers, this method was the most feasible for imparting training to a large number of people. For shooting of the film a mock accessible polling station was set up in one of the government schools. Technical consultancy for this project was provided by Ms Shivani Gupta from Access Ability.



Setting up of the ramp at the accessible polling station for shooting of the film



Within booth accessibility for a wheelchair user (Photograph from the film)



Use of communication card for communicating with a deaf person(Photograph from the film)



Imparting information on the use of a companion for a visually impaired voter(Photograph from the film)

11. Training of Nursing Students placed in Asha Kiran

Asha Kiran is a residential facility run by the Delhi government for people with mental disabilities. The home is in poor condition. Over the years the facility has become overcrowded and does not have adequate human resource to be able to address all needs of a people living there. AADI continues to be a member of Advisory Body to the Delhi Government on decongestion of this state run home.

Many people in the home have high support needs and require a one to one caregiving support. Every year during the winter months the number of deaths in the Home increases. In order to minimize the risks, out of approximately 1000 residents, 90 were identified as having physical and health related needs which needed to be immediately addressed. In the month of December, AADI, Muskaan and Arth-Aastha collaborated to complete physical and health related assessments of these 90 identified residents and made suggestions for their immediate care. Since implementation of suggestions would depend on the availability of trained caregivers, Asha Kiran identified 100 students from a nearby nursing college to do an internship at Asha Kiran and address this need. A three day orientation on perspectives with practical training in self-care, mobility and transfer techniques was conducted for these students.



Nursing Students at the Training held in Asha Kiran



Practical Demonstration of Transfer Techniques

12. Supporting Internships of students from other Training Institutes

- Three students from School of Inspired Leadership (SOIL) were placed in AADI from July 2013-March 2014. Besides an orientation to disability and the rights perspective, they were placed with people with disability who are doing their internships in the inventory and the finance processes. They also helped in other activities such as linking people with different employment opportunities through desk research in finding disabled friendly corporates and other organizations and forming linkages with them, participation in different organizational events and resource mobilization.
- Two students from the Delhi School of Social Work were placed at AADI from October-Mid April 2014. They had the focus of understanding inclusion and diversity and had a chance to interact with different people with disabilities linked to different AADI processes. They also got an exposure to the work in the rural program and participated in the advocacy processes for the passing of the New Bill.
- One student each from the SP Jain institute of Management and the Tata Institute of Social Work (TISS) were placed in AADI for about a month in March-April 2014. They were both involved with adult livelihoods program and also gathered information on accessibility of museums and historical places and the process for availing the disability certificate from the hospitals in the South Districts in Delhi.
- 3 students from Ashoka University were placed in AADI from August 2013 –May 2014 as part the Experiential Learning Module in order to complete the Young India Fellowship Course undertaken by them. The aim of the project was the development of an educational toolkit for an inclusive primary set up. The various components included reviewing literature and undergoing training in issues related to education, disability and inclusive education; preparing a project template; analyzing the current situation through field visits to schools; compiling the available material and assessing its application for children with disabilities; studying the syllabus to map core concepts and skills in primary education; interviewing with principals, teachers, children in school and out of school, trainers/faculty, parents; identifying gaps; reviewing for the modifications required to suit the needs of all learners including children with various impairments; developing prototypes; working with consultants and experts; participating in review/monitoring exercise of project; compiling information and producing drafts and finalizing project reports.

13. Resource for Other Training Bodies and Institutes

AADI serves as a resource for other training bodies and Institutes. As part of that role it conducts and participates in seminars, workshops and inspections. The highlights in this area of work are as follows:

- As a technical resource for the Rehabilitation Council of India, AADI was part of the team conducting an Inspection of the Special Education (Cerebral Palsy) course run by the Vision Institute in Faridabad. The team also made a presentation in a teleconference organized by RCI, on the implications of cerebral palsy on motor development. It participated in different seminars such as the seminar on Human Resource development & challenges for India organized by RCI.
- AADI was invited by the Ministry of Social Justice and Empowerment to give inputs into the ADIP Scheme and CBR guidelines. AADI's suggestions have been included in the final scheme.
- The team participated in a two day workshop organized by NCERT for reviewing all the NCERT subject text books from grade 1-5. Suggestions were given on adaptations needed in content and methodology, keeping in mind the diversity and needs of children with disabilities. As a result of the workshop a handbook for including children with disabilities in different activities got published.
- AADI also participated in RTE implementation and monitoring workshops organized by the RTE forum and NCERT and the National consultation on RTE organized by NCPCR. In both these forums, the implementation of the RTE was discussed giving an opportunity to share our experiences in these National Platforms. A Delhi Chapter of the RTE forum was also formed of which AADI is a member.
- Two people from AADI participated in a National Level Seminar on Human resource Development and Monitoring. This one day seminar looked into the resources needed for education keeping all marginalized groups in mind.
- There were a number of opportunities to participate in impairment specific trainings which helped in information sharing and gathering on the specific impairment and its management- two staff members attended a three day session on deaf blindness organized by Sense International, two staff members attended a two day workshop on Intellectual impairment organized by Muskaan, one person attended a workshop on sensory integration for people with autism organized by Dr Amrapalli, one person participated in a two day workshop on new interventions in working with people with Autism organized by Action for Autism and people participated in a four day workshop in Chennai on interventions for people with intellectual impairments.
- Two people participated in a three day workshop on Universal Design and Assistive Technology organized by Spinal Injuries Center. The focus was on assistive technology for assisting people across domains and across impairments. Students from National Institute of Design also presented research on new technologies such as a wheelchair to climb stairs and a wheelchair with adaptations such as head lights to help in night time mobility.
- Four people participated in a two day workshop on ICT Accessibility: Opportunities for Persons with Disabilities and Advocacy Organizations. This was organized by Disabled People's International with the technical support of Barrierbreak and the information shared was very useful.
- Two people participated in a five day workshop in Bangkok on CRPD Compliant Budget Analysis. This was the culmination of an initiative by Disabled People's International where National Disability Network Partners from Tamil Nadu and Orissa were involved in conducting an analysis of

the National, State and District level spending on disability. The workshop in Bangkok involved a peer review of the work done by various partners of this project from different countries including India, Fiji, and Philippines. It gave AADI an opportunity to learn from the work that has been ongoing regarding disability rights budgeting and a framework for replicating such a model of work in Delhi.

- Two people from AADI conducted a one day training of Staff and Trainees of Kalyanam Karoti(a total of 100 people), an NGO in Mathura on disability perspectives and facilitating communication for people with disabilities as part of their Continuing Rehabilitation Education (CRE).
- As part of the linkage with SOIL Institute, AADI made a presentation to students of various courses on the work done by AADI and opportunities for involvement of SOIL students.
- AADI participated in an NGO partners meet organized by NIIT Foundation
- As part of the initiative to sensitize children from schools AADI collaborated with Nehru Memorial and another NGO working on social issues to work with 120 students from Sarvodaya School to introduce them to the concept of inclusion through various games and activities done in an inclusive group. AADI also participated in the sensitization of 60 students from Valley School Bangalore. Students were sensitized on disability perspectives through an interactive session with young people with disabilities.

PART IV: ADVOCACY AND AWARENESS RAISING

14. Advocacy for tabling and passing of the New Law ‘Rights of Persons with Disability 2014’

This year AADI participated in a major advocacy campaign for the tabling and passing of the Bill “Rights of Persons with Disability 2014”. The existing 1995 Disability Law is not aligned with the United Nations Convention on Rights of Persons with Disabilities ratified by India in 2007. In 2010, the Ministry of Social Justice and Empowerment agreed to a new law. A committee was formed to draft the new law. Members of the committee included persons with disabilities and representatives from NGOs. After 2 years of discussions, a draft was given to the Ministry in 2012. The draft was put on the Ministry’s website in September 2012. On December 12th 2013, the draft got the approval of the Cabinet. Although it was anticipated that this Bill would get tabled in the Rajya Sabha in the winter session of the Parliament but that did not happen. The matter took urgency as with the dissolution of the Lok Sabha due the upcoming elections, the Bill would die if not tabled in the Rajya Sabha.

In order to highlight this issue, a dharna was held outside Shastri Bhavan on December 19th 2013. Meetings were held with the Minister and senior officials in the Ministry of Social Justice and Empowerment. Since the Parliament was to reconvene in February 2014 to take forward the vote on account, it was suggested that we should lobby with all political parties to cooperate and allow the Rights Bill to be tabled.

On December 24th a meeting was held of representative of all the NGOs and DPOs in the NCR region to discuss the way forward. AADI was part of the core group that was formed to take forward this advocacy. On December 27th a press conference was held with representatives of the Disability Rights Group, the National Platform for Rights of Disabled People to bring forward this issue



Candle light vigil was held on December 31st 2014 at Jantar Mantar

A candle light vigil was held on December 31st 2014 at Jantar Mantar to express concern on the delay in passing the Bill. Approximately 50 people from AADI participated in this. A series of meetings were held over the next month with senior representatives of all major political parties to apprise them of the situation and to seek their cooperation when the Parliament is re convened.

In January the sector was surprised by the draft version of the Bill which had been approved by the Cabinet. It was significantly different from the draft available in the public domain on the Ministry of Social Justice and Empowerment’s website. This led to a furor in the sector. In response AADI as part of the Disabled Rights Group put together a list of non-negotiable amendments amongst which were the critical

amendments on the definition of persons with disabilities, non-discrimination and legal capacity. These amendments were then approved by the cabinet and circulated to the Rajya Sabha members on 6th February, but unfortunately were not tabled.



On February 1st 2014, a press conference was held to update the media on the issue and to announce the Maha Rally being organized on February 3rd 2014, at India Gate. This rally was a huge success where over 10,000 people from all over the country participated.

Maha Rally at India Gate on February 3rd 2014



On February 7th, the Bill got tabled in the Rajya Sabha but got referred to the Standing Committee. From February 5th onwards, candle light vigils, sit-ins and dharnas were organized at different locations including outside the offices of the BJP, Congress and CPI (M) to keep the pressure on to try and get the Bill passed within this session of Parliament itself. Approximately 20 people from AADI, including people with disabilities participated in each dharna.



Participation in Candle Light Vigil held at Jantar Mantar on February 5th 2014

At the same time different leaders from all parties were also met to continue the advocacy. From February 18th onwards, the Rights Bill advocacy group joined the Lok Sansad, a group formed to advocate for passing of other consensus Bills as well such as the Whistleblowers Protection Bill and Grievance Redressal Bill. The group continued the Parliament watch as part of their strategy and also advocated individually with all political leaders. Once the Parliament session was over, the strategy shifted advocating with the

Congress for the issuing of an ordinance. However this did not go through and the Bill remains with the Standing Committee for further discussions and deliberations.

Parallel to this effort, AADI also mobilized a group of parents, alumni and resource people associated with AADI to apprise them of the situation and to gather their support. An initial meeting was held on 11th January and a follow up later in the month. The group came forward with various suggestions and participated by writing letters to leaders of different political parties, spreading awareness on the issue within their localities and participating in dharnas and sit-ins. It was also decided that a small street play be developed and information disseminated through this medium. 4 such plays were held at different locations in Delhi.

15. CEDAW Committee Report-India from the Perspective of Women with Disabilities

Disabled People India took the initiative and AADI became the secretariat for the preparation of an alternate report and list of issues to be submitted to the CEDAW Committee by September before the pre session on India, from the perspective of women with disabilities. This process was led by Dr. Anita Ghai. Besides the AADI team, Dr. Shanti Auluck from Muskaan was also part of the team. The preparation involved conducting a review of literature, collecting newspaper stories highlighting issues being faced by women with disabilities and collation of opinions circulated to various leading women with disabilities self-advocates and other NGOs. After the initial collection of data the team met numerous times through the day and sometimes at night to work on the drafts. It was finally sent on the 16th of September.

The CEDAW committee has accepted the issues raised in the submitted report and has included a separate paragraph on women with disabilities in the list of issues raised to the Indian Government. After this involvement, there is a greater awareness within AADI of looking at its activities from a gender perspective.

16. Newsletter

The second issue of the newsletter was released in April 2013. As the scope of the newsletter is expanding, expressions of people are making the team think and do an in-depth study of issues. For example, an article contributed by a person with disability for the second issue, on her visit to the Golden Temple in Amritsar made the team research places of worship in Delhi and reflect on their accessibility. The team looked at not only the physical accessibility at these places but also the prevalent attitudes among a cross section of people like members of religious committees, devotees, priests, volunteers, sewaks and so on towards persons with disabilities and their right to access any religious place.

The third issue of the newsletter issue was a focused issue on voting rights for people with disabilities. It carried both experiences of people with disabilities in previous elections and what they would like to see in the future as well as information on the election process. The graphics used in the Newsletter were used by the Office of the Chief Electoral Officer, Delhi to visually explain the voting process to voters at the different voting booths.

V. FINANCIAL STATEMENTS

SUMMARY OF AUDITED INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2014

PARTICULARS	31st March,2014	31st March,2013
	Rupees (in Lakhs)	Rupees (in Lakhs)
<u>INCOME</u>	-	
Donations	91.52	17.70
Interest	43.40	40.59
Grants	30.09	37.64
Income from other sources	134.49	174.90
TOTAL :	299.50	270.83
<u>EXPENDITURE</u>	-	
Administration / Establishment	91.34	97.81
Depreciation	10.9	11.27
Expenses on the objects of the Society	169.41	156.50
TOTAL :	271.65	265.58
Amount transferred to Earmarked Fund	27.85	5.25

Compiled from the Audited Financial Statements of the Society

For CHANDIOK & GULIANI

(CHARTERED ACCOUNTANTS)

FRN No. 001199N

V.K.LALLA

(PARTNER)

M.No. 80847

For Action for Ability Development & Inclusion

SECRETARY / EXECUTIVE DIRECTOR

SUMMARY OF AUDITED BALANCE SHEET AS AT 31ST MARCH 2014

PARTICULARS	31st March,2014	31st March,2013
	Rupees (in Lakhs)	Rupees (in Lakhs)
<u>LIABILITIES</u>	-	
Corpus Funds	602.93	597.78
Earmarked Funds	692.36	695.23
Current liabilities	70.43	73.31
TOTAL :	1365.72	1366.32
<u>ASSETS</u>	-	
Fixed Assets	79.31	85.05
Investments	432.00	432.00
Current assets And Loans & Advances	116.03	83.03
Income and Expenditure A/c	738.38	766.24
TOTAL :	1365.72	1366.32

Compiled from the Audited Financial Statements of the Society

For CHANDIOK & GULIANI

(CHARTERED ACCOUNTANTS)

FRN No. 001199N

V.K.LALLA

(PARTNER)

M.No. 80847

Place: New Delhi

Dated: 11th November,2014

Sd/-

For Action for Ability Development & Inclusion

SECRETARY / EXECUTIVE DIRECTOR

VI. STAFF LIST

(As on March 2014)

Executive Director: Gidugu Syamala

Deputy Executive Director: Madhu Grover **Director:** Renu Anuj

Managers / Coordinators of Activities

■ Anita Lodhi ■ B. Anuradha ■ Charulekha Khandelwal ■ Manavi Jalan ■ Manjula Mehra ■ Meenakshi Sharma
■ Neelam Dutt ■ Nidhi Jalan ■ Shahana Chakraborty ■ Meenu Manchanda ■ Rupa Rastogi ■ Sheetal Batra ■ Praveen
Kr. Singh ■ Darsana Khir ■ Shaila Khan ■ Jitender Tomar ■ Sarfaraz

Rehabilitators (Associates)

■ Chandeshwari Tiwari ■ *Dev Bhushan Pandey ■ Narender Pal Kaur ■ Raminder Kaur ■ Sushma Kumari ■ Vinita
Rawat ■ Vinita Nagpal ■ Manuja Mishra ■ Dimpri Raisinghani ■ Shweta Ladsaria ■ Md. Saukat Hossain ■ Mohita
■ Puja Lalchandani ■ Indernil Chakrovarty ■ Deepak Jain ■ Namita Bhutani ■ Shipra Singhal ■ Ruchika Kaushik
■ Anushree Das ■ Yoginder ■ Jinu James ■ Abhinav ■ Mayuri Roy ■ Chanchal ■ Manpreet

Administration, HRD, Finance & Resource Mobilization Staff (Urban)

Manager/Coordinator of Activities

■ R. K. Sahani ■ Gavender Kumar ■ Seema Ghosh ■ M.S. Sridhar

Associates / Asst. Executive Officer

■ Harpreet Mehta ■ Saranjeet Kaur

Secretaries / Telephone Operator

■ Meenakshi Sharma ■ Nisha Sawhney ■ Rajeev Uppal ■ Yuna Noor ■ Vinay Viz

Jr. Assistants / Receptionist

■ Muthu Subramaniam ■ Neena Sharma ■ Pankaj Kapoor ■ Sanjay Sharma ■ Uttam Mandal ■ Chetan Razdan
■ Atul Mohan Mehta ■ Gurucharan Singh

Non-Technical Staff

■ Ajit Baxla ■ Amar Singh ■ Anita Devi ■ Bimla Chauhan ■ Birender Kumar ■ Gyanesh Tyagi ■ Hans Narayan ■ Jai
Singh ■ John Kindo ■ Jokhu Ram ■ Kaleshwar Singh ■ Kamini Prasad ■ Meen Bahadur ■ Meena Singh ■ Meera Devi
■ Nagender Yadav ■ Nand Lal Sharma ■ Nirmala Devi ■ Om Prakash (Jr.) ■ Om Prakash Chauhan ■ Ratankali ■ Shanti
Paswan ■ Sovan Singh ■ Sunehar Singh ■ Surender Mishra ■ Suresh Kumar ■ Upender Yadav ■ Vishwajeet

* Left during 2013-2014

Rural Centre at Dayalpur

Rehabilitators, Support Staff and Volunteers

■ Chaman Lal ■ Devender Singh ■ Indira Vashisth ■ Kamla Devi ■ Kanta Devi Sharma ■ Krishna Devi Arya ■ Rajpal
Singh ■ Ramesh Chand ■ Richpal Kaur ■ Roshini Sarah ■ Sarbatilal ■ Sukhbiri Devi ■ Kailasi Devi ■ Omvati Devi
■ Rajwati Devi ■ Shakuntala Devi ■ Phoolwati Devi ■ Kela Devi ■ Kela Bati

* Left during 2013-14

VII. GOVERNING BODY

Chairperson

Mr. Sunil Mehta
B. Com. (Hon.), (Delhi University)
Chartered Accountancy, (Institute of Chartered Accountants of India, Delhi)
Chairman & Managing Director, SPM Capital Advisors Pvt. Ltd.
Alumni, Wharton School of Management, (University of Pennsylvania) U.S.A

Treasurer

Mr. Rajesh Kathuria
Chartered Accountancy(Institute of Chartered Accountants of India, Delhi)
Practicing Chartered Accountant

Founder Members

Dr. Divya Jalan
Founder Member
Dip. Physical Handicap (London University)
M. A. Early Childhood Education (London University)
Ph. D. Education (SNDT, Mumbai)
Consultant (Education)

Members

Mr. Alok Sikka
B.A. (Delhi University)
Post Graduate Diploma in Journalism
Journalist

Dr Achal Bhagat
MBBS(UCMS, Delhi), MD (Psychiatry), PGIMER, Chandigarh,
MRCPsych, Royal College of Psychiatrists, UK
Director, Division of Mental Health & Quality of Life , Medanta
Chairperson, Saarthak

Ms. Kamla Bhasin
M.A (Economics) Rajasthan University
Advisor, SANGAT

Ms. Veena Kumar
M.A. English ,(Kanpur University)
Volunteer, Resource Mobilization

Ms. Renu Anuj Singh
M.Sc . (Agra University)
P.G. Diploma in Special Education (AADI)
Director, RCBR

Vice Chairperson

Ms. Vandana Bedi
Dip. OT (IPH, Delhi)
P. G. Course in Management of CP
M. Sc. Occupational Therapy – Pediatrics (UK)
Consultant (Disability & Development)

Secretary & Executive Director

Ms. G. Syamala
M.A. Psychology, (Delhi University)
P.G. Diploma in Special Education (AADI)
Executive Director, AADI

Ms. Sushmita Nundy
Founder Chairperson
B.A. (Hon.) (London School of Economics)
M. Phil. (Jawaharlal Nehru University, Delhi)

Ms. Shukla Haldar
M.A. Fine Arts , (University of Chennai)
Diploma from London Montessori Centre (Kolkata)
Chief Facilitator, Panchatantra Montessori School

Dr. Mathew Verghese
MS Orthopedic (Surgery)
Director, St. Stephens' Hospital

Mr. Praveen Kumar Gurunath
MSW, (Community Development)
Programme Manager , VSO

Ms. Madhu Grover
M.A. Psychology ,(Delhi University)
P.G. Diploma in Special Education (AADI)
Deputy Executive Director, AADI



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Dayalpur Primary Health Centre,

Ballabgarh Block, Faridabad (Haryana)