

ANNUAL REPORT 2017-18



**ACTION
FOR
ABILITY
DEVELOPMENT
AND
INCLUSION**



AADI Staff

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.

Executive Director's Note

Dear Friends,

The year 2017-18 brought with it a mixed bag of experiences - sad moments, new initiatives and discoveries, culmination of projects, challenges, hope and a renewed energy.

We lost Pankaj Kapoor, Alok Sikka and Javed Abidi – yes, all in the same year!

Pankaj Kapoor, at the reception in AADI, was affectionately called “the cheerful face of AADI”! An active member of the advocacy group and a votary for accessible spaces he is missed by all at AADI.

Alok Sikka, a strong leader and an advocate for rights of people with disabilities was a Board member at AADI. He was a member of different committees, organizations and groups fighting for the rights of people with disabilities. As a champion for rights, he strongly challenged the mindsets and barriers that did not allow a person with disability to live in dignity. His presence is missed by all in AADI and in the disability sector.

Javed Abidi (Honorary Director, NCPEDP) with an indomitable spirit was the leader behind the cross disability movement and the rights discourse in the country. AADI had joined hands with Javed and the larger disability network on a number of projects - Law and Policy, Accessible elections, Inclusion of disability in Census etc. His sudden demise has left a huge void.

On behalf of the Board, staff, members and families at AADI I extend our heartfelt condolences to families and friends of Javed, Alok and Pankaj.

Our new initiative in Sunder Nagri, an urban poverty area in Delhi, took roots in the second year of its inception. We partnered with SEWA to conduct a household survey in Sunder Nagri. The initial results indicate a 3% prevalence of people with disabilities which is likely to increase as the work gets established and more people are identified. This percentage is much higher than the estimates of the National census 2011. The team was able to establish relationship with key stakeholders, people with disabilities and families and hold community based activities during the year.

Our work in Ballabgarh, Haryana, covers 82 villages. The team consolidated the survey results in 25 villages (survey was conducted in 2016) and established a contact with all persons with disabilities who were identified during the survey. Negative mindsets, lack of access to information and physical spaces are some of the primary barriers that people with disabilities face on a day to day basis. Girls with disabilities continue to face discrimination in all spheres of life. The team also continued the individual work with people with disabilities and families in the rest of 57 villages. They were able to reach out to more than 1000 persons with disabilities and address the immediate needs.

The project on Inclusive education supported by UNESCO and Lal family Trust is in the final stages of completion. The project included a field research in 10 states and the development of a strategy paper/road map on Inclusive education. The main activities included a desk review, direct observations in schools, interviews of principals/head teachers and FGDs with parents, teacher and children. The project highlighted the positive

experiences, existing gaps and possible steps in strengthening inclusive education in the country. The detailed report is available on request. In the coming months, the research will be published in a National journal and efforts are on to launch the Strategy paper/road map.

A new linkage with Oracle added impetus to the planning process of Jeevika, a project on livelihoods at AADI. There were many interactions with the team from Oracle before the funding for the project fructified. The project is to be launched in the following year.

Pre-service and in-service training of professionals (educators, teachers, physiotherapists and occupational therapists) continued during the year.

The events at AADI, Rakhi Mela, Diwali Mela, Art exhibition, Winter Festival, Warm Winter Campaign and Music Festival, provide opportunities for participation to people with disabilities. They are a major source of inspiration and joy to all those who attend it too. After every event people discover new talents, new friends, newer opportunities and experiences to cherish. These events are gaining popularity amongst people /organizations/ larger public for its focus on showcasing abilities and opportunities for inclusion. Please do join us on face book to know more about our events.

Raising resources for our work to continue and expand has always been a challenge. On behalf of the Board, I take this opportunity to sincerely thank all our friends, supporters and donors who believed in our work and provided the much needed financial resources.

The financial and human resource information is provided as part of the report.

We look forward to continuing our journey and welcome your support and suggestions.

In Peace



Syamala Gidugu
Secretary, Governing Board
Executive Director, AADI

Success is a journey, not a destination. It requires constant effort, vigilance and reevaluation.

Mark Twain

MAJOR HIGHLIGHTS

KNOWLEDGE MANAGEMENT, LAW / POLICY REVIEW, ADVOCACY AND RESOURCE CENTER

- **Project on Basic Quality Education for Children with Disability** supported by UNESCO was commissioned to AADI. Under which, field work was undertaken in 25 districts of 10 states. Stakeholder consultations were held with principals, teachers, parents, children with disabilities and their peers. Study was undertaken of various Educational Components – Curriculum/ Pedagogy/ Textbooks/ Evaluation. Budget analysis was done and recommendations were made for the same. A Strategy Plan titled Quality Basic Education to Children with Disabilities - Evolving Vision 2030 was developed. A study of the data was undertaken to identify gaps and suggest recommendations.
- **Five days Continuing Rehabilitation Education (CRE) Training Program** was held for Special Educators, was attended by 17 teachers.
- Training of **Physiotherapy Students from Jamia Milia Islamia** on the Framework of Assessments based on the ICF.
- An orientation session on disability, development and rights of people with disabilities was conducted for **students of Bachelor of Audiology Speech Language Pathology (BASLP) Ali Yavar Jung National Institute**, Students of **Bachelor of Education and Diploma in Education (23 trainees) from Action for Autism (AFA)**, trainees of the **Guidance and Counseling Course of National Institute of Public Cooperation and Child Development** and for students from **Institute of Home Economics**.
- **AADI was nominated as the Best NGO partner for the year 2017 by SOIL.**
- **Seminar on “Redefining Disability through Art” was organized by Delhi University-** Two staff members from AADI presented a paper “Art for All”. AADI’s model of using visual arts and theatre as medium of expression and skill building within an inclusive framework was showcased.
- **International Children’s Day celebrations were held** at United Nations Resident Coordinator’s office. Children with disabilities from AADI and other mainstream schools joined the celebrations.
- There were 482 visitors to **Sambhav Resource Centre** this year.

RURAL COMMUNITY BASED PROGRAM, Ballabhgarh Block, (Faridabad District, Haryana)

- In the year 2017-18, 1037 persons with disability were supported.
- One thousand four hundred and forty seven people with disabilities (1447) identified during household survey in 2016-2017 were contacted to elicit their needs.
- Direct services were provided to 94 children (0-6 years), 416 children (6-18 years) and 527 adults with disabilities through individual sessions, home visits and school visits.
- One hundred and two teachers from were supported in 61 schools.
- Seventy adults with disabilities are engaged in open employment and 28 adults work as contract laborers. Thirty eight adults with disabilities are self employed running their own small shops and 10 adults are engaged in their family occupation. Fourteen adults with disabilities have applied for government jobs and are preparing towards securing a job.
- Parents of 116 children and thirty two teachers were given orientation on the provisions covered under the RPwD Act.

- Seventeen anganwadi workers and helpers attended training on the RPwD Act. Information about RPwD, UDID, pension schemes, government reservations, vacancies etc. was shared with 123 adults with disabilities.
- Eighteen teachers were given information about provisions for examinations by CBSE and Haryana Board.

URBAN COMMUNITY BASED PROGRAM, Sunder Nagri, East Delhi

- The project started in 2016-17 in collaboration with SEWA, to develop a replicable urban community based program for accessible services ensuring participation and inclusion of people with disabilities in all aspects of community life.
- To identify people with disabilities in Sunder Nagri, a household survey was conducted for 6448 households in 10 blocks between January 2017 to February 2017 by SEWA and AADI team. **Survey Findings –**
 - In 10 blocks of Sunder Nagri, 1039 (3%) are persons with disabilities. A significant proportion of persons with disabilities (449, 43.21%) have physical impairment.
 - Out of 1039 persons with disability, 383(36.86%) persons with disabilities are females and 653(62.85%) persons with disabilities are males. There was no information with regard to gender for 3 persons with disabilities.
 - 798 (76.80%) are adults with disabilities and 241(23.20%) are children with disabilities.
 - 798 adults with disability include 520 males (65.16%) and 275 females (34.46%).
 - Majority of households have monthly income lower than the monthly minimum wage. 475 (49.38%) households with disability have a monthly income ranging from Rs. 5,000 to Rs.10,000 which indicates that half the households covered have monthly income below the minimum wages.
- Simultaneously, team initiated relationship building with families having a member with disability through care plan process
- Continued mapping of resource in education and health services

ABILITY DEVELOPMENT, OPPORTUNITIES, RESOURCES AND SERVICES

Walk in Services

- In the current year, there were 203 new contacts. 3318 clients have been registered since inception in 2008.
- During the current year, 1829 clients were followed up through individual sessions and telephonically. Effort is to provide holistic services in all domains for development of the member/client. Most individual/group sessions are followed up with home visits and school visits. Where possible, individuals are linked to services appropriate to their age group in community or at AADI for skill development.

Life Skills and Clubs and Events

- At AADI, a Life Skills Program is run for adults with disabilities with the focus on equipping individuals with useful and functional skills that assist a person to live his/her life with dignity, purpose, control and togetherness. This year life skills program reached out to 42 individuals.
- A.** Four major events were held during the year 2017-18, Rakhi Mela (Snehandhan) July 2017, Diwali Mela (Deeputsav) October 2017, Winter Festival (Umang) December 2017, Music Event (Goonj) March 2018

Skill Development

- This year Ujala received bulk order for diaries, bags, folders from 19 corporate and individual customers. It also received 11 special orders for diaries, wooly bags, saree bags and folders.
- EDaksh - AADI in collaboration with Canara Bank set up EDaksh, an accessible and inclusive IT training center in November 2015. The aim was to cater to the computer literacy needs of people across disability and those marginalized because of gender and socio-economic disparities. A total of 159 students were trained in ACC course in 2016-17 and 9 were enrolled in advanced BCC course.

Livelihood

- **Jeevika** Twenty one adults with disability are gainfully employed either in family business or in sectors like IT (Concentrix), Retail and Hospitality (Lemon Tree Hotel, Hudson Cafe, KFC).
- **New Linkages were explored for internship/ work in the hospitality, manufacturing and retail sectors** Hudson Café, Anamika Tea, Ivy & Bean Spark Minda, Mittal Stores & Dharampal Satyapal (DS) Group.

RESOURCE MOBILIZATION

- A generous support from **LAL FAMILY FOUNDATION** for research work in Education, Organisational Development & Infrastructure gave the much needed impetus to the work.
- Consistent support over the years from **LALA DIWAN CHAND TRUST**.
- **ORACLE** started its journey with AADI during this year and the project on livelihoods will be implemented next year with a grant from it.
- A specific grant from **ROTARY DELHI CENTRAL CHARITABLE TRUST** enabled the purchase of a much needed accessible vehicle.
- A significant contribution from **FABINDIA** was received for establishing processes in communities that we work in.
- A spontaneous and generous support from **OHM Group** helped to strengthen service delivery.
- AADI was amongst the 714 organizations which cleared the first round of **YES! I Am the Change Film Making Challenge 2018** from over 11,000 film entries. **Same. Difference** the film on disability created by Ms. Radhika Chandrasekhar was much appreciated.
- **Airtel Delhi Half Marathon (ADHM) 2017-** AADI was the **highest fundraising CSO in the Disability Cause Category** where we raised over 21 lakhs. We raised money through the corporate support of **Kotak Mahindra Bank, Bains and Absolutdata**, besides fundraising by individual staff members and friends of AADI.
- **Music Event Antarang - Priya Kanungo**, a Hindustani classical vocalist, performed Bhakti and Sufi music in the beautiful lawns of AADI on 25th February 2018 at *Antarang, fund raising event*. **DCM Shriram a long time supporter and SRF Welfare Trust sponsored the event. Indian Farmers Fertilizer Cooperative (IFFCO) supported the event.**

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SECTION I: KNOWLEDGE MANAGEMENT

- **Policy, Advocacy & Research**
- **Capacity Building**
- **Sambhav: National Resource Centre**

KNOWLEDGE MANAGEMENT, LAW / POLICY REVIEW, ADVOCACY AND RESOURCE CENTER

Over the last 40 years, Action for Ability Development and Inclusion (AADI) has gained a lot of knowledge through its programs in Law and Policy, Advocacy, Service Delivery, Research and Capacity Building. This knowledge however needs to be aligned to contemporary perspectives and translated into accessible formats and disseminated to the larger world of persons with disabilities, families, professionals and policy makers.

India has signed and ratified the United Nations Convention on Rights of persons with disabilities (UNCRPD) in 2007. This implies that all our National Laws, policies, programs and schemes have to be aligned to the principles of UNCRPD. The convention focuses on non-discrimination, inclusion, accessibility, and participation of person with disabilities in all aspects of life as core principles. However, there is a huge gap in what is needed and what is present on the ground.

The details of work done in these areas during 2017-18 are encapsulated in the following pages.

Over the next couple of years AADI envisages to build an Institute for Ability Development and Inclusion. The objectives of the Institute would be to:

- Create a web based and mobile platform for policy makers, service providers, civil society and disabled people which will provide access to information and knowledge resources for all impairments and rights of persons with disabilities
- Research, design, disseminate and embed capacity building processes for law and policy makers, disabled people, civil society and existing professionals from all fields including education, health, mental health, human resource, law and architecture.
- Conceptualize and conduct innovative and replicable training programs for both specific and inclusive service providers at all levels, in partnership with people with disabilities.
- Develop standardized assessment tools and manuals for specific impairments and age groups for disability specific service providers that would give guidelines for practice including recommending reasonable accommodations, devising assistive aids and designing environmental adaptations, with participation of disabled persons in the process.

1. POLICY, ADVOCACY & RESEARCH

A. Project on Basic Quality Education for Children with Disability

Focus Areas for the Project

- Desk Review was undertaken at policy level through a study of national/ international literature.
- Field work was undertaken in 25 districts of 10 states. The states covered were Assam, Delhi, Gujarat, Himachal Pradesh, Karnataka, Maharashtra, Nagaland, Odisha, Rajasthan and Uttar Pradesh.
- Stakeholder consultations were held with principals, teachers, parents, children with disabilities and their peers. Fourteen schools per state were included as part of the study.
- Study was undertaken of various Educational Components – Curriculum/ Pedagogy/ Textbooks/ Evaluation.
- Budget analysis was done and recommendations were made for the same.
- A study of the data was undertaken to identify gaps and suggest recommendations.
- A framework of human resource & institutional mechanisms for effective implementation was developed.
- A Strategy Plan titled Quality Basic Education to Children with Disabilities - Evolving Vision 2030 was developed.

Budget Analysis

- The Inclusive Education (IE) budget is a small part (about 2 % during 2014-15 and 2015-16) of SSA's total budget at the Union level. At the state level, the Sarva Siksha Abhiyan (SSA) is itself a small part of the total education budget of respective states.
- Under Rashtriya Madhyamik Shiksha Abhiyan (RMSA), for IE 3.38% was released in 2014-15 and 5.82% in the year 2015-16.
- The audit reports of SSA for the years 2014-15 and 2015-16 show high levels of underutilization of the IE budget in majority of the states included in the study.

Some Recommendations

- Develop a policy for IE and a detailed manual for implementation of the policy.
- Align RTE 2009 and RPWD 2016.
- Education of all children with disabilities to be covered under Ministry of Human Resource Development (MHRD).
- Census 2021 to identify all children with disabilities.
- Process for enumeration to be evolved to identify all types of disabilities listed in Rights of Persons with Disabilities Act, 2016 (RPwD Act).
- Disaggregated reliable data to be made available from Census 2021.
- A time bound plan to remove the backlog of vacancies of human resource available to promote Inclusive education.
- The current ambiguity/ role clash between general/ regular teachers and special educators must be addressed.

B. Research Study by Ashoka University

Under the guidance of Assistant Professor Dr. Madhavi Lata Maganti Kari, students from Ashoka University conducted a research study on the perspectives of children with Cerebral Palsy on their abilities, using the components of the International Classification of Functioning (ICF).

- Semi structured interviews were conducted focussing on daily routine, within the home, school & community. It included areas from the ICF like play, self-care, interpersonal interactions, mobility, communication, learning and elicited information of barriers. The data is yet to be analyzed.

C. Linkage with Ministry of HRD

MHRD sought a presentation from AADI and 6 other Non Government Organization (NGO) working in the field of inclusive education on their experience and research in the field of inclusive education. The focus was-

- To develop a National, State, District and Cluster based plan to implement inclusive education.
- To develop inter ministerial collaboration and detail out the roles of government agencies and NGOs in the area of inclusive education.

AADI was a member of the core group to detail out the roles, expectations from different stakeholders and the various activities & processes that would promote inclusive education.

Post the consultations, MHRD held national level convention to share the details of the action plan, take feedback from stakeholders and develop a national plan of action.

2. CAPACITY BUILDING

Key Trainings Conducted by AADI for In Service Professionals

- **Five day Continuing Rehabilitation Education (CRE) Training Program for Special Educators - “Implementing RPWD Act 2016 in Inclusive Education”** The course aimed at understanding the key aspects of RPwD Act 2016 especially sections linked with Education of children with disabilities and the role of teachers. A total of seventeen teachers including special educators, general teachers from Government & Private schools attended the program.
- The internship and mentoring process of advance level trainees of Physiotherapy/Occupational Therapy course and Augmentative and Alternative Communication (AAC) course (23 trainees) conducted last year was completed in earlier part of the current year. This entailed individual coaching and skill building of the trainees.



Valedictory Event of AAC Course

- Workshop on use of Avaz – Avaz is an Android Mobile Communication App meant for people with communication difficulties. Developed by Invention Labs Chennai, it has both a laptop and a tablet version. It can be customized for individual user and is available in Hindi and English from Play Store. AAC users, families and professionals from AADI attended the workshop which demonstrated its usage.
- Orientation on disability related issues was conducted for 10 staff members of Salaam Baalak Trust.

Key Trainings Programs for Pre-Service Trainees undergoing Professional Courses

- **Students of Bachelor of Education and Diploma in Education (23 trainees) from Action for Autism (AFA)** underwent training at AADI on perspectives to Disability and Inclusion, UNCRPD, AAC & orientation to specific impairments like Cerebral Muscular Dystrophy, Spina Bifida and Epilepsy.
- **Training of Physiotherapy Students from Jamia Milia Islamia** on the Framework of Assessments based on the ICF.
- An orientation session on disability, development and rights of people with disabilities was conducted for students of Bachelor of Audiology Speech Language Pathology (BASLP) **Ali Yavar Jung National Institute.**
- A session on Cerebral Palsy was held for **trainees of the Guidance and Counseling Course of National Institute of Public Cooperation and Child Development.**

Orientation/ Internships: Graduate/Post Graduate Students of various Universities
<ul style="list-style-type: none"> • An orientation session on disability, development and rights of people with disabilities was conducted for 72 students from Institute of Home Economics. • Twenty students volunteered for summer Internships from Amity University, Ambedkar University and Delhi University. • Four students from School of Inspired Leadership (SOIL), a Management Institute worked along with people with disabilities to develop a plan of action for three projects: Accessible cab service in Delhi; Business plan for Ujala; instruction manual for diverse users of the new accessible lift at AADI. AADI was nominated as the Best NGO partner for the year 2017 by SOIL.
Key Trainings/ Conferences attended by AADI Staff
<ul style="list-style-type: none"> • AADI is represented on the board of the Indian Chapter of International Society for Augmentative and Alternative Communication (ISAAC). A meeting of the Indian Chapter of ISAAC was held at Indian Institute of Cerebral Palsy (IICP), Kolkata which was attended by the said board member on Skype. • Knowledge sharing session for trainers working with deaf children organized by V Shesh, an NGO. The findings from their research project emphasized the use of sign language by children with hearing impairment in schools. AADI advocated for children to exercise a choice between sign language and oral form of communication based on their abilities and preferences. • Talk on Urban Road Challenges by Prof. Geetam Tiwari- Three AADI staff members shared the needs of people with disabilities as users of public transport and the importance of integrating the needs in the planning stage. Suggestions made by people with disabilities who participated as experiential experts were well received. • Review of ADIP Scheme–Pt. Deendayal Upadhyaya Institute for the Physically Handicapped (IPH) Ministry of Social Justice and Empowerment (MSJE) formed core groups (impairment specific) to review the ADIP scheme in the light of RPWD 2016 Act. AADI participated along with representatives from Indian Spinal Injury Centre, National Institute for Loco motor Disabilities, Kolkata and ALIMCO. An exhaustive list of aids was drawn up and the need for different sizes & customization was emphasized. • Seminar on “Redefining Disability through Art” was organized by Delhi University- Two staff members from AADI presented a paper “Art for All”. AADI’s model of using visual arts and theatre as medium of expression and skill building within an inclusive framework was showcased. • A shoot for a program on Rights of Persons with Disability Act 2016 was held in Dec 2017. It got aired on Rajya Sabha TV. The shoot was attended by two staff members.



Programme on RPwD Act by Rajya Sabha TV

- A consultation meeting to review provisions of RPwD Act, was organized by Alternative Strategies for the Handicapped (ASTHA) was attended by staff of AADI.
- **International Children's Day celebrations were held** at United Nations Resident Coordinator's office. Children with disabilities from AADI and other mainstream schools joined the celebrations.



Children at UN Resident Coordinator's Office on the occasion of International Children's Day

- Five staff members attended a seminar on RPwD Act and Accessibility in built environments organized by National Center for Promotion of Employment for Disabled People (NCPEDP).

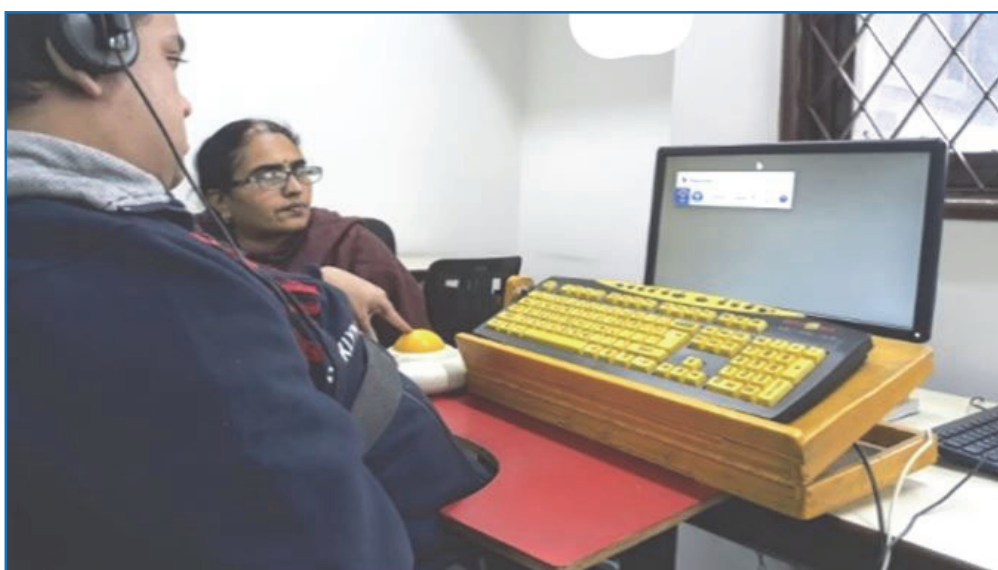
- **Sahas-2018-** Dhanak an NGO organized ‘Sahas 2018,’ an open competition to showcase secularism and humanity. They invited entries in form of Art/Films. AADI submitted a film focusing on people with disability and the need for companionship. It won a certificate and a cash award. The film ‘Togetherness’ was conceptualized and directed by Ms.Radhika Chandrasekhar.



AADI being awarded at Sahas 2018 for the film ‘Togetherness’

- **Launch of Disability Tracker on Sustainable Development Goals (SDG) by Voluntary Service Overseas (VSO)-** The study focused on ‘tracking SDGs from the perspective of disability’ covering 100 Panchayats in Chhattisgarh & Jharkhand. A staff member from AADI attended the meeting.

3. SAMBHAV: NATIONAL RESOURCE CENTRE



Assessment for assistive aids being conducted at Sambhav Resource Centre

Sambhav Resource Centre showcases assistive devices, hardware and software for persons with disabilities. It also demonstrates concepts of universal design and independent living which can be applied in different domains of life.

There were 482 visitors to Sambhav this year. Sambhav Resource Centre was also used for conducting assessments. Assessments were conducted for persons with disabilities in the areas of Communication, Self- care and Mobility.

The visitors included persons with disabilities, their families, professionals from training institutes and NGOs such as Creating Resources for Empowerment in Action (CREA), Shaurya, Muskaan, Action for Autism and students of architecture from Delhi, Amritsar & Chennai. The visitors were keen on understanding the significance of universal design and its application on products used in the kitchen, living areas and toilets. Communication software and hardware devices for people with disabilities displayed at Sambhav generate a lot of interest amongst the visitors.

Institute for Ability Development and Inclusion

The Institute is envisaged as the capacity building and knowledge management organization which runs in tandem with community based habilitation and rehabilitation programs as well as the advocacy programs of AADI. These programs will be the practice school for the Institute. The programs and knowledge collated and created at the Institute will eventually be available through the web based knowledge platform of AADI.

The Institute will eventually use contemporary methods of delivery, such as webinars and web based courses for dissemination of training to large numbers and in remote areas of India. It will develop Teaching-Learning Material that can be used by others conducting the training in the future.

The Institute is envisaged as a training body, which is supported by partnerships amongst diverse mental health, disability, child rights, counter trafficking and women's rights organizations across the world.

BUILDING CAPACITIES

BUILDING CAPACITIES



National Consultation with State Partners



Speaking at Symposium on "Redefining Disability through Art" organized by Department of Education, Delhi University



Protest at Jantar Mantar against the GST levied on assistive aids for people with disabilities



Course in Augmentative and Alternative Communication (AAC)



Workshop with parents on the Rights of Persons with Disabilities Act



Award for Best NGO partner for the year 2017 by SOIL



Workshop with parents on the Rights of Persons with Disabilities Act

BUILDING CAPACITIES

AAC course –A Boost to my Confidence

This year, I got a chance to be the EMCEE of the AAC inauguration and the valedictory ceremony. It was a great moment for me because I had not done anything like that before. I am a student with cerebral palsy and have some difficulty with speech. I was unsure about why I was chosen for this opportunity.

Basically, AAC means alternative and augmentative communication. This course allows us to understand that there are various methods to communicate other than the normal speech method. The alternative ways of communication can be through sign language, communication board or the latest advanced technology of application such as Jellow. Jellow is an application made for people with communication difficulties, to enable them to express themselves. I was also invited to attend the hands on session for this particular application. We discussed the various fields in which this application can help the child with speech difficulties and how we can give inputs to make the application better.

On the final day, I was little nervous about how I would be able to speak in front of a large group of people. I gathered all my strength and put my best in each word I spoke.

I am happy to share that both the functions, inaugural and valedictory went well. I was appreciated for handling the functions very well!

Vinayana Khurana

Excerpts from "Reactions on My Learning Experience: AAC Course"

This course due to its weekend sessions made it possible for employed professionals like me to continue learning. The hands-on experience of assessment and interaction with the families of people with disability was a huge learning opportunity.

It gave a lot of insight, listening to the journey of people and their families. Meeting successful people with disabilities as role models redefined the concept of normalcy.

It helped me understand how important it was to create situations to mainstream people with impairment and minimize barriers which lead to disability. The sessions enlightened me to a fact that the social and emotional needs of all peer groups are the same irrespective of their position on the continuum of normalcy.

The above realization at a personal level changed my approach at the professional front too. Including my differently abled learners into the mainstream now happens more naturally. I look for opportunities where they could share common space with their peer group on a regular basis, without either of them feeling stressed out.

Through and through the course we were reminded of the rights of the people with impairment, and also about the importance of a means of self expression- be it natural or supportive. Today, it is a priority for me to ensure that all the learners associated with our learning centre have a way of communication and self expression...

During these 10 weeks of interactions and opportunities through the AAC course at AADI I realized...

- As a professional, one needs to step out of the profile defined roles, integrate all the resources and level out all the social and environmental barriers that lead an impairment to become a disability.
- Most importantly whatever we do as professionals must impact the lives of persons with disability and support them to lead a life of dignity and quality.

AAC Course, 2017

Charlotte

Inclusive Education : Vision, Mission and Principles of action - proposed by AADI

Vision for Inclusive Education In India :

All Educational Institutions will be accessible and will facilitate enabling and learning environments through following a process of Inclusive Education.

Persons with disabilities, along with their peers, will become integral members of the learning environments, developing a sense of identity, acquiring skills for autonomy and decision making, and will be recognized as contributing citizens, upholding the values of justice, equality and dignity of all citizens.

Mission :

To develop equitable, accessible and quality assured inclusive educational services, all the educational institutions will aim to:

- Adapt the three principles of universal design in learning into their curriculum and incorporate multiple means of representation; multiple means of action and expression; and multiple means of engagement.
- Develop a Human Resource strategy that supports inclusive service providers and specialists to support inclusive programming for persons with disabilities.

- Ensure an accessible and barrier free environment addressing attitudinal, physical, institutional, technical and technological barriers to Inclusive Education.
- Provide reasonable accommodation that promotes participation of persons with disabilities in learning processes and reduces the impact of impairment on learning.
- Adopt sensitive and systemic responses to economic, social, gender, geographical and other environmental barriers that further discriminate against persons with disabilities.
- Research and develop effective and efficient practices that promote inclusive education based on accurate and reliable data informed by clear definitions
- Establish the use of 'reflective techniques' and 'evidence based practice' to review, monitor and evaluate individual components of Inclusive Education and the progress of the system as a whole.

Principles of Action :

Realization of Mission is based on the following principles of action

- Honoring Non-Discrimination and equity
Ensuring accessibility in built environment, products, services, information and technology.
- Recognizing evolving capacity of all children specially children across geographical, and social inequalities
- Creating safe environment focusing on physical and social-emotional challenges
- Adopting Universal design and reasonable accommodations
- Assuring Quality in inclusive educational services
- Securing community involvement and support

SECTION II: HABILITATION AND REHABILITATION SERVICES

- **Rural Community Based Program**
- **Urban Community Based Program**
- **Ability Development, Opportunities,
Resources and Services**

I LIVE, I ASPIRE, I ACHIEVE...

I LIVE, I ASPIRE, I ACHIEVE...



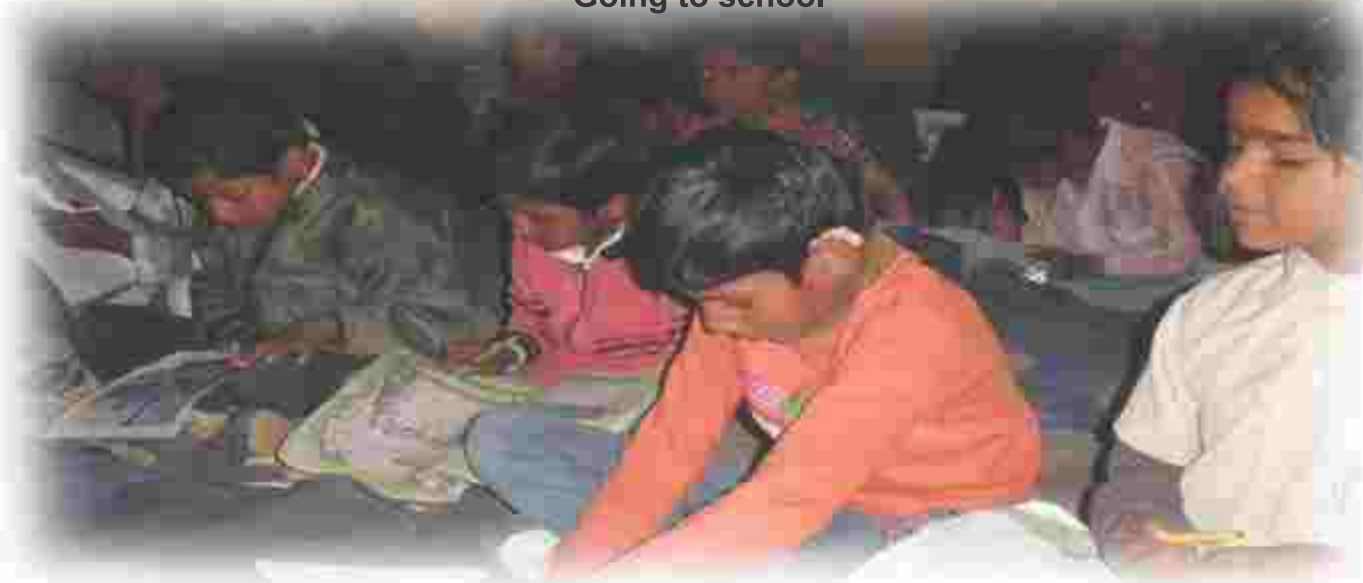
Earning a livelihood



Going to school



Enjoying with friends



Learning with peers



Participating in Leisure



Contributing to Domestic Work



I LIVE, I ASPIRE, I ACHIEVE...

Smithi's Journey

Smithi* is a determined young woman in her 30's. She wants to travel to the hills in Nainital and undertake a religious trip to Shirdi. She is a big fan of Salman Khan and hopes to meet him one day. She dreams of a day when the world around her will be fully accessible and she can easily go where she likes.

Major setbacks in her early life have not deterred her to dream and aspire for a life with happiness. She hopes to secure a good job and help her mother who brought her up single handedly with a meagre income that barely supported their basic needs. She thinks even small gifts like a saree or ear rings would bring immense pleasure to her mother.

An inaccessible home, tough relations with extended family members and poor health compounded by inadequate resources confronted the mother and daughter on a regular basis.

The tenacity of the duo and a 'never say die approach' held them together and they approached AADI again after a gap of 10 years.

For Smithi and her mom there was no looking back after that!

Smithi completed her class X exams through NIOS and is now enrolled for a Graduation course through School of Open Learning, Delhi University. She also completed a computer course from AADI.

She uses a battery-operated wheelchair and is happy with the new-found freedom. She is learning to organize the medical consultations for her back pain herself and is showing keen interest to understand the implications of cerebral palsy on her life.

She wants the world to know her journey and would one day tell her story herself.

Manavi Jalan
AADI Staff

*Her name for now has been changed.

A Father's Sharing

The school principal gave us a sympathetic look when she said "Ananta cannot continue in this school as she is over age." We knew it was coming but, anyway, we were crest fallen.

Then, AADI came to our rescue!

For Ananta, going to AADI meant attending higher education. She openly declared that she was going to a college.

Whenever Ananta is scheduled to go to AADI she completes her morning chores well in time. She is choosy about her clothes. She reprimands me if I don't wear my socks. She is enthusiastic about meeting her fellow members and likes to share about them at home.

Ananta regularly helps her mother in the kitchen. She assists her in other ways too, like hanging clothes for drying, folding and placing them in respective cupboards. Some evenings, Ananta makes sandwiches and bhelpuri for us.

At AADI, she got exposure to activities of her interest such as block printing, cooking and music. She got opportunities for taking up responsibilities owing to which she has been able develop her leadership qualities.

Anup Rai
Ananta's Father

HABILITATION AND REHABILITATION SERVICES FOR PERSONS LIVING WITH DISABILITY IN DELHI AND BALLABHGARH

Article 26 of UNCRPD states that all State Parties shall take effective and appropriate measures, including through peer support, to enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life.

4. Rural Community Based Program, Ballabhgarh Block, (Faridabad District, Haryana) covers 82 villages (under 67 Panchayats) and works with a cross disability and life span approach responding to changing needs irrespective of age. The focus of the Rural Program is to facilitate the creation of a responsive community, which fulfils the needs of persons with disabilities; provide accessible services; promote equal participation and opportunities to persons with disabilities.

The program initiated a project with The Hans Foundation in 25 villages to identify people with disabilities early through household survey, train a cadre of Asha workers and Anganwadi workers to integrate disability into their ongoing work, increase participation of people with disabilities, facilitate inclusive services and create a barrier free environment. The details of the work are detailed in the following pages.

5. Urban Community Based Program, Sunder Nagri, East Delhi a new initiative started in collaboration with Self Employed Women's Association (SEWA), aims to work in urban poverty areas in Delhi and integrate disability into ongoing community work. The aim is to facilitate an urban community based model for accessible services ensuring participation and inclusion of people with disabilities in all aspects of community life. The highlights are presented in the following pages.

6. Ability Development, Opportunities, Resources and Services

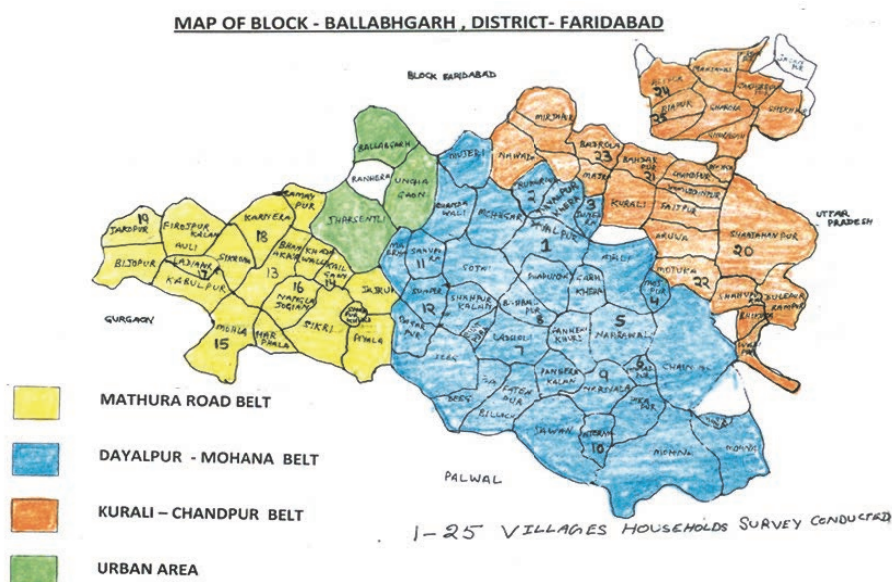
The project includes:

- Walk in services that provide avenues to people with disabilities, families to share issues, gather information about resources and work out solutions for increased participation across life domains.
- Health including Mental Health Services
- Education
- Life skills program including interest and hobby clubs
- Skill Development – E Daksh inclusive computer training program and Ujala, an enterprise in creation of block printed paper products
- Livelihood Program
- Parent Training Program
- Legal Support

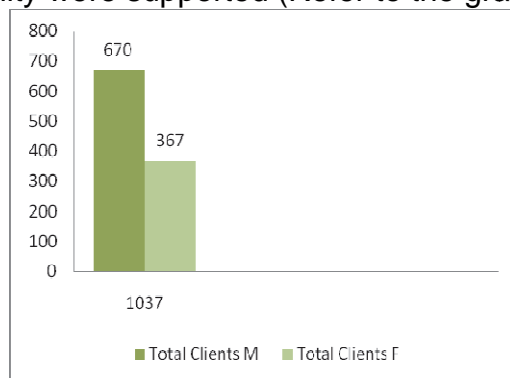
4. RURAL COMMUNITY BASED PROGRAM, Ballabhgarh Block, (Faridabad District, Haryana)

The program works with a cross disability and life span approach responding to changing needs irrespective of age. The focus of the Rural Program is to facilitate the creation of a responsive community, which fulfils the needs of persons with disabilities, and provides accessible services and promote equal participation and opportunities to persons with disabilities. Focusing on disability, poverty and gender issues, the programme works towards convergence of services that benefit all people in the community. The goal of this programme is towards an equitable society in which every person with disability is an integral part of the society, participating in the community and living life to the fullest, with equitable access to opportunities and services.

Geographical Area Covered by the Rural Program



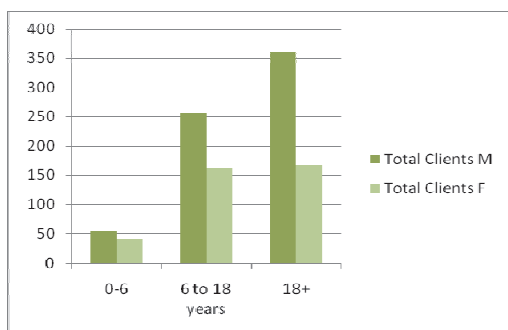
AADI works in Ballabhgarh block comprising of 82 villages which are governed by 67 Panchayats. The total population of Ballabhgarh Block is 214894. In the year 2017-18, 1037 persons with disability were supported (Refer to the graph below).



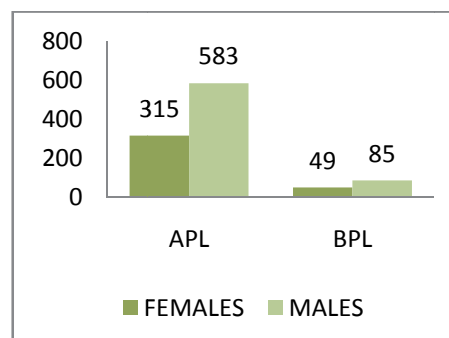
Total number of clients according to gender

The bar chart on next page indicates that there is no significant difference in figures when it comes to gender of children below 6 years of age. In addition, as children with

disabilities grow in their age, the girls with disabilities do not continue to avail services because of various reasons.



Total number of clients according to gender and age



Economic Status of Families

Major Highlights of the Work

- The primary workers in various villages worked with families to facilitate the process of procuring the mandatory documents to enable them to avail government schemes and facilities.

Documents/ Schemes	Number of people who procured the documents
Birth Certificate	91
Aadhar Card	985
Ration Card	858
Voter ID	321
Bank Account	773
Disability Certificate	765
UDID	466
Niramaya, ESI and other Health Insurance	40

Number of persons having various documents and availing schemes

Disability or Caste based Scholarship	Financial Support for children not going to school	Disability Pension	Guardianship
168	25	332	46

Guardianship, Scholarships and pensions availed by people with disabilities

- One thousand four hundred and forty seven people with disabilities identified during household survey (villages marked in the map) in 2016-2017 were contacted to elicit their needs.
- Government recently mandated registration of Unique Disability ID (UDID) & Disability Certificate (DC) for persons with disabilities. The primary workers

disseminated information to persons with disabilities regarding the registration process. Community resources such as Common Service Centres (CSC) and Atal Sewa Kendra (ASK) were sensitized on disability issues. Nine CSC workers got trained in doing the on-line registration of persons with disabilities for UDID.

- Seven persons with disabilities and 3 family members availed Swavlamban Health Insurance Scheme.

Direct Services include conducting assessments & sessions for skill building and training in self care, mobility, communication, education, health, etc. in different settings. Direct services were provided to 94 children (0-6 years), 416 children (6-18 years) and 527 adults with disabilities through individual sessions, home visits and school visits.

Mobility and Self Care

Mobility training sessions were held for 64 children with disabilities (0-6 years). Five children were provided five mobility aids. Sixteen children (6-18 years) were given 16 mobility aids and 17 adults with disabilities have been identified for new aids.

Self care training sessions were held for 79 children (0-6 years) and 339 children (6-18 years). One hundred eighty two adults with disabilities were provided skill building in self-care. Fifty three adults with high support needs were provided training in mobility, health and personal care.

Communication

Sessions for auditory, speech and language training were conducted for 55 children (0-6 years). Speech, language and communication sessions were conducted for 69 children (6-18 years).

Health

Fifty four children (0-6 years) were linked to health services like access to medicine, nutrition, orthopedic/cardiac/neurological consultations by doctors. One hundred twenty five children (6-18 years) were linked to health services like access to medicine for epilepsy, nutrition, orthopedic, cardiac, neurological, ENT, ophthalmological, dermatology consultations. One hundred twenty adults with disabilities were linked to health services like access to medicine and consultations for epilepsy, orthopedic, neurology, ENT, ophthalmology, dermatology, endocrinology, gynecology and psychiatry.

Education

In 0-6 years, 9 children (0-6 years) got admitted in mainstream schools and 27 children were prepared for schooling. Three hundred sixteen children (6-18 years) continued in schools and 264 out of them were regular in attending school.

Scholarships under various schemes were availed for 168 children in the age group of 6-18 years.

Eighty nine children (6-18 years) were supported for specific rehabilitation and coaching services.

One hundred and two teachers from were supported in 61 schools.

Life Skills

Sessions were conducted in life skills' training for 59 children (6-18 years) and 269 adults in self-care, domestic work and agricultural work.

Livelihood

Seventy adults with disabilities are engaged in open employment and 28 adults work as contract laborers. Thirty eight adults with disabilities are self employed running their own small shops and 10 adults are engaged in their family occupation.

Fourteen adults with disabilities have applied for government jobs and are preparing towards securing a job.

Information Dissemination

- Parents of 116 children and thirty two teachers were given orientation on the provisions covered under the RPwD Act.
- Seventeen anganwadi workers and helpers attended training on the RPwD Act. Information about RPwD, UDID, pension schemes, government reservations, vacancies etc. was shared with 123 adults with disabilities.
- Eighteen teachers were given information about provisions for examinations by CBSE and Haryana Board.

Major Issues and Next Steps

- Health and nutrition needs of young children with disabilities are neglected. Hence, officials in Integrated Child Development Service (ICDS), Primary Health Centre (PHC) and Rashtriya Bal Swasthya Karyakram (RBSK) need to be sensitized to include the needs of children with disabilities and use the provisions mandated in the RPwD Act 2016 in the government facilities, services and trainings.
- Most children with disabilities with a high support need are still out of school. Schools do not enroll them willingly. Even after securing admission in school, the children are unable to attend school regularly due to attitudinal and physical barriers.
- Parents/ family members need to be encouraged and motivated to avail/ demand services from local authorities.
- Training of School Management Committee (SMC) members on inclusive education is lacking. Hence it is recommended that all education related issues must be referred to the District Education Officer.
- Rules for implementing RPwD Act in Haryana are yet to be framed. NGOs and people with disabilities who are self advocates need to prepare draft rules and take the matter forward.
- People with disabilities are exploited in the organized sector – they are paid less and are expected to work for longer hours. People with disabilities would need to become stronger advocates for their rights.
- A large number of families fix marriage of their ward with disabilities without sharing adequate and correct information with prospective suitors. In some cases, it was found that wards were inadequately prepared for a significant life event such as marriage. People with disabilities and their families have to be sensitized so that ethical consent is ensured.
- Health insurance schemes is a need for all including persons with disabilities. Policies with regard to health insurance need stronger attention.

5. URBAN COMMUNITY BASED PROGRAM, Sunder Nagri, East Delhi

AADI selected Sunder Nagri area for its urban community work since the North East district of Delhi is densely populated and not many services for person with disabilities are available.

Secondly, AADI had a strong presence in East Delhi for many years and initiatives to link with existing resources and build a community project were part of the ongoing work.

Sunder Nagri is one of the largest re-settlement colonies of the 1975 – 1976 'Clean Delhi Drive' by the Government of India, where displaced people were relocated. Following this mass migration, more people started to move into this area from neighboring states and countries.

The project started in 2016-17 in collaboration with SEWA, to develop a replicable urban community based program for accessible services ensuring participation and inclusion of people with disabilities in all aspects of community life.

The present population of Sunder Nagri is around 64500 and it is surrounded by Tahirpur, Nand Nagri, Mandoli, Seemapuri, Dilshad Garden, Harsh Vihar and Sahibabad area of Uttar Pradesh. Sunder Nagri is divided in sixteen blocks.

In Sunder Nagri, majority of adults are employed in the unorganized sector. A few run petty shops while others do job work like decorating bangles etc. from their homes. Women and children too are involved in the job work.

The focus of the project is to identify people with disabilities; create awareness about the needs of people with disabilities; identify & train primary level work force; build skills of people with disabilities & families; link people with disabilities to information & services to improve quality of life and decrease impact of impairment, map the resources available in the community & build capacities of community resources to address the needs of people with disabilities.

Household Survey

To identify people with disabilities in Sunder Nagri, a household survey was conducted for 6448 households in 10 blocks between January 2017 to February 2017 by SEWA and AADI team. The main objectives of the survey were to:-

- Identify persons with disabilities living in Sunder Nagri
- Study Socio-economic status of persons living in Sunder Nagri
- Study access of persons with disabilities to entitlements and services
- Study the support available to persons with disabilities

Survey Findings

Disability Prevalence

- In 10 blocks of Sunder Nagri, 1039 (3%) are persons with disabilities. A significant proportion of persons with disabilities (449, 43.21%) have physical impairment.

- Out of 1039 persons with disability, 383(36.86%) persons with disabilities are females and 653(62.85%) persons with disabilities are males. There was no information with regard to gender for 3 persons with disabilities.
- 798 (76.80%) are adults with disabilities and 241(23.20%) are children with disabilities.
- 798 adults with disability include 520 males (65.16%) and 275 females (34.46%).

Economic Background

- Majority of households have monthly income lower than the monthly minimum wage. 475(49.38%) households with disability have a monthly income ranging from Rs. 5,000 to Rs.10,000 which indicates that half the households covered have monthly income below the minimum wages.

Social Status

- 343 (35.65%) households with persons with disability belong to other backward classes
- 20 (30.8%) people with disability have never been to school
- Among 1039 persons with disability, 973 (93.65%) persons have Aadhar card

Simultaneously the team engaged in the following activities:-

- Initiated relationship building with families having a member with disability through care plan process
- Continued mapping of resource in education and health services
- In June 2017, an inclusive summer camp for children in 6-18 years of age group was held in Deepak Public School, Sunder Nagri. It had a participation of 30 children with disabilities and 49 non-disabled children. SEWA primary workers were part of the planning, coordinating and implementation team.
- Conducted awareness and sensitization program on the right of children with disabilities to inclusive education.
- Facilitated on-line enrolment of children with disabilities into mainstream schools.
- Conducted workshops/ meeting with parents to disseminate information about schemes, process of making DC, Right to Education (RTE), etc.

6. ABILITY DEVELOPMENT, OPPORTUNITIES, RESOURCES AND SERVICES

A. Walk in Services

The walk-in services provide a platform to anybody who has a need – a person with disability, a family member, professionals, volunteers, students etc.

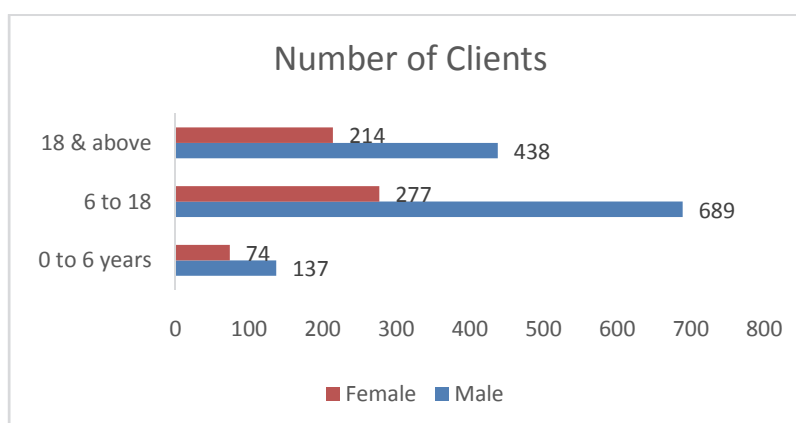
A care plan process is initiated for persons with disabilities who get registered with AADI.

The care plan process started in July 2008; with the aim of developing comprehensive services for a person with disability taking into account the abilities, barriers, avenues for participation and opportunities along with the impact of impairment the person with disability experiences. Comprehensive assessments, building capacities, linking families with resources, developing/ creating access to services/ resources/ events/ training of parents/ caregivers, crisis interventions and providing direct services are part of the care plan process. The process aims to ensure that persons with disabilities have access to avenues to share issues, gather information about resources and working out solutions for increased participation across life domains.

In the current year, there were 203 new contacts. 3318 clients have been registered since inception in 2008.

During the current year, 1829 clients were followed up through individual sessions and telephonically. Effort is to provide holistic services in all domains for development of the member/client. Most individual/group sessions are followed up with home visits and school visits. Where possible, individuals are linked to services appropriate to their age group in community or at AADI for skill development.

PEOPLE WITH DISABILITIES REACHED OUT TO DURING THE YEAR



Number of clients according to age and gender

The team worked to ensure that people with disabilities were able to procure the necessary documents and was able to access the schemes implemented by the Government. The details of people reached out to is given on next page:-

Documents	Number of people who have documents
Disability Certificate	763
Voter ID	251
Aadhar	786

Number of clients who have documents

Schemes	Number of people who have/ availed schemes
Legal Guardianship	98
Disability Pension	315
Sponsorship	60
Niramaya Health Insurance Scheme	220

Number of clients who have/ availed schemes

	Number of persons enrolled
School Education	663
Vocational	31
Higher Education	44

Number of clients who have been enrolled

This year 36 customized postural aids were made at AADI resource centre for people registered in the first contact process and 8 were made for children in an inclusive MCD school in Sangam Vihar.

Children in Vulnerable Situations

District Courts in Delhi have sought support of AADI's special educators to aid the interpreters for victims with disabilities having communication difficulty. A special educator is required to play the role of an interpreter in the proceedings. In the current year, a special educator made 3 visits to Tis Hazari Court to support a child victim in her communication needs.

Similarly Child Welfare Committee (CWC) approached AADI this year to support in working with a child having communication difficulty who was found abandoned.

It has been observed through these experiences that a systemic approach in supporting people with disabilities in vulnerable situations is missing. While AADI continues to support as and when required, a systemic approach with trained human resource and financial resources is required to support victims/people with disabilities in vulnerable situations in a meaningful manner.

Early Years



Regular and ongoing parent training program to support early education and care of children below 6 years of age

B. Education

AADI provides educational services to children with disabilities from 3-18 years of age and works with schools & teachers to create a positive & inclusive learning environment for all children, including children with disabilities.

Preparatory Program

The program focuses on preparing children, their parents/families and neighborhood schools for admission & retention of children with disabilities in schools. Individual/ group sessions are held through the year. Parent education programs are concurrently held. Support is available for online admission to private and government schools under disadvantage group category. During the current year 100 children / families were supported for admissions. 20 children attended group sessions as part of enhancing self care, mobility and communicate skills.



Preparatory Group

School Years

- **Program for In-School children-** All mainstream schools currently are not fully equipped to address the needs of children with disabilities. Individual attention in specific subjects to address gaps and transfer of learning, specific accommodations, skill building in mobility, communication and self care are provided to children after school hours.
A group of 20 children attend the program regularly. It is an ongoing program and children can join through the year for specific short term needs as well as certain long term needs.

- **Out of School children-** A group of 18 out of school children are provided life skills training. The sessions are oriented to help them manage their daily lives. Others are referred to centre in their community and individual support is ensured through parent's training and individual skill building sessions.

C. Life Skills and Clubs and Events

At AADI, a Life Skills Program is run for adults with disabilities with the focus on equipping individuals with useful and functional skills that assist a person to live his/her life with dignity, purpose, control and togetherness. **This year life skills program reached out to 42 individuals.**

The Life Skills Program includes training in

- Communication
- Self-Care
- Domestic Life
- Interpersonal Relationships
- Literacy & Numeracy Skills

Based on the individual assessment, individual goals and group goals in different life domains are made. The activities are subsequently planned in such a way so as to take care of the individual needs while being part of the group. Diverse experiences are created to promote learning new skills and reinforce previously acquired skills through creative means as per interest via activity clubs. Members get opportunity to use the planning and organizing skills during the club activities and in the events. Participation of members in organizing melas and managing the stalls has increased considerably during the year.

Club	Membership	Frequency	Sessions in the year
Art	22	Twice a week	84
Cooking	23	Twice a week	88
Music	25	Weekly	40
Theatre	25	Fortnightly	12

Art Club

Art Club at AADI provides a regular opportunity for adult members to facilitate self-expression. It leads to personal development and enhances the artistic abilities. In the Art Club, members learn to paint on paper and/or canvas using different mediums, color and tools such as brush and sponge. Members having high support needs are able to participate with the support of adapted equipment and human support. There has been a remarkable change and evolution in the skills of many members especially with regard to choosing colors independently, sketching of still life, etc. There has been a steady increase in the vocabulary of the members with respect to art material. There were six members who were ready to learn finer skills in art and thus have been inducted into Art Studio.

The art club is facilitated by Ms. Prenita Dutt, an artist who understands abilities of members and is able to suggest modifications for reducing impact of impairments.



Adapted material being used at the Art Club

Cooking Club

Cooking club is an avenue to learn basic cooking skills which facilitate independence of adults with disabilities. This encourages them to contribute to cooking chores at home. Members having high support needs use a range of adaptive and assistive equipment such as thick handled knives & peelers, choppers, slicers, etc. The members are made aware of all aspects of safety while using kitchen tools and equipment. Maintaining hygiene is an integral part of the cooking process. Ms. Neelam Sharma is the resource person in the Cooking Club who shares a warm bond with the members.

The emphasis this year was on increasing participation at home. Most of the members have started supporting their parents in kitchen activities. This has increased their level of confidence and self-esteem.

The cooking club members invited their parents on 6th May 2017 to a lunch prepared and served by them. The parents were amazed to see the skills and confidence of their wards.

The members also got opportunities to showcase their skills learnt during the year in different events held at AADI by preparing and serving food items.

Music Club

Music club formed two new sub groups this year: Vocal and Instrumental. This was a significant step as individual skills and talents of members were identified for more focused training. Ms. Garima Sharma, a member OSA Drum Circle, a well known Delhi based group, joined as a Resource Person for the Percussion group. The vocal group is supported by Ms. Preeti and Mr. Saad, young singers from Manzil Mystic group. There has been a steady growth in the appreciation and expression of music especially percussion and rhythm amongst the members. Singers of the music club continued to build on their performance skills. They were invited to perform at the annual festival of National Institute of Fashion Technology (NIFT). The inclusive platform became an opportunity for the young singers to share their talent with a large audience. Their performance of two popular film songs was greatly appreciated and applauded.

Theatre Club

With the view of creating a group of active theatre enthusiasts, an inclusive theatre club was started. Participants of the summer workshop 2017 held at AADI took a collective decision to start the club with the aim of furthering their interest and skills in theatre. The theatre club is being facilitated by a theatre person, Mr. Zubair Idrisi who has wide experience in working with diverse groups. The process of the theatre club encourages collaborative work and follows three different stages of knowing self and others, basics of theatre and creating a performance. Members engage with a range of activities such as theatre games, exercises of body, space, imagination, characterization, improvisations, building a performance. Members staged a short play “Apni Paathshala” at the World Disability Day celebrations held at India Gate on 3rd December, 2017. The theatre club is a space where members feel inspired to draw from their life’s experiences and transform them into theatrical expressions. The theatre club members aspire to perform in diverse public spaces.

Campaigns and Events – Opportunities to Learn and Showcase Skills

- **Warm Winter Campaign** is a drive organized by the adult members for homeless people through which they contribute back to their community. They mobilise families and other people to donate sweaters, pullovers, quilts, blankets etc. In an assembly line set-up, an inventory is made, garments sorted, mended, washed, packed and labelled according to size. These are then handed over to Ashray Adhikar Abhiyan (AAA), an organization which runs shelter sheds during winter months for the homeless people in Delhi. Winter Campaign gives immense satisfaction to all the participants and contributors.

The events at AADI offer an opportunity to people from cross interest clubs and groups to organize and showcase their abilities, learnings and talents. The events are a major draw for people linked to AADI. Four major events were held during the year 2017-18.

- **Rakhi Mela (Snehandhan) July 2017**
 - Production of accessible rakhis and pooja thalis by adult members
 - Participation of adult members in trading and selling stalls
 - Participation of families in putting up the stalls
- **Diwali Mela (Deeputsav) October 2017**
 - Ministry of Tribal affairs, SEWA, Planet Abled and Pet Adoption were few such organizations which participated
 - An activity corner for painting diyas and torans made the event more participatory and interactive for visitors



Children painting diyas during Diwali mela

- **Winter Festival (Umang) December 2017**

- Photo booth was a huge draw where visitors could get themselves clicked against creative backdrops
- Food prepared by professional chefs was a huge attraction for the visitors
- Young chefs from the cooking club prepared & served hot soup
- Magic show kept all the visitors across age groups happy and amused



Magic show at Winter Festival 2017

- **Music Event (Goonj) March 2018**

- Diverse performers and audience
- Performance by music club members
- Performance by National Institute of Fashion Technology (NIFT) band and the friends of AADI, Koyal & Samridhi
- Performance by Dr. Subramanian, Rotary Delhi Central Charitable Trust member
- Performance by the OSA Drum Circle
- Goonj was partly sponsored by Rotary Delhi Central Charitable Trust



Performers from Music Club AADI at Goonj

D. Skill development

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 hand

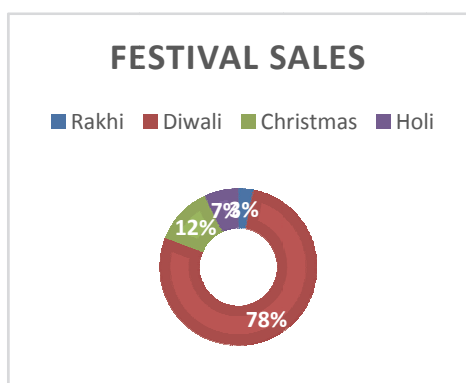
crafting products. Ujala runs in collaboration with network of people with disability who contribute in all aspects of product development from sourcing, manufacturing, packaging to marketing.

Ujala ensures skill enhancement for members through their involvement in various processes for procurement, coordination with vendors, coordination with stores, quality checks, management of production unit together with participation in various sales and marketing activities. Ujala provides internship and employment opportunities for people with disability.

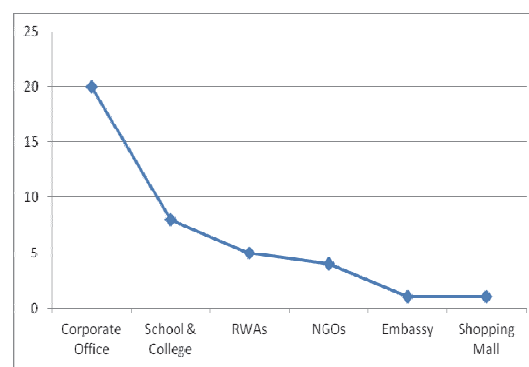
Ujala offers a range of beautiful stationery and utility block-printed paper products are sold through NavRang Shop located at AADI or through inclusive sales opportunities through stalls in corporate offices, RWAs, colleges, schools, embassies, diwali melas, etc.

This year Ujala received bulk order for diaries, bags, folders from 19 corporate and individual customers. This year 11 special orders for diaries, wooly bags, saree bags and folders were completed for individual customers and corporate offices.

An analysis highlights that sales are the highest during Diwali through the stalls in corporate offices. The details are given below.



Ujala Sales according to Festivals

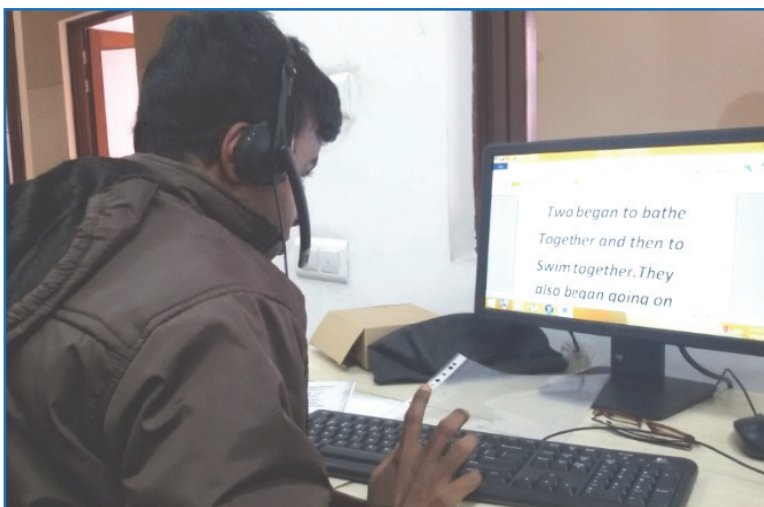


Number of stalls at different venues

NavRang Shop

NavRang shop at AADI provides a platform to people with disabilities to showcase talents, abilities and skills through product development. NavRang provides opportunities for skill development and livelihood in retail sales. It displays and sells products from Ujala. The products include a wide range of stationery, jewellery household items, bags etc.

EDaksh



Trainee using JAWS Software

AADI in collaboration with Canara Bank set up EDaksh, an accessible and inclusive IT training center in November 2015. The aim was to cater to the computer literacy needs of people across disability and those marginalized because of gender and socio-economic disparities.

Youth with disabilities before joining EDaksh go through the Care Plan process at AADI for needs assessment. Subsequently, reasonable

accommodations are planned with the person which may be in terms of hardware, software, specific furniture, language of learning etc. E Daksh is also open to families of children with disabilities and support staff of AADI. Students with high support needs for whom reaching EDaksh is difficult are also provided transport support. The outcome of the training is either learning the skills for daily use and/or employment. The non-disabled adolescents and youth belonging to lower socio economic groups in the neighborhood are enrolled directly in EDaksh and given free training to address financial challenges.

Courses Conducted at EDaksh

At EDaksh, two courses are conducted which are guided by National Institute of Electronics and Information Technology (NIELIT). They are:-

- I. The Awareness in Computer Concepts (ACC) is a basic course through which the students acquire basic knowledge on computer & its usage.
- II. Basic Computer Course (BCC) equips the students with the skills to use the computers in day-to-day life for professional and personal use.

A total of 159 students were trained in ACC in 2016-17 and 9 were enrolled in BCC.

Other Trainings

- I. TALLY: Three students with disability are getting training in TALLY. For imparting TALLY training, EDaksh team seeks support from the Finance team at AADI.
- II. PYTHON: One student is receiving support for PYTHON.

E. Livelihood

Jeevika – Opportunities for Inclusive Livelihoods

The objective of Jeevika is to create and support multiple livelihood options for adults with disability, besides addressing the barriers to open employment. It aims at

preparing persons with disabilities for the job market by strengthening their abilities and facilitating a link with internships and work placements.

Employment

Twenty one adults with disability are gainfully employed either in family business or in sectors like IT (Concentrix), Retail and Hospitality (Lemon Tree Hotel, Hudson Cafe, KFC).

New Linkages were explored for internship/ work in the hospitality, manufacturing and retail sectors Hudson Café, Anamika Tea, Ivy & Bean Spark Minda, Mittal Stores & Dharampal Satyapal (DS) Group.

Internships

Internships are the first step towards the work skills' training. The internship process helps develop social, communication skills and teamwork amongst the trainees. It builds their self esteem, confidence and independence. The allowance or stipend paid during this period gives them a sense of pride in being able to contribute towards their own expenditure. There is an endeavor to identify opportunities both inside and outside AADI for the same.

Ujala & NavRang

- Five adults reached the next level of training in block-printing, store management and managing NavRang
- Eight others were inducted into the packing work in Ujala

EDaksh

- Six of the EDaksh students got internship opportunity to do data entry of survey forms of Sundernagri project

Apart from data entry and Ujala, internship opportunities were available for another three adult members in the finance department and for gardening.

Internships outside AADI

- This year various organizations and individual business people were contacted for livelihood opportunities as a result of which the following internships got fructified:

Sector/Work	Number of Interns
Horticulture-Gardening	1
Retail-packing	2
Beauty-Salon	1
Health-Medical Store	1
Hospitality-Lotta Cafe	1

SERVICES FOR INCLUSION...

SERVICES FOR INCLUSION...



Inclusive Summer camp at Waulden Play School



Performing skit –
Apni Pathshala at World
Disability Day



Champion with Disability at
Airtel Delhi Half Marathon



Inclusive games in school



Participants and faculty of CRE 2017



Making one's way in the community



Members of Cooking Club learning to
prepare meal



Experience of shopping



Managing stall at Diwali mela



Common services center in Ballabgarh

Rewarding Experiences

The Art Club at AADI has a vibrant and enthusiastic set of members.

The club as a community, is welcoming and non-judgemental. The members are always keen to learn new skills.

Introduction to new skills is done in a graduated and phased manner. First a conversation might take place to get member participation and build their familiarity with the subject, then a conversation about execution and medium might ensue. This is, quite often, initiated by changing seasons, festivals, fruits, flowers, flash cards or picturesque coffee-table books.

We have moved from colouring in printed art books to making sketches independently in art files with pencils or sketch pens. The group is very familiar and comfortable with most mediums like watercolours, acrylic, oil pastels and pencil colours. Some members have moved on to doing studio work on canvas with acrylic paints.

As an art facilitator, I have had the pleasure of seeing the group grow into creative and excited artists. They have their own vision for their artwork and the confidence to execute it.

It has been a learning experience for me to see the different ways in which members approach their art and find novel ways of moving forward.

Prenita Dutt
Facilitator, Art club AADI

राजपाल

मैं राजपाल,गाँव—जवाँ, तहसील—बल्ललभगढ़, जिला फरीदाबाद का निवासी हूँ । मैं गाँव—अटेरना के (Common Service Centre) अटल सेवा केन्द्र के संचालक के तौर पर कार्य कर रहा हूँ । मैंने 10वीं गाँव के ही विद्यालय से व 12वीं फतेहपुर बिल्लौच के विद्यालय से नियमित की है । स्नातक तक की पढ़ाई पत्राचार से की है तथा 2 वर्ष का आर्ट व क्राफ्ट का डिप्लोमा तथा 1वर्ष का कम्प्यूटर डिप्लोमा भी किया हुआ है । मैं चलने के लिए बैसाखी व कैलीपर का प्रयोग करता हूँ । स्कूटी भी चलाता हूँ । मैंने दो वर्ष तक एक निजी विद्यालय में अध्यापन कार्य भी किया है जो कि गाँव में ही था तथा भारत संचार निगम लिमिटेड व सिंडिकेट बैंक में डाटा आपरेटर के तौर पर कार्य किया है । इन सभी जगहों पर मुझे कम वेतन मिलता था जिसके कारण अधिक दिन नौकरी नहीं कर पाया । एक दिन मैं अपने गाँव में मौजूद अटल सेवा केन्द्र पर किसी कार्य के लिए गया तथा वहाँ पर होने वाले कार्य से प्रभावित हुआ क्योंकि इसमें जानकारी भी बढ़ रही थी तथा आय भी हो रही थी । मैंने अपने गाँव के अटल सेवा केन्द्र संचालक को उनके साथ सहयोगी के तौर पर रहने की इच्छा जताई, तो संचालक ने मुझे काम पर लगा लिया । मैंने पूरे एक वर्ष वहाँ रह कर कार्य सीखा व उसकी बारीकियों को जाना । वर्ष 2017 में मेरे गाँव के पास वाले गाँव अटेरना में अटल सेवा केन्द्र की रिक्ति निकली । अटल सेवा केन्द्र की रिक्ति के लिए मैंने ऑन लाईन फार्म भरा व उससे सम्बंधित सभी प्रक्रिया पूरी की । जिसमें मेरा चयन हो गया । चयन होने के बाद एक सप्ताह का प्रशिक्षण भी दिया गया जो मैंने लिया ।

“अटल सेवा केन्द्र के संचालन से मुझे समाज में पहचान मिली तथा सरकारी विभागों में भी पहचान बढ़ी तथा आय में भी वृद्धि हुई व मनोबल बढ़ा है ।”

मैं विभिन्न योजनाओं का लाभ गाँव व समाज के विभिन्न वर्ग के लोगों को दिलवाने में मदद भी कर रहा हूँ । UDID योजना जो कि सामाजिक न्याय एवं अधिकारिता मंत्रालय,भारत सरकार ,की विकलांगों के लिए एक योजना है , को प्रत्येक विकलांग को लेने में पूरा प्रयास कर रहा हूँ तथा उसके फायदे भी विकलांग व्यक्ति व उनके परिवारों को बता रहा हूँ । मुझे सभी योजनाओं की विस्तृत जानकारी है तथा उनके लाभ किस प्रकार लेने है वो पता है । मैं कहीं भी आने—जाने व किसी भी व्यक्ति /विभाग से बात करने में संकोच नहीं करता हूँ ।

SECTION III : **FINANCIAL AND HUMAN RESOURCES**

- **Resource Mobilization**
- **Financial Statements**
- **AADI Staff List**
- **Governing Body of AADI**

7. RESOURCE MOBILIZATION

The sustainability and growth of AADI since its inception has been through focused management of human, financial and material resources. A democratic approach in governance, transparency of operations and accounts, compliance to statutory requirements, diverse and contemporary systems of reporting satisfy the requirements of domestic and international agencies. These have contributed to AADI being a respected, reliable and credible organization.

The annual expenditure at AADI is approximately 3.6 crores. Eighty percent of the recurring expenditure is towards delivering professional and support services to people with disability and their families. AADI is able to raise money for 50% of the expenditure through income from rentals and interest from investments. The balance is what we need to raise every year through a variety of sources – specific grants from Government and other organizations, fund raising events, corporate and individual donations.

We acknowledge and deeply appreciate the support received from all our donors, volunteers, resource people, family and friends of AADI.

Major Highlights-

- A generous support from **LAL FAMILY FOUNDATION** for research work in Education, Organisational Development & Infrastructure gave the much needed impetus to the work.
- Consistent support over the years from **LALA DIWAN CHAND TRUST**.
- **ORACLE** started its journey with AADI during this year and the project on livelihoods will be implemented next year with a grant from it.
- A specific grant from **ROTARY DELHI CENTRAL CHARITABLE TRUST** enabled the purchase of a much needed accessible vehicle.
- A significant contribution from **FABINDIA** was received for establishing processes in communities that we work in.
- A spontaneous and generous support from **OHM Group** helped to strengthen service delivery.

AADI was amongst the 714 organizations which cleared the first round of **YES! I Am the Change Film Making Challenge 2018** from over 11,000 film entries. **Same. Difference** the film on disability created by Ms. Radhika Chandrasekhar was much appreciated.

Ms. Tarini Chopra, a friend and supporter of AADI working at Google Cloud in Singapore, raised Rs. 50000 through Giving Week Campaign apart from raising awareness on disability.

Highlights of Fundraising Events

A. Airtel Delhi Half Marathon (ADHM) 2017

The focus of participation at ADHM 2017 was twofold- awareness raising about the rights of persons with disability and mobilizing funds for AADI's work.

AADI was the **highest fundraising CSO in the Disability Cause Category** where we raised over 21 lakhs. We raised money through the corporate support of **Kotak Mahindra Bank, Bains and Absolutdata**, besides fundraising by individual staff members and friends of AADI. For the first time, there was participation of young fundraisers with school children from **British School, Sanskriti School & Sardar Patel Vidyalyaya**. We thank our young enthusiastic fundraisers - Aashray, Aahaan, Anand, Keertannya and Mahira.

We had the **largest ever contingent of 270 participants** in all the categories combined (Corporate Cares, 10 km Charity Run, Great Delhi Run, Senior Citizens & Champions with Disability). There was great enthusiasm and fervor with messages, slogans and songs on the theme of disability while the participants were waiting in the holding area. Our participation was also covered through Face book Live on social media.



Glimpses of ADHM 2017

Tata Mumbai Marathon (TMM) 2018

We were able to raise a little over one lakh through one of our well wishers, Mr. K. Vishwanath, who participated in the Mumbai Marathon to raise funds for AADI. Next year we hope to mobilise both individual and corporate support for TMM (2019).

B. Music Event: Antarang

Priya Kanungo, a Hindustani classical vocalist, performed Bhakti and Sufi music in the beautiful lawns of AADI on 25th February 2018 at *Antarang, fund raising event*. She sang Kabir and Meera Bhajans and a *Hori* as the event happened around the time of Holi. The event enabled us to connect with our friends, supporters and well-wishers in a vibrant and joyous atmosphere.

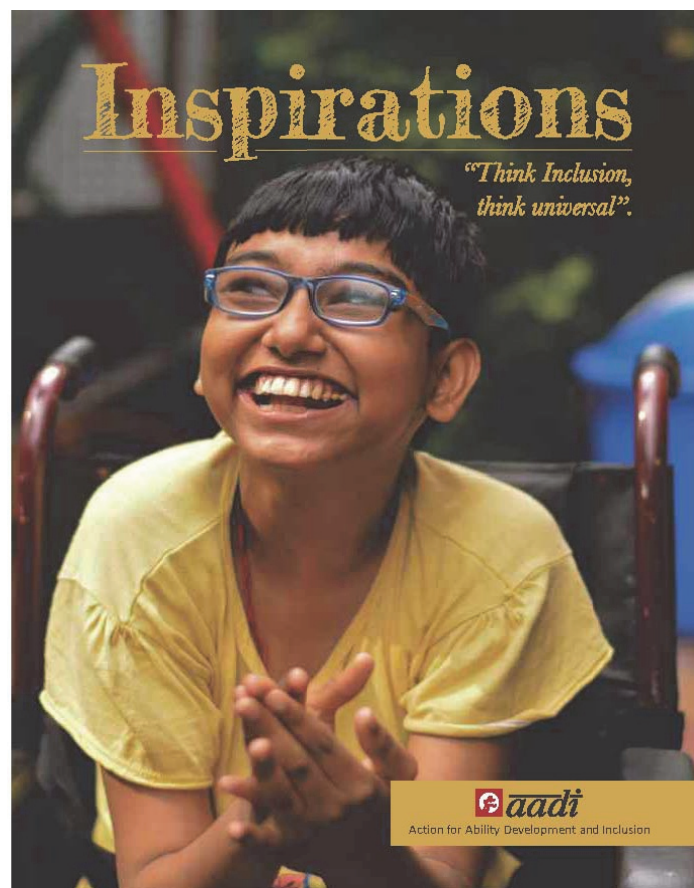
DCM Shriram a long time supporter and **SRF Welfare Trust** sponsored the event. **Indian Farmers Fertilizer Cooperative (IFFCO)** supported the event.



Glimpses of Antarang

C. Brochure Inspirations

The Brochure titled *Inspirations*, brought out on the occasion of *Antarang*, was conceptualised around the theme of inspiring people and experiences. It also contained a reflection of the major events at AADI in the year 2017. We raised nearly five lakhs through advertisements that were solicited from our supporters and donors.



Cover Photo of Inspirations 2017-18

8. FINANCIAL STATEMENTS

FINANCIAL STATEMENTS SUMMARY OF AUDITED INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2018

PARTICULARS	31st March,2017	31st March,2018
	Rupees (in Lakhs)	Rupees (in Lakhs)
INCOME		
Donations	43.81	52.52
Interest	40.02	32.49
Grants	39.76	91.47
Income from other sources	163.42	136.39
TOTAL :	287.01	312.87
EXPENDITURE		
Administration / Establishment	130.71	117.42
Depreciation	10.87	8.98
Project Expenses	194.64	237.56
TOTAL :	336.22	363.96
Amount transferred to Earmarked Fund	(-)49.21	(-)51.09

Compiled from the Audited Financial Statements of the Society

For CHANDIOK & GULIANI
(CHARTERED ACCOUNTANTS)

FRN No. 001199N

B.B KALIA
(PARTNER)
M.No. 085772



For Action for Ability Development & Inclusion

(SECRETARY / EXECUTIVE DIRECTOR)

Gyanamala

SUMMARY OF AUDITED BALANCE SHEET AS AT 31ST MARCH 2018

PARTICULARS	31st March,2017	31st March,2018
	Rupees (in Lakhs)	Rupees (in Lakhs)
LIABILITIES		
Corpus Funds	602.93	602.93
Earmarked Funds	736.68	718.75
Current liabilities	58.27	123.57
TOTAL :	1397.88	1445.25
ASSETS		
Fixed Assets	86.74	75.65
Investments	364.00	359.00
Current Assets and Loans & Advances	145.30	157.66
Income and Expenditure A/c	801.84	852.94
TOTAL :	1397.88	1445.25

Compiled from the Audited Financial Statements of the Society

For CHANDIOK & GULIANI
(CHARTERED ACCOUNTANTS)

FRN No. 001199N

B.B KALIA
(PARTNER)
M.No. 085772

Place: New Delhi
Dated: January 09,2019



For Action for Ability Development & Inclusion

(SECRETARY / EXECUTIVE DIRECTOR)

Gyanamala

9. AADI STAFF (AS ON MARCH 2018)

Executive Director: Gidugu Syamala
Deputy Executive Director: Madhu Grover

Director: Renu Anuj

Managers / Coordinators of Activities

Charulekha Khandelwal
Manavi Jalan
Manjula Mehra
Meenakshi Sharma
Nidhi Jalan (on leave)
B. Anuradha
Jyotsna

Shahana Chakraborty
Sheetal Batra
Praveen Kr. Singh
Darsana Khir
Jitender Singh Tomar
Mohammed Sarfaraz

Rehabilitators (Associates)

Narender Pal Kaur
Raminder Kaur
*Vinita Nagpal
*Chandeshwari Tiwari
Manuja Mishra
Dimpi Rani Raisinghani
Anushree Das
Yogendra Kumar

Shweta Ladsaria
Md. Saukat Hossain
Mohita Mitla
Puja Lalchandani
Indernil Chakrovarty
Deepak Jain
Chanchal Lata

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

Manager/Coordinator of Activities

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

Jr. Assistants / Receptionist

Muthu Subramaniam
Pankaj Kapoor
Uttam Mandal
Atul Mohan Mehta
Vinay Viz

Neena Sharma
Sanjay Sharma
Chetan Razdan
Gurucharan Singh

Non Technical Staff

Ajit Baxla
Amar Singh
Anita Devi
Vimla Chauhan
Virender Kumar
Gyanesh Tyagi
Hans Narain
Jai Singh
John Kindo
Jokhu Ram
Kaleshwar Singh
Min Bahadur
Meena Singh
Meera Devi

Nagender Yadav
Kamini Prasad
NandLal Sharma
Nirmala Devi
Om Prakash (Jr.)
Om Prakash Chauhan
Ratankali
Shanti Paswan
Sovan Singh
Sunehar Singh
Surender Mishra
Suresh Kumar
Upender Yadav
Bishwajit

Rural Centre Dayalpur

Rehabilitators, Support Staff

Chaman Khan
Richpal Kaur
Sarbat
* Krishna Devi Arya
Ramesh Chand
Sachin

Indira Vashisth
Kamla Devi
Kanta Devi Sharma
Rajpal Singh
Roshini

** Left 2017-2018*

passed away 2017-2018

10. GOVERNING BODY

Chairperson

Dr. Achal Bhagat

MBBS (UCMS, Delhi), MD (Psychiatry),
PGIMER, Chandigarh,
MRCP Psych, Royal College of Psychiatrists, UK
Indraprastha Apollo Hospitals
Chairperson, Saarthak

Treasurer

Mr. Rajesh Kathuria

Chartered Accountancy
(Institute of Chartered Accountants of India,
Delhi)
Practicing Chartered Accountant

Founder Member & Permanent Invitee

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

Ms. Kamla Bhasin

M.A (Economics) Rajasthan University
Advisor, SANGAT

Mr. Praveen Kumar Gurunath

MSW, (Community Development)
Program Manager, VSO

Mr. Amit Misra

MBA- International Business,
Indian Institute of Foreign Trade, New Delhi
Management Consultant, IMS Health

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

Former Chairperson & Permanent Invitee

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.

Dr. Mathew Verghese

MS Orthopedic (Surgery)
St. Stephens' Hospital

Ms. Veena Kumar

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

Ms. Anjali Kapoor Bissel

M.Sc. (Health Care Administration)
Hospitals Administrator
Indraprastha Apollo Hospitals

Mr. Rakesh Thukral

Graduate
Managing Director
Edelman India Private Limited

Ms. Madhu Grover

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

passed away

List of Abbreviations

AAA	Ashray Adhikar Abhiyan
AAC	Augmentative and Alternative Communication
AADI	Action for Ability Development and Inclusion
ACC	Awareness in Computer Concepts
ADIP Scheme	Assistance to Disabled persons for purchasing of Aids/Appliances
ADHM	Airtel Delhi Half Marathon
ALIMCO	Artificial Limbs Manufacturing Corporation
APL	Above Poverty Line
BCC	Basics in Computer Concepts
BPL	Below Poverty Line
CBSE	Central Board of Secondary Education
CRE	Continuing Rehabilitation Education
CSC	Common Service Centre
CSO	Civil Society Organizations
CWC	Child Welfare Committee
DC	Disability Certificate
DCM	Delhi Cloth & General Mills
DS Group	Dharampal Satyapal Group
EMCEE	Master of Ceremonies
ENT	Ear Nose Throat
ESI	Employees' State Insurance
FGD's	Focused Group Discussions
GST	Goods and Services Tax
ICDS	Integrated Child Development Services
ICF	International Classification of Functioning
IE	Inclusive Education
IPH	Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities
ISAAC	International Society for Augmentative and Alternative Communication
IT	Information Technology
KFC	Kentucky Fried Chicken
MCD	Municipal Corporation of Delhi
MHRD	Ministry of Human Resource Development
NCPEDP	National Center for Promotion of Employment for Disabled People
NGO	Non Government Organization
NIELIT	National Institute of Electronics and Information Technology

NIFT	National Institute of Fashion Technology
NIOS	National Institute of Open Schooling
NIPCCD	National Institute of Public Cooperation and Child Development
OSA Drum Circle	Old Springdallians Association Drum Circle
PHC	Primary Health Centre
RBSK	Rashtriya Bal Swasthya Karyakram
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RPwD Act	Rights of Persons with Disabilities Act, 2016
RTE	Right to Education
RWA	Residents' Welfare Association
SDG	Sustainable Development Goals
SEWA	Self Employed Women's Association
SMC	School Management Committee
SOIL	School of Inspired Leadership
SSA	Sarva Siksha Abhiyan
TALLY	Transactions Allowed in a Linear Line Yards
TMM	Tata Mumbai Marathon
UDID	Unique Disability ID
UN	United Nations
UNCRPD	United Nations Convention on the Rights of People with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization

NOTES

[illegible]

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[illegible]

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[illegible]

NOTES

[illegible]

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 is currently focusing on*



Action for Ability Development and Inclusion

2, Balbir Saxena Marg, Hauz Khas, New Delhi-110016

Tel: 26569107, 26864717; Fax: 26853002,

Email: aadi@aadi-india.org

Website: www.aadi-india.org

Rural Community Based Rehabilitation Centre,

Dayalpur Primary Health Centre,
Ballabhgarh Block, Faridabad (Haryana)