

COMMUNITY INITIATIVES IN INCLUSION



ORGANIZED BY
ADAPT
(FORMERLY THE SPASTICS SOCIETY OF INDIA)



SPONSORED BY
THE WOMEN'S COUNCIL,
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CENTRE FOR INTERNATIONAL HEALTH & DEVELOPMENT, UK

FINAL REPORT APRIL 2024



Standing from left to right:

Mrs. Dambadorj Erdenedelger, Mrs. Pem Zangmo, Ms. Pinky Tharu, Mrs. Manju Chaudhari, Mrs. Teksara Kumari Bam, Mrs. Bolortuya Tserendemberel, Mrs. Sheela Ranjith, Mrs. Priyanka Suryawanshi, Mrs. Sharmila Mascarenhas, Mr. Duncam Chengo, Ms. Thejaseno Khale, Mrs. B. Phomtai Phom, Ms. Aida Duishonbieva, Ms. Tseyang, Dr. Mithu Alur, Mrs. Malikabonu, Mrs. Nirmala Subramaniam, Mrs. Munguntsetseg Ganbat, Ms. Altantsetseg Tumurkhuu, Mrs. Sujata Verma

Front row:

Ms. Suiunbai Kyzy Mendaiym, Ms. Malini Chib, Mrs. Teleusheva Ainura, Ms. Chea Bopha

Community Initiatives in Inclusion (CII) 2023

Highlights

Background:

The Community Initiatives in Inclusion (CII) is a six month course for Master Trainers in the Asia Pacific Region, conducted by the Mithu Alur Centre for Inclusive Studies (MACIS) under the aegis of ADAPT, formerly The Spastics Society of India, in partnership with The Women's Council, U.K. Conceptualized by Dr. Mithu Alur, *Founder Chairperson, ADAPT and Course Creator & Director, ADAPT* and developed in collaboration with The Centre for International Health and Development, U.K., the course aims to train the participants to run, plan and train others to run community services within an inclusive framework. Almost 400 participants from 22 countries¹ have completed the course and returned to their respective countries to spread the philosophy and ideology of inclusion.

The course content includes modules on Disability, Inclusion, Policy and Community. Earlier the curriculum was revisited and the relevant changes made during a faculty meeting with Dr. Alur and Dr. Moore.

The programme is divided into two stages. The initial fourteen weeks consist of instructional sessions, hands-on activities, and field work in Mumbai. Dr. Alur mentors the participants in developing personalized, culturally relevant strategies, including an action plan to be executed in their respective countries within the following three months. The action plans are presented at the culmination of the first phase of the course. The last three months of the course is the implementation phase of the action plans in the participants' own communities and places of work.

The course faculty comprises of Dr. Alur, her team at ADAPT and professionals from allied fields (attached as Annexure I).

¹ Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iraq, Jordan, Kenya, Kyrgyzstan, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Republic of Maldives, Sri Lanka, Tajikistan, Tibetan Government in exile, Tonga and Vietnam

This report records the preparation carried out for the course as well as a narration on this year's course.

July 2023 to January 2024

Marketing, Admissions and other formalities:

Under Dr. Alur's guidance, we disseminated information about the course to a wide range of stakeholders, including CII alumni, partners, NGOs, schools, colleges, and through various social media channels, reaching friends and families as well.

- To expand our reach, an extensive online search was conducted to identify non-governmental organisations and other groups throughout the Asia Pacific region.
- The announcement letter, brochure, poster, the CII curriculum, pamphlets, and application forms were shared with all via email, whatsapp and other social media.
- Each of these entities received personalized responses from the team.
- Following the receipt of applications, the ADAPT team reviewed them and conducted video interviews via platforms like Zoom and Whatsapp. Once the selection process was complete, chosen participants were notified through selection letters and payment instructions.
- Upon receipt of payments and approval of visas, extensive coordination was required for gathering supplementary documentation from participants. Ticket reservations were made post-payment to ensure seamless travel arrangements.
- The ADAPT team coordinated with the participants and their Heads to book their tickets. Wheelchair requests were forwarded to the airlines for two participants.
- Difficulties encountered during the fund transfers required coordination with the banks of the participating countries, needing the intervention of both the training and finance departments. The ban on transferring of funds from Tajikistan, enforced by their government, posed a huge challenge, and necessitated the raising of the amount by the ADAPT team.
- The team was also involved in the rescheduling of flights as needed, to ensure that participants' travel plans remained on track.
- Participants were received at the airport by a member of the ADAPT team, who accompanied them to ADAPT's conference centre and introduced them to their peers, the staff and the facilities.

- Completing all necessary registration procedures with the Foreigner Regional Registration Offices (FRRO) was a crucial step, involving document submissions and online registrations. Some participants required additional follow-ups to secure visa extensions and FRRO registrations, which were diligently pursued to ensure compliance and smooth participation in the program.
- The participant from Tajikistan, arrived in the second week due to a delay in her visa, which required intensive follow up with the Indian Embassy in Tajikistan.
- The participants were supported through the duration of the course, when they were homesick or unwell. One needed to be provided a special diet.

The Course

We had twenty one participants this year representing ten countries (Bhutan, Cambodia, India, Kenya, Kyrgyzstan, Malaysia, Mongolia, Nepal, Tajikistan, Tibetan Government in Exile and). The course began with a week of orientation. The participants met with members of the faculty, including the administration and finance departments, teachers, therapists, librarians, and support staff members. The Medical and Health clearance forms were submitted.



CII 2024 Welcome party.

Sessions began on the 15th of January. An orientation on the course's goals was held and the participants were introduced to various members of the faculty, administration, and

support staff. The registration process with the Foreigner Regional Registration Offices (FRRO) was initiated. Rules for the library and hostel were outlined. Interactive workshops were arranged to prepare the participants to introduce themselves during the inauguration.

An overview of the administration and financial departments, as well as the computer centre and internet connections on each floor was given. There was a workshop where the medical and health clearance form that the participants need to sign, was explained.

The CII Kit was distributed to participants and contained papers, pamphlets, and fact sheets authored by Dr. Alur. They received an introduction to the Library and Media Resource Centre from Mrs. Archana Kolambkar, *Senior Librarian* along with a rundown of the rules that must be followed in the library. They distributed the course handbook. Also, the library cards were distributed. A Whatsapp group was created to share resource materials and address queries and problems.

In order to facilitate language learning, Swami Mounananda started teaching presenting skills and English in the first week of the programme.

As is the tradition, a Welcome Party was held to introduce the participants to the team.

Sessions were scheduled from 9:00 a.m. to 4:00 p.m. from Monday to Friday, and from 9:00 a.m to 1:00 p.m on most Saturdays. The curriculum was delivered through interactive teaching strategies that included lectures, workshops, films on disability, discussions, visits, field trips, projects, debates, focus group discussions, classrooms observations, classroom placements, interactive sessions with children and young adults, role play & group work with group presentations, case studies, and workshops.

The participants observed and interacted with the children / young adults with disabilities, which supplemented the classroom learning.

Inaugural Programme

The course was formally inaugurated on Monday, 23rd January 2024 at 4:00 p.m. in the Auditorium at our Bandra Centre. Dr. Mithu Alur was unfortunately very unwell and joined the programme virtually. The function began with the lighting of the lamp by Mrs. Rachel Tainsh, *Honorary Training Advisor to the Training Programme, TWC*, Swami Mounananda, *Advisor Skills Development Centre and Faculty CII*, Mrs. Prabha Hari, *CEO, Operations, & Director, Skills Development Centre*, Mrs. Rekha Vijayakar, *Senior Director, Education* and Mrs. Sujata Verma *Director, Mithu Alur Centre for Inclusive Studies*.

Dr. Alur's message which was read, thanked the Members of The Women's Council for supporting the course and said that it would not have had the excellent reach it had, if it was not for their support. From The Women's Council, U.K., Doris, the Lady Butterworth of Warwick, *President*, Dr. Frances Moore, *Trustee*, Dr. Rajni Rijal, *Chairperson*, and other members, joined the program on zoom and welcomed the participants and wished the participants success. Internal and external faculty on the course including, Dr. Sonal Zaveri, *International Consultant, Child- to - Child Trust*, and Mrs. Usha Ramakrishnan, *Consultant: Emotional Intelligence and Emotional Wellness (Parenting, Teaching, Management & Leadership)* shared their experiences and motivated the participants to become 'Ambassadors' for inclusion. Our Alumni from the 2023 batch, Tenzin Peldon and Tara Giri shared their CII experiences with the participants.

An overview of the participants was provided by Mrs. Sujata Verma, *Director, Training & CII Course Coordinator*. In their national costumes, the participants introduced themselves to the audience of staff members, professionals, donors, and well-wishers. Each shared their background and their expectations from the course.

The inaugural function can be accessed on the link given below:

<https://youtu.be/Dq0IjPEjEP8>

Dr. Alur conducted a series of sessions that included the following topics:

- History of Oppression of Disabled People.
- Attitudes- Alice in Wonderland.
- Inclusive Special Education & Key Principles of Inclusion.
- Barriers and Models of Inclusion.
- Human Rights in Action.
- Case study of Human Rights in Action.
- Family Perspectives: Parents in Partnership

History of Oppression of Disabled People: Dr. Alur took the participants through the various ancient and traditional models of disability and how persons with disability have been perceived by society throughout the years. She brought up the point that individuals with disabilities are frequently stereotyped as abnormal as or less capable than others and emphasized the five faces of oppression: oppression, exploitation, marginalization, cultural imperialism, and violence.

Attitudes: Alice in Wonderland: Dr. Alur stressed on why attitudes are important to build one's self-esteem. She also pointed out that labelling could lead to isolation, and segregation. It was questioned why society felt that individuals with impairments should be healed rather than integrated. Inaccessible public areas and roadways made disabled individuals less visible. Attitudes would change to being more positive if persons with disability were visible. She shared Ms. Malini Chib's experience and struggle with accessibility and inclusion.

In her talk on *Human Rights and Disability*, she emphasized that disability rights are a matter of human rights. She explained that as the indirect hurdles preventing disabled people from being recognized as citizens and from having equal opportunities, understanding disability, the language of disability, and how persons with disabilities should be treated are now topics of significant controversy. She introduced the social model of disability as a new model which

has been slowly spreading everywhere. Participants related their personal encounters with people with impairments, and Dr. Alur examined the barriers to inclusion.

Dr. Alur's also focused on the broad principles of inclusion. The idea of inclusion was presented as a human rights issue. Various definitions and the advantages of inclusion were covered. There was a sharing of the Centre for Studies in Inclusive Education's (CIIE) ten reasons for inclusion. In addition, she discussed the "How To" of inclusion, which includes educating and raising awareness among all relevant stakeholders about the fundamentals of structured instruction and how to become an inclusive teacher.

Family Perspectives: Parents in Partnership: Dr. Alur shared her journey as a parent and emphasised the importance of partnering with parents as they were the experts. She explained how she had empowered parents to become professionals and advocates for their children.

Context and Culture Specific Models of Inclusion

Dr. Alur guided all the participants on their action plans. Individual and group sessions were held to discuss their projects and the objectives, activities, sources of verification and outcomes for their plans.



Dr. Alur assessing a participant's action plan.

A number of workshops were conducted to cover the syllabus of the four modules of the course through the fourteen weeks. These included:

- 1. Understanding and Enabling a Child's Development: Multiple Intelligence:** was led by Mrs. Ramakrishnan, *Consultant for Emotional Intelligence and Emotional Wellness for Management, Parenting, Teaching, and Leadership*. It focused on the different aspects of child development. The physical, emotional, social, and cognitive domains were discussed. Nature and nurture were briefly explained. She also talked about the ways in which play can advance growth in each of the areas. The participants received a checklist that assessed their individual strengths and shortcomings and shared their experiences utilizing the



Mrs. Ramakrishnan conducting a session.

checklist. Mind mapping was also explained along with how to create holistic profiles using the oval and quadrant.

2. **Community Based Inclusive Development (CBID)**, a three-day workshop was conducted by Dr. Shabnam Rangwala, *Director, Community Services*. She explained how Community Based Inclusive Development (CBID), which has a link to sustainable development, replaced Community Based Rehabilitation (CBR), which was a medical approach. Strategies of CBID, ensuring that persons with disability are respected and included in their communities on an equal basis, were shared.
3. **Vocational Rehabilitation and Skill Development**. This session was conducted by Mrs Prabha Hari, *Director SDC*. She focused on inclusive employment and small-scale start-ups for adults with disabilities. The participants were given an assignment on how they would create a skills development project in their own countries.
4. **Counselling and Mental Health** Psychological interventions, such as counselling and therapy, were discussed by Mrs. Akshada Diwanji, *Head of Psychology Department* and Ms. Amruta Prabhakaran Thottapalli, *Psychologist, SDC*. They spoke about the importance of mental health and wellness, as well as the job of psychologists. Myths and misconceptions regarding mental health care were debunked and the process of therapeutic intervention was outlined.
5. **The Transdisciplinary Approach**. Dr. Ashutosh Sonawane, *Director, Therapy Services & Head of the Adult Rehab Unit*, Dr. Arunima Sharma, *Consultant Neuro-Physiotherapist*, Dr. Ritika Suji, *Physiotherapist*, held a session on the trans-disciplinary model. They talked about holistic intervention involving assessment, education, training, social-emotional wellness, management of the beneficiaries, siblings and parents.
6. **Public Speaking and Presentation Skills**. Swami Mounananda, *Consultant Skills Development Centre and Faculty CII*, held sessions every day to enhance and improve the participants' English and public speaking skills.
7. **Train the Trainer (TOT)** was conducted by Mrs. Sujata Verma, *Director, Training & Pedagogy*. She spoke on designing an appropriate, active and participatory workshop or training for their work situation by setting aims and SMART objectives. The participants worked in groups and presented their planning.

8. **Teaching Aids and Puppet Making** by Gulab Sayyed, *Deputy Director, Community Services* and Mrs Sujata Verma. This workshop was a practical one on making cost-effective teaching aids, including puppets, bird feeders, sensory touch charts, concept of colour charts, and other teaching learning materials out of waste. This included creating innovative materials to enhance fine motor skills, language development, auditory memory sequencing, visual discrimination, sound discrimination, and oral language.
9. **Workshop on Caregiving** by Dr. Shabnam Rangwala, *Director, Community Services* targeted an understanding the role of caregivers in caring for a person with disability. The role of parents and their emotional journeys, strength of families, home management strategies, family-centered work, and physical health were the topics covered.
10. **Child to Child Approach** by Mrs. Prabha Hari, *CEO-Operations, Director, SDC* .This interactive workshop shared the principles of the approach. Interactive games, demonstrations and mock sessions was the methodology used.
11. **Information Communication Technology (ICT)** was discussed by Dr. Radhika Shah, *Director, Hope Charitable Trust*. She talked about the challenges faced by individuals with disabilities and the ways in which assistive technology can be beneficial. Many assistive technology devices were shown and explained, including a computerized speech recognition system, a Braille reader, a screen reader, a magnifier, an Augmentative and Alternative Communication (AAC) device, a mobile application for an AAC device, a hearing assistive technology system, and closed captioning for TV or videos. Furthermore, many computer functions were demonstrated, including the mouse, keyboard and other switches.
12. **Culturally Appropriate Policies and Practices:** The resource material Culturally Appropriate Policy and Practice (CAPP), the "How To" of inclusion, was introduced by Mrs. Hooja and Mrs. Verma. It was created by Dr. Alur and international partners as an outcome of international researches: Inclusive Education Practice in Early Childhood, in Mumbai, India, with Unicef, and The National Resource Centre for Inclusion with the Canadian International Development Agency. The CAPP was explained at three levels: CAPP I: The Whole Policy Approach; CAPP II: The Whole Community Approach and CAPP III: The Whole School Approach. The participants

received copies of these to utilize as resources in their respective countries. She had individual discussion with each participant and assessed their action plans according to the situation of their country and community.

The participants also watched films that covered a range of disability-related topics.

Sessions taken to cover the four modules included:

Module 1: Focus on Disability

This aimed at developing an understanding of disabilities, their assessments and interventions. Participants also learned about new areas of concern, such as oral and dental health, visual acuity, adolescent issues, prenatal/neonatal care and immunization, the trans-disciplinary approach, mental health, and the Child to Child Approach from this module.

Social & medical model of disability: A discussion on the social and medical models of disability was led by Ms. Malini Chib, *Trustee and Head, One Little Finger Department*. She addressed the differences between the two as well as the negative stereotypes associated with persons with disability. She also talked about her personal experience, growing up as a disabled person. The social and medical models were also incorporated into the lectures of other faculty.

Assessment and screening of children with disabilities under the Shiksha Sankalp project: Dr. Maneeta Sawhney spoke about the Shiksha Sankalp initiative that aimed to establish a framework that would ensure the inclusion and retention of children with disabilities (CWD) in regular public schools and the resource support that was needed. She began with a short film that explained the Shiksha Sankalp program. The role of the transdisciplinary team, as well as the components of mapping, screening, intervention, and DPOs in the two jurisdictions of A Ward (urban) and Pelhar (rural), were then shared along with the tools that had been developed for the components. These tools, patented by ADAPT, are universal and will help the participants in their work.

Dental & Oral Health: Through an online session, Dr. Rajni Rijal, *Chairperson, The Women's Council UK*, discussed the significance of oral health, particularly for individuals with learning disabilities. She talked on the significance of maintaining good dental health, the effects of poor oral health, typical issues, obstacles to good oral health, and ways to prevent it and shared techniques and strategies for helping persons with disabilities, especially children to develop and maintain a beneficial oral care routine.

Child Development: Various sessions on child development were conducted, focusing on motor, speech-language, cognitive, social, and emotional development.

Mrs. Hari conducted a session on cognitive growth. She discussed how our perceptions of a situation influence our feelings and subsequent actions more so than the real facts. There was also a discussion of Vygotsky and Piaget's Theory of Cognitive Development.

Dr. Varsha Jain, *Speech Therapist, Skill Development Centre*, spoke on language development and different forms of communication. She described how a youngster learns to speak by first hearing and comprehending the pitch of their mother's voice and then building on that understanding to become proficient with words. She discussed the language pyramid after discussing theories of language acquisition and strategies to promote language development.

Various disabilities were discussed along with the intervention required by each.

Cerebral Palsy:

Dr. Arunima Sharma covered in detail, the categorization, identification, signs, classical features, and associated challenges of cerebral palsy. The prenatal, intrapartum, and postpartum causal variables were listed and the early identifying indicators were discussed along with the early intervention required, linking this to the transdisciplinary approach used at ADAPT.

Visual Impairment

Mrs. Pallavi Shankar, *Consultant, Visual Impairment* conducted a session on the definition, categories and causes of visual impairment and the educational intervention required. She shared the areas that are focused on while working with children with visual impairment, such as sensory training, activities of daily living, orientation and mobility, teaching of Braille, social skills and the use of special appliances

Sharing experiences: The parental viewpoint was provided by Professor Sitanshu Mehta, *Trustee, ADAPT*. He mentioned that in a society where men predominate, mothers are the primary carers. He urged the participants to speak and interact in their mother tongue or the local language, when working with individuals with disabilities and their families, as



Professor Sitanshu Mehta sharing his experience as a Parent

in the earlier years, our **external faculty** has partnered with us to contribute to the course.

Parkinson's: A lecture on Parkinson's disease and the Movement Disorder Society was given by Dr. Sharmila Donde, *Director, Community Development & Training, PDMDS*. Dr. Donde had earlier coordinated the CII course. She also gave the participants an overview of the "Healthy Aging Program," which focuses on lowering participants' doubts and anxieties about several aging-related illnesses as well as other neurological conditions like dementia, Parkinson's disease, and stroke. She also discussed the value of preserving physical and mental health, identifying common neuropsychiatric problems associated with aging and providing suggestions for related isolation as preventative steps.

Hearing Impairment: Mrs. Amita Burde, *Director, Central Society of Education for the Deaf (CSED)* spoke on the causes, signs, and forms of hearing impairment and discussed how to recognize a child with hearing loss in a classroom and strategies for interaction. She also exposed the participants to the types of hearing aids available for varying degrees of hearing loss and how an audiometric test is conducted.

Equality and Humanity: S. Sankara Raman, *a chartered accountant*, a wheelchair user, and the Secretary of Amar Seva Sangam conducted a session on Equality and humanity. Amar Seva Sangam (ASSA) is a premier organization in the field of disability management focusing on rural areas, located in Ayikudy Village in Tirunelveli District in South Tamil Nadu. He shared that their organization empowered disabled citizens by establishing a 'Valley for the Disabled' as a Rehabilitation and Development Centre for the region. It was an interactive session and he dialogued with the participants.



Mr. Sankara Raman with the participants.

Ablesim in Inclusive spaces: Mr. Nilesh Singit, a disability activist, introduced the concept of ableism to the participants and discussed its effects. He also talked about the rights of disabled people, accessibility and universal, design highlighting the main issues and concerns in the current society.

Module II: Focus on Inclusion

Sessions on inclusive education, focusing on the ideology and philosophy of inclusion, the advantages and disadvantages, the changing roles of the stakeholders, the key principles of

inclusion, barriers and solutions of inclusion, universal design and accessibility, the importance of changing attitudes through spreading awareness, home management, and counselling families including siblings of children/people with disabilities were covered in the inclusion module.

Home Management: Strategies for managing children with disabilities at home were shared for parents, grandparents, siblings, and caregivers by Ms. Iteshree Date, *Director, Education Services*. She also emphasized the qualities for effective home management, including strong interpersonal skills, familiarity with daily tasks, flexibility, and adaptability.

Key Principles of Inclusion: Mrs. Varsha Hooja presented the inclusion lectures given by Dr. Alur, and outlined the ideology and philosophy of inclusion and explained the key principles of inclusion. The participants talked about the benefits and drawbacks of inclusion, highlighted the obstacles to inclusion in groups, and brainstormed potential solutions, which they then presented.

Barriers & Solutions: Mrs. Hooja discussed the obstacles at the micro, mezzo, and macro levels, using Dr. Alur's powerpoint, The "How To" of inclusion, developed by Dr. Alur were discussed. The models of inclusion created by staff and previous participants were presented. The participants outlined the obstacles to inclusion and potential solutions in groups.

Schemes & Concessions Available for Persons with Disabilities in India: Mrs. Chitra Laxman, *Head, Social Work*, focused on the numerous benefits of the services, initiatives, programs, that were provided by the Indian government to persons with disabilities. She also shared the documentation that was required for the same.

Sexuality, discrimination & violence: Ms. Prabha Hari spoke on social exclusion and sexual development in individuals with impairments. She discussed prejudice and marginalization, stigma and false beliefs about the sexuality of people with disabilities, access to comprehensive sexuality education, and other barriers that keep people with disabilities from growing up healthy and contributing members of society.

Mrs. Rachel Tainsh visited the participants at the beginning of the CII course and also conducted various sessions with them. She concentrated on **Child and Family-centered Approaches and Early Childhood Care and Development**. After sharing the elements affecting parent-child relationships and showing some related movies, she led an interactive discussion with the group. She placed a strong emphasis on providing responsive care and

family dynamics, including marital contentment, welfare, and quality of life. She also addressed parenting philosophies and emotional control in parents.

She held individual meetings with each participant to learn more about their motivations for enrolling in this course and visiting ADAPT.

The importance of Neurorehabilitation: Mrs. Tainsh visited the physiotherapy department with the participants to observe a therapy session and connect this with the **Transdisciplinary Approach** followed at ADAPT. She talked about rehabilitation-related values and attitudes as well as the WHO Rehabilitation 2030 approach.

Building Trust & Connection with Families: Mrs. Tainsh, concentrated on "Mellow Parenting" and "Building Trust and Connection." She placed a strong emphasis on providing responsive care and on family dynamics, including marital contentment, welfare, and quality of life. She also addressed parenting philosophies and emotional control in parents. She talked to the attendees about the several stressors that come with being a parent, including poverty, lack of access to resources, cultural difficulties, stigma, and a musicalized atmosphere. She validated the parents' perspectives and sentiments while highlighting the positive aspects of the family and providing essential advice for building on existing assets.

Safeguarding and Child Protection: Mrs Tainsh spoke on the importance of having guidelines for child protection. She discussed different types of abuse and how children with disabilities are the most vulnerable and what could be done for prevention and intervention, keeping cultural differences in mind. Many of the countries did not have a safeguarding policy in place and she shared some case examples.

Mindfulness and Well being: Mrs. Tainsh led a session that discussed feelings and emotions and the importance of acknowledging them and facilitated a few activities on this.

Individual Accommodation Plan (IAP): Mrs. Hari gave a description of the Individual Accommodation Plan (IAP) for children and people with disabilities. Investigations were conducted on different aspects of the accommodation design, including individual rationality and dignity. Participants discussed the IAP examples. The creation of an Inclusive Access Policy (IAP) for establishments such as restaurants, auto garages, workplace computer departments, was the subject of a group discussion and simulation exercise.

Various other sessions were conducted on inclusive employment, empowerment courses, social relationships, and siblings.

Principles of Management

Mr. Jawaharlal Shanmugam, *Management Professional, Social Activist and Author*, discussed basic management principles with the audience, emphasizing the value of knowing an organization's mission. He discussed how critical it is to promote inclusivity and fight for the rights of people with disabilities. The importance of performing a SWOT analysis for strategic planning was highlighted. A session on Hospitality Disaster Management was also conducted by him.

Module III: Focus on Policy

Policy Formulation and Policy Implementation: Dr. Alur's policy lectures were shared by Mrs. Hooja. The first, Policy and the Politics of Policy Making: Education Policy and Practice, examined the relationship between policy and practice as well as the steps involved in creating policies. It did this by sharing Dr. Alur's Ph.D research on a government policy, the Integrated Child Development Scheme that excluded children with disabilities, as a case study. The findings and outcomes of this study were disseminated.

National and International Legislation: Mrs. Verma introduced and explained the various legislations such as the 1994 Salamanca Declaration, the Dakar Framework for Action, 2000, the United Nations Convention on the Rights of Persons with Disabilities 2006, Right of Children to Free and Compulsory Education Act, (RTE),2009, the National Education Policy,2020. The Sustainable Development Goals (SDGs), 2015 which specifically addresses disability was discussed along with the indicators and targets.

Tools for Change

Dr. Alur's lecture, based on her international researches, was delivered by Mrs. Hooja. It outlined the strategies that can be used at the micro, mezzo and macro level to bring about social change. The stakeholders involved and their roles were discussed.

Visits to other Centres

Participants visited various youth and child centres that serve people with disabilities and had the opportunity to learn about the programmes provided:

- National and Asian Resource Centre for Inclusion, Bandra
- National and Asian Resource Centre for Inclusion, Colaba

- Sultan Noorani Memorial, Karuna Sadan (Community Centre), Dharavi
- Skills Development Centre, Chembur: They attended sessions in each centre and observed the multidisciplinary team approach in action. The team engaged in interactive sessions and observations to help the participants grasp the variety of programs that Dr. Alur had established.
- Central Society for the Education of the Deaf: Mrs. Amita Burde, *Vice President, National Convention of Educators of the Deaf*, took the participants on a tour of the centre and conducted a session on Hearing Impairment.
- Jai Vakeel Foundation: An outline of the organization's past was provided by Ms. Ayushi and Ms. Joanna before giving them a tour of the various departments. They also discussed the social and soft skill training, as well as vocational training that the organization offers to children with intellectual disabilities. The teachers at Jai Vakeel led an activity session with the participants and their students.
- Drishti Remedial Centre: Dr. Smita Desai, *Founder, Drishti*, explained the various learning challenges that children and teenagers face. She also discussed the online classes and services they offered children with different learning difficulties as well as the services of individual psychological and psycho-educational assessments which help individuals and caregivers to better understand the nature and extent of the challenges faced. She also shared their vast library of highly standardized assessment tools.

Module IV: Focus on Community

Introduction of International Classification of Functioning (ICF): An explanation of this system was provided by Dr. Rangwala. The ICF changed the emphasis of disability awareness from the person to the surroundings. She talked about the components of the ICF, which are activities, participation, bodily structures, body functions, and environmental influences. She also discussed the evaluation and screening procedures for children with disabilities created as part of the global research initiatives SSI UNICEF and Shiksha Sankalp.

The Ten Domains: A series of sessions on the 10 Domains of development were conducted based on Dr. Alur's book "A Birth that Changed a Nation" by various internal faculty of ADAPT.

Parents Support Group: Dr Pravina Shah, *Senior Neurologist and Consultant*, ADAPT spoke on the need for working with families and setting up Parent Support Groups to provide a safe

space to them to freely express their emotions and share experiences. She stressed the one should listen to them, rather than give instructions. It was important to be non-judgemental and to give practical advice and guidance. .

Research Studies:

The research studies undertaken by Dr. Alur and her team over the years were summarized in brief and the findings and learnings from these discussed with reference to the countries represented on the course. These included:

- *Developing Sustainable Educational Inclusion Policy and Practice: UK, South Africa, Brazil and India: Developing Sustainable Educational Inclusion Policy and Practice:* Under the framework of an education for all paradigm, the goal of this collaborative research project was to determine the variables leading to exclusion and to optimize the participation of all students within the development region.
- *The National Resource Centre for Inclusion (NRCI):* Three tiers of the NRCI's work were shared: The macro level 'Whole Policy Approach', which examines legislation and policies at the local, state, national, and international levels, the mezzo level 'Whole Community Approach' and the micro level 'Whole School Approach'.
- *Early Intervention in Inclusive Education in Mumbai,* a collaborative action research study with UNICEF, was aimed at identifying effective practices for inclusive education for children in the 0 – 5 year age group. Qualitative findings showed the emergence of a whole community approach to inclusive education, demolishing several myths around disability and also broke the entrenchment that inclusive education needs a lot of resources and is only for rich countries. Several resources on the “*how to of inclusion*” were produced which have been disseminated to several countries in the Asia Pacific.
- *Shiksha Sankalp,* which was an Indo German project that examined the barriers to inclusion for children with disabilities in an urban and rural setting with the objective of creating a model that supports inclusive education of children with disabilities. Findings highlighted the need to create an Inclusive District Hub which will connect people with disabilities to the remedial educational, vocational and functional literacy training and therapy services they need. This study helped to develop a sustainable model that can ensure inclusion of children into mainstream schools which can be replicated and scaled across the country.

Ms. Astrid Beseler, *President, Audrey Jacobs Foundation, and Satellite Hub partner* and Mr. Matthieu Wirtz, *Microsoft 365 Trainer & Coach*, visited ADAPT during the last week of the CII course.

Presentation of Action Plans

With Swami Mounanada's constant guidance, knowledge and motivation, the participants presented their Projects and Action Plans on the 18th of April, 2024. The assessment panel comprised of:

- Mrs. Meher Pestonjee, *Journalist, Writer, Activist*
- Dr. Ragini Sen, *Executive Director, Quality Assurance, Policy and Research*
- Mrs. Rekha Vijayakar, *Director, Inclusive Education and The Mithu Alur International Multiversity of Inclusive Education*

The panel was impressed by the participants' confidence, and innovative action plans and presentation skills. (Comments are attached as Annexure 2.)

Case Study

This year, there were two groups: some participants chose to work on the case study of individuals with disabilities from the Skills Development Center in Chembur, and some participants chose on children from the Bandra center. Mrs. Hari and Mrs. Verma, shared the format along with the consent letters. The participants reviewed the files, observed the children. Mrs. Omrika Rohra and Mrs. Itshree Date coordinated meetings with parents and staff so that they could understand their perspectives.

A session was also conducted on the format for writing the three months action plans.

Focus Group Discussions (FDG)

Mrs. Devangana Bhatt, *Senior Qualitative Researcher*, conducted three focus group discussion sessions with Ms. Catherine, Ms. Tsuknungtula, and Ms. Talenjungla. These sessions revolved around the modules, curriculum, feedback, and the overall experience of the CII course.

Valedictory Function:

The Valedictory function was organised on 19th April, 2024. A short audio-visual on the glimpses of CII 2024 was presented to the audience.

Flowing is the link of the Valedictory Function :

<https://youtu.be/HNWbklPoye0>

Faculty Speaks:

Ms. Malini Chib expressed that she was honoured to be present and congratulated everyone on completing the CII course. She expressed the hope that the group would continue to work together.

Ms. Catherine Ameno offered heartfelt congratulations to all the CII participants. She quoted Helen Keller on the power of unity and stressed the importance of diversity and inclusion for a brighter future.

Mrs. Sangeeta Jagtiani congratulated the participants on completing the challenging task of summarizing Dr. Alur's work in a short period. She highlighted the difference between theory and practice and encouraged perseverance in facing future challenges.

Mrs. Madhavi Dave acknowledged the support system behind the scenes. She expressed gratitude for the cultural exchange and understanding gained from interacting with participants and wished them success in their future journey.

Mr. Jawaharlal Shanmugam, praised the participants for becoming Master Trainers and emphasized their responsibility to bring positive change to communities. He acknowledged the efforts of Dr. Alur and the Women's Council in organizing the program.

Mrs. Prabha Hari congratulated the participants for becoming synonymous with the CII course. She highlighted the seamless spread of issues worldwide and emphasized the collective commitment to making a difference in families' lives.



ADAPT faculty sharing their congratulatory messages.

Valedictory Addresses:



Dr. Mithu Alur extended a warm welcome to Lady Doris Butterworth, President, The Women's Council; Dr. Rajni Rijal, Chairperson; Mrs. Rachel Tainsh; and the Guests of Honour, Mrs. Astrid Bessler, Founder President of the Audrey Jacobs Foundation, a stalwart supporter of our community initiatives course, and Mr. Matthew Writz from Microsoft, and all the participants. She highlighted the invaluable learning exchange that took place over the three and a half months and acknowledged the symbiotic nature of the experience.

Commending the participants for embracing a profession that extended beyond traditional classroom boundaries, she said that it demanded leadership, diligence, fortitude, grit, and determination in the face of myriad challenges.

She also shared exciting news about the setting up satellite hubs with the support of The Women's Council to expand our reach and impact. She expressed gratitude to all involved for their dedication and support.



Dr. Frances Moore shared her journey with the CII course spanning 22 years, and said that it had become an integral part of her post-retirement life. She congratulated the participants who had persevered through the intense 14-week CII course. Witnessing their presentations, the impactful work they were already doing in their respective countries, filled her with confidence that they would successfully execute their plans and progress toward their envisioned goals for the next five years. She suggested that ADAPT and The Women's Council consider a five-year retrospective to assess the progress made and goals achieved. She advised the participants not get discouraged; change happened one child at a time.

Dr. Rajni Rijal congratulated the participants on behalf of the Women's Council. They were immensely proud of what the participants had achieved over the past 14 weeks under the guidance of the remarkable and admirable Dr. Alur, and her team. It was a wonderful opportunity for the participants to come from so many different countries with a common goal, which is to improve the lives of so many children and young people living with disability.



She also mentioned that it was a pleasure to speak to them about oral health and was impressed when she heard that some of them had included this in their action plans.



Mrs. Rachel Tainsh reflected on her time with them, she said she had thoroughly enjoyed all collaborative learning experiences, drawing from each other's expertise and engaging in discussions on vital topics such as safeguarding and family engagement. She extended her best wishes for their future endeavours and asked them to list three key takeaways that they believed would positively impact on their work upon their return. She eagerly anticipated hearing about the outcomes of their action plans and the implementation of their newfound knowledge.

Guest of Honour, Ms. Astrid Beseler commending the participants for their remarkable achievements during their time in the program. She acknowledged the significant challenges they faced, including adapting to a new country and language, and praised their resilience in overcoming these obstacles. She highlighted the invaluable contributions of ADAPT and The Women's Council, UK in making the program possible and recognized the collaborative effort of the entire ADAPT team, without whom the program's success would not have been possible.



She also share the work of the Audrey Jacons Fondation in Nepal, where they supported projects focused on education, rehabilitation, and inclusion. Ms. Beseler emphasized the importance of inclusive education and fostering friendships among all children, regardless of their backgrounds or abilities and the positive impact of this approach not only on marginalized children but also on their peers, fostering understanding and acceptance.

Mr. Matthieu Wirtz extended his support and congratulations to all participants. Their



dedication and chosen path towards inclusion were commendable, and he emphasized the significant impact they will have on communities, even if it affects just one child or family. He highlighted the importance of embracing new technologies like artificial intelligence and cloud computing, foreseeing their potential to enhance communication and collaboration. The development of satellite hubs would facilitate easier

information sharing. He concluded by urging continued passion and effort towards making inclusion a reality for all, expressing gratitude to all, especially ADAPT and The Adapt Women's Council UK.

Mrs. Usha Ramakrishnan thanked the members of The Women's Council on zoom for making the course happen. She had met the participants for three days and she had been impressed by the amount they had done. She congratulated them and said that she would be delighted if she could hear from all of the participants of the changes they have made in their countries. She was deeply appreciative that she had been such an integral part of this journey of inclusion that everyone had undertaken together.

Co-Curricular, Extra Curricular Activities, Leisure and Fun Activities

The participants were not only immersed in learning but also had the opportunity to partake in various cultural and recreational activities during their time in Mumbai. On Sunday, January 21st January 2024 they joined the Standard Chartered Mumbai Marathon, experiencing the vibrant energy of one of the city's most iconic events. Additionally, they were actively involved in ADAPT's Annual Show and Inclusion Mela (fair), where they engaged with the local community and celebrated diversity.

Exploring Mumbai's rich cultural heritage was an integral part of their experience. They seized every opportunity to visit landmarks such as the Chhatrapati Shivaji Maharaj Vastu Sangrahalaya Museum and the Zoo, immersing themselves in the city's history and beauty. Their curiosity extended beyond tourist attractions as they wandered through local markets, indulging and discovering unique treasures to take home. Swami Mounananda organized and accompanied them to movie evenings.

Sunday special lunches became a cherished tradition for the participants, providing a platform for them to bond over shared cultural traditions and cuisines. They celebrated various festivals together including Tibetan New Year, Nepali New Year, Eid and Holi.

Overall, their time in the city was a blend of learning, exploration, and cultural exchange, leaving them with cherished memories and lasting friendships.



The participants creating memories together.

Conclusion

The participants of CII 2024 hailed from various corners of the world, each bringing their unique perspectives and experiences to the table. Throughout the duration of the course, their enthusiasm and lively spirit were appreciable, creating an energizing atmosphere that fuelled their collaborative efforts. They formed bonds, united by their shared commitment to promoting disability rights and fostering inclusivity. Their interactions were marked by discussions, where they exchanged insights, strategies, and personal experiences related to disability and inclusion in their respective countries.

We eagerly anticipate receiving all the action plan reports by September 2024, following which, completion certificates will be issued to all participants and their affiliated organizations.

We extend heartfelt gratitude to the members of the Women's Council for their unwavering support since 2003. Their dedication has been instrumental in the success of this initiative, and we deeply appreciate their continued partnership.

ANNEXURE I

FROM OUR PARTICIPANTS



Pem Zangmo, Bhutan: The course was incredibly enriching. Here are some highlights that I gained from attending the course: Gained insights into inclusive teaching methods and strategies that can benefit all students, not just those with disabilities, learnt practical approaches to create inclusive learning environments, such as differentiated instruction and universal design for learning. Met and collaborated with other educators and professionals who are passionate about inclusive education, enhanced professional skills and knowledge, which can lead to career advancement opportunities, felt empowered to make a positive impact on students' lives by fostering an inclusive and supportive learning environment. Having to settle in a completely different environment was so difficult at first but we got adapted soon.



Chea Bopha, Cambodia: I was very pleased to attend Community Initiative in Inclusion (CII) course 2024. In CII course I received a warm welcome from ADAPT family, gained good knowledge, good experiences, and I have very good network of many good friends from other different countries. The course equipped and enhanced my knowledge and help me to understand in the area of policy, on which this assignment best on our own country has been done. Policy which is the backbone for me to start working on inclusion has been taught by Dr. Mithu Alur. This project illustrates the situation in my country, the barriers we find that need to be addressed and the possible inclusion that we have developed.



Sheela Ranjith, Mumbai, India: I got enrolled as a parent of a special child, hence had some knowledge of what it means to be parent of a child with special needs. The curriculum was mainly concentrated on disability and their inclusion in the main stream of the society. The class room training were imparted mostly from the in-house faculties, we really enjoyed the lectures, as they were very much informative and lively. I should also wish to give a special mention to the English conversation sessions given by Swami Mounananda of ADAPT. I will not be doing justice if I do not mention the support and cooperation extended by the staff of training department, kitchen, library, and ancillary staff was exemplary, without which this course could not have been possible. Overall, the experience and knowledge I gained

from this three-month training session was of highest order and will benefit in my future endeavours. I will try to implement the knowledge and expertise I gained during this course for the upliftment of people with special needs.



Sharmila Mascarenhas, Mumbai, India: Doing this CII course was a wonderful experience, was enriched with the teaching, there was so much learning. The lectures were very interesting and interactive. The best part was meeting people from different parts of the world learning about their culture and their strategy with learning. These 3 months went off extremely fast, each day was a new learning experience.



Priyanka Suryawanshi, Mumbai, India: After finishing the course, I've gained even more experience in helping people with disabilities live regular and independent lives. Through continued collaboration with my friends from around the world who share the same passion, we've achieved great things together, making meaningful changes in the lives of those with disabilities. I'm thrilled about the future and the endless possibilities for making a positive impact in our communities.



Thejaseno Khale, Nagaland, India: Attending the CII course has been a truly enriching experience. It has proven to be one of my finest choices which expanded my understanding and empowered me to create positive changes. I gained knowledge about disabilities and inclusivity, as well as the diversity of cultures the other participants brought with them. The multicultural exchange brought a deeper sense of global interconnectedness. I am also impressed by all the supportive and understanding staff, who supported us in everything. The joy and laughter shared together contributed to a more vibrant and fulfilling experience. This course has given me a great deal of knowledge and memories, and I am prepared to make a modest but significant difference in my community. Like a little lamp in Tagore's story, even the smallest acts of kindness, compassion and positivity can bring hope and light to those around us, making a difference in someone's life and contributing to a bright, more hopeful world. I'm grateful to the Women's Council UK and ADAPT for giving me this opportunity. Let us commit to build a more inclusive world-One where everyone has the opportunity to reach their full potential. Thank you.



B. Phomtai Phom, Nagaland, India: Joining ADAPT has given me a whole new perspective in the outlook towards disability inculcated in me the spirit to work for the upliftment of the disabled group of people among the individuals and in the community. I am able to connect the disabled person and can relate to their needs and the steps that we need to take. ADAPT has given me so much of knowledge and experiences through different faculty members who have all come from long years of experiences. To sum up, I am extremely happy for all that I have learned and gained in my days in ADAPT and I will treasure it forever. I am thankful of the opportunity to learn about the CII Course.



Duishonbieva Aida, Krygyzstan: My name is Aida from Krygyzstan. I took a course at ADAPT. The program was for those advanced in the language. We really liked our trips to different centres, where we saw first-hand the large-scale work being done towards inclusion for people with disabilities. The case study is interesting, but difficult, without knowledge of the language. ADAPT employees helped us in every possible way, in any matter, whenever we turned to them for help. Everyone was attentive and kind. I have always been interested in India with its rich culture and I am very happy that I had the opportunity to live in this beautiful country. I wish all ADAPT employees success and prosperity!



Suiunbai Kyzy Mendayim, Krygyzstan: I really liked the 3-month course in India, new knowledge, new acquaintances, and pleasant atmosphere. I learned how to work with children, how to communicate, how to teach, and what surprised me was that 70% of the lessons were practical. Through the education I received in India, I have qualified to become a trainer for children, and I promise myself that I will become a trainer working with children. I am deeply grateful to ADAPT organization. Malini, Dr. Alur, Sujata, Varsha, Divyani, Catherine, Talen, Atula, and Babaji, Mr. Thapa, cook Dada, Nitin thank you and express my gratitude to everyone.



Teleusheva Ainura, Krygyzstan: During the course, I gained a lot of experience in the field of inclusive education, gained experience in English, my English became better acquainted with the culture of India. I also met new people from different countries, and I was very glad that we can now communicate and cooperate, it was a great experience, and I found new friends.



Nirmala Subramaniam, Malaysia: The Community Initiatives in Inclusion course has enlightened me in many ways. I am fortunate to be a part of this programme, as I was exposed to the various teaching and learning materials. Field visits to related learning and training centres have further broadened my horizon. The highlight of the course is the field visits especially the Dharavi slums. This venture has shown us how collaboration with the community works. I appreciate the yoga lessons arranged for us twice weekly. The experience of learning with participants from 10 different countries is an enriching experience. Kitchen staff should be commended for the delicious meals. Last but not the least I hold in high esteem the slides and course materials handed out to all the participants at no cost. Our welfare is ADAPT's utmost priority during our stay. I felt privileged to be a part of CII course 2024. Sekian terima kasih (Thank you).



Dambadorj Erdenedelger, Mongolia: I was satisfied with the course. According to me, I had an increased knowledge about accessible learning and accessible environments, increased knowledge of increasing children's physical abilities, increased teamwork skills, increased awareness of multiple intelligences, and increased knowledge of early childhood development.



Munguntsegseg Ganbat, Mongolia: Studying at ADAPT was an amazing experience. I got to meet friends from all over the world and learn together in groups. My English skills improved a lot, thanks to the chance to communicate with people from different countries. Now that the course has ended, I feel grateful for all the memories and skills I gained during my time at ADAPT. I would like to thank ADAPT and the Women's Council UK for giving me the opportunity to study this course.



Bolortuya Tserendemberel, Mongolia: Completing the course felt really good. I enjoyed the classes and the hands-on activities a lot. We did many interesting things, like going to the Skills Development Center and attending different programs. I learned a lot, and now I'm excited about my action plan. The final project was a big deal, and it was interesting to show what I learned. The faculty were very nice and helped me a lot. Overall, I feel ready for whatever comes next, and I'm thankful for everything I learned during the course.



Alantsegtseg Tumurkhuu, Mongolia: After completing my course in ADAPT, India, I gained more experience by learning English and interacting with people from different countries. I also got to understand how teamwork works and how to adapt to new environments. This journey helped me grow and become more confident in dealing with diverse situations and people.



Pinky Tharu: I felt very happy after completing a three-month CII course as I learned a lot. I am enjoying them and seeing how they should be treated they are teaching about different cases in the classroom as well we are taught about how we work with them, finding special connections with friends from different countries can lead to unique opportunities. Meeting children with diverse cases and providing more inclusive education can further enhance the bond. Thank you.



Teksara Kumari Bam: I am very happy and excited to join the CII course because of the new experience, new place, new friends and opportunity to learn new things. They treated and taught us CII students from different countries equally. There was an opportunity to understand how to identify children with different types of disabilities and how to work for their inclusion. Even in a new place, I never felt new because we were helped by all the staff there. Thank you Women's Council UK and ADAPT family.



Manju Chaudhari: I was very pleased to attend the CII course 2024. This is my first experience of outside the country. All my friends from different countries were friendly and supportive. We all had different language, tradition and religions. I got a chance to understand the culture of all countries. The trainer has good presentation technique. In addition to teaching the theory, each training course should include a lot of technical skills including arts and culture program as well as a lot of fun program and learning program so that the trainee will be fresh and accept new knowledge, increasing the atmosphere of fun and reduce complication. I will spread awareness in my country, local government and community about Inclusive Education which I have learned from ADAPT organization and CII course.



Malikabonu, Tajikistan: I am so happy that I had an opportunity to participate in CII course with many participants from ten countries. It was pleasure to meet everybody and to know each other better. The three months of course was full of different experiences and fun of course. It is really hard to explain with words how I enjoyed the course and the people and the sessions as well. All sessions were conducted professionally. I have learned a lot, before the course I found to work with people with different disability but now I know how to work with children with disability. How to support them. The most important thing for me was how teaches use different methods. I will say my gratitude to ADAPT family for their great job.



Tseyang, Tibetan Government in Exile: I was given an opportunity to pursue Community Initiatives in Inclusion course. I am extremely grateful to ADAPT and the Women's Council of the UK for offering me with this exceptional chance and for their sponsorship. I had the chance to study alongside international classmates from various nations. I learned a great deal about inclusivity. I now know how to make a difference in the community, even if it is just for one family or child, thanks to this training. I'm motivated to learn more about the rights of those with disabilities and to keep contributing to build inclusive communities in any manner I can. Lastly, I am forever indebted to my organization for enabling the vision and for their ongoing sponsorship and support, which made this course feasible.



Duncan Chengo, Kenya: CII is a home indeed. In CII we play together we eat together, we fight, we throw tantrums and we learn together. CII is a place where you sit with various cultures but share the same heart and goals. To my fellow participants, I'll miss you big time and wherever you go whatever you do, make sure you bring a change .I want to promise Dr. Alur that we will not let you down and I want to request my colleagues to take the responsibility as we pick up mantle from this seat. You came, you saw, you did, what you have done exceedingly finding a purpose in life is a very important thing and applaud you today for having found a purpose and lived to it to date.

ANNEXURE II

Judges Speak



Mrs. Meher Pestonjee, Journalist, Writer, Activist

“Well, I must say it's been an extremely impressive presentation one better than the other. I was extremely impressed by all the groups and then there were so many little points that came up from different groups. Someone is using mind maps, so much on oral health which we don't usually think of when we are talking of disability. One doesn't think of oral health but so many, two, three groups talked about oral health so the whole presentation has been quite a learning experience. I do want to stress my relationship with ADAPT and Dr. Alur. I came here several years ago when the Christmas tree was still small and today when I look at it, it's grown so big and I said that's part of the way our relationship has been, it's grown and grown, so thank you Dr. Mithu and ADAPT team and all who have made the organization remarkable”



Mrs. Rekha Vijaykar, Senior Director, School Operations, Training and Pedagogy

“It was definitely a beautiful experience to hear all of you here. What I understood is whatever was taught by anyone and everyone has been grasped by you so that was seen was heard. Congratulations to you for learning so well and congratulations to the teachers who taught, both have to be appreciated. Some of you told me it's your first time. As I'm standing here, I'm nervous. A piece of advice...It is generally the audience that makes us nervous, so don't go by the audience, be yourself and you will be confident. All that you have to do is look above them and you'll get all the confidence. Babaji, I appreciate all the effort that you did and they did live up to your expectations.”



Dr. Ragini Sen, Head, Research, Policy and Quality Assurance and Executive Director, APPI

“This was an absolutely wonderful set of presentations and it was a pleasure to listen to all of you, bright and with sharp minds. Your journey, as all of you have said, has just begun and we will always be there to support you. ADAPT is always there so just send us a mail, give us a ring

and we will try and help you in your journey ahead. You are the torchbearers, we will now depend on you to take disability and its problems forward and to solve them in your countries. You will become the ambassadors in your country. I have a couple of suggestions. Your presentations and action plans have been superb that when you are going forward with your action plans, let me reiterate that poverty is the biggest disability, so if you can integrate it in your action plan along with disability or senior citizenship. I would suggest that you do include self-help groups because that is a very important need amidst the senior citizens do include in it will not require too much work it's just a small addition but will make your work a lot more robust. Thank you again, it's a real pleasure to have heard you all and I wish you all the very best.”

ANNEXURE III

External Faculty

Sr. No	Name	Designations
1.	Dr. Rajni Rijal	Chairperson, The Women's Council, U.K.
2.	Mrs. Rachel Tainsh	Honorary Adviser to the Training Programme, The Women's Council, U.K.
3.	Dr.Smita Desai	Director, Drishti Learning Center, Mumbai
4.	Dr.Sunita Shanbag	Former Professor, Department of Community Medicine, Seth G. S. Medical College and KEM Hospital, Mumbai
5.	Mrs Usha Ramamkrinana	Consultant, Emotional Intelligences and Emotional Wellness (for Parenting, Teaching, Management and Leadership)
6.	Mrs.Amita Burde	Head, Center for Education of the Deaf
7.	Mr Jawaharlal Shanmugam	<i>Management Professional, Social Activist and Author</i>
8.	Mrs. Priyanka Jodhani Gadia	Manager- Education, Jai Vakeel Foundation and Research Centre
9.	Mrs Pallavi Shankar	Consultant, Visual Impairment
10.	Dr. Radhika Shah	Center Head, Hope Charitable Trust a Technological Training Center for People with Disability, Gujarat
11.	Mr Nilesh Singit	A Disability Activist

Internal Faculty

Sr. No	Name	Designations
1.	Dr. Mithu Alur	Founder Chairperson, ADAPT & Course Director, CII
2.	Swami Mounananda	Advisor Skills Development Centre
3.	Ms. Malini Chib	Trustee and Head, One Little Finger Department
4.	Mrs.Varsha Hooja	Trustee, Head, Training and Pedagogy
5.	Mrs. Bhavana Mukherjee	CEO, ADAPT
6.	Mrs. Ragini Sen	Executive Director, Quality Assurance, Policy, and Research
7.	Mrs. Prabha Hari	Director, Skills Development Centre
8.	Dr Pravina Shah	Senior Neurologist, Consultant ADAPT
9.	Mrs. Sujata Verma	Director, Pedagogy and Coordinator, CII
10.	Mrs. Rekha Vijayakar	Senior Director, Education
11.	Dr. Shabnam Rangwala	Director, Community Services
12.	Dr Maneeta Sawnhey	Director, School and Community and Research Associate, Colaba Centre
13.	Mrs Gulab Sayyed	Deputy Director, Community Services
14.	Mrs. Itheshree Date	Director Education Services, Bandra
15.	Mrs Madhavi Dave	Director, Accounts, Administrator CII
16.	Ms. Catherine Rolnu	Assistant, Training & Pedagogy and One Little Finger Department
17.	Ms. Tsuknungtula	Assistant to Ms. Chib & Training and Pedagogy
18.	Mrs.Archana Kolambakar	Senior Librarian
19.	Dr. Varsha Jain	Speech Therapist, Skill Development Centre
20.	Mrs Chitra Laxman	Placement Officer, Skill Development Center, Chembur
21.	Mrs. Madhavi Kumar	Training Facilitator in Inclusive Employment
22.	Mrs. Omrika Rohra	Deputy Director, Skills Development Centre, Chembur
23.	Dr. Ashutosh Sonawane	Deputy Director, Therapy Services
24.	Mrs. Sangeeta Manna	Deputy Director, Skill Development Centre, Chembur
25.	Dr. Nidhi Joseph	Physiotherapist
26.	Dr. Arunima Sharma	Consultant Neuro- Physiotherapist
27.	Mrs. Akshada Diwanji	Head, Psychology and Counselling
28.	Ms. Amruta Prabhakar	Psychologist, Skill Development Centre, Chembur

ANNEXURE IV

People Behind the Course

Core Team, ADAPT

- Dr. Mithu Alur, *Founder Chairperson, Course Director, Mithu Alur Centre for Inclusive Studies, ADAPT*
- Mrs. Varsha Hooja, *Trustee & Senior Director Inclusive Education*
- Ms. Malini Chib, *Trustee, Head, One Little Finger Department, Diversity Officer, Tata Sons*
- Mrs. Prabha Hari, *CEO-Operations, Director, Skills Development Centre*
- Mrs. Rekha Vijayakar, *Director, Education of Inclusive Education and University, The Mithu Alur International Multiversity of Inclusive Education, Mumbai*
- Mrs. Sujata Verma, *Director, Training & Pedagogy*
- Dr. Shabnam Rangwala, *Director, Community Services*

The Women's Council, U.K.

- Doris, *The Lady Butterworth of Warwick, President, The Women's Council, U.K.*
- Dr. Rajni Rijal, *Chairperson, The Women's Council, U.K.*
- Dr. Frances Moore, *Trustee, The Women's Council, U.K.*
- Mrs. Rachel Tainsh, *Adviser to the Training Programme, The Women's Council, U.K.*

Finance Team, ADAPT

- Mrs. Madhavi Dave, *Director Finance, Administrator CII*
- Mrs. Sandhya Salian, *Executive Assistant to the Accounts Department*
- Mr. Utpal Shah, *Senior Accounts Manager*
- Mrs. Kavita Rajput, *Accounts Assistant*

Administrative Team, ADAPT

- Mrs. Bhavana Mukherjee, *CEO, ADAPT*
- Mr. Anand Singh, *Establishment Officer, Chairperson's Secretariat*
- Mrs. Sunita Malcotia, *Deputy Director, Education, Bandra Centre*
- Ms. Catherine Ameno Rolnu, *Assistant, One Little Finger & Pedagogy Department*

- Ms. Tsuknugtula, *Assistant, Malini Chib, One Little Finger & Pedagogy Department*
- Ms. Talenjungla, *Assistant, One Little Finger & Pedagogy Department*
- Ms. Divyani Giri, *Research Assistant & Coordinating Secretary, Chairperson's Office*
- Mr. Bijoy Thapa, *Senior Housekeeper*
- Mrs. Vidya Ghadi, *Administrative Assistant, Training Department*
- Ms. Theresa D'Costa, *Secretary*
- Ms. June de Sousa, *Secretary*
- Ms. Annamarie Shepherd, *Secretary*
- Mrs. Shamim Shaikh, *Cook*
- Mr. Biswas Sosti, *Cook*

Library Support

- Mrs. Archana Kolambkar, *Senior Librarian*
- Ms. Zenia Malegamwala, *Junior Administrative Assistant*

IT Team, ADAPT

- Mrs. Sangeeta Manna, *Deputy Director, Skill Development Centre*
- Mrs. Moumita Das, *IT, Editor Films*
- Mr. Lucas Baretto, *IT Officer*
- Mrs. Janvi Satavase (Rajee), *IT Coordinator*

Coordinating Team for Practicum

- Mrs. Prabha Hari, *CEO- Operations, Director, Skills Development Centre*
- Dr. Maneeta Sawnhey, *Research Associate & Director, School & Community, Colaba*
- Mrs. Iteshree Date, *Director Education Services, Bandra*
- Mrs. Gulabjan Sayyed, *Deputy Director, Community Services*

Research Team

- Dr. Mithu Alur, *Founder Chairperson, Course Director, Mithu Alur Centre for Inclusive Studies, ADAPT*
- Dr. Ragini Sen, *Executive Director, Quality Assurance, Policy and Research*
- Ms. Devangana Bhat, *Consultant, Sense & Semiotics*
- Mrs. Sangeeta Jagtiani Vaswani, *Director, Special and Inclusive Education*



ADAPT

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