

# **Report of Training on Orientation & Mobility (O&M), Daily Living Skills (DLS) and Unified English Braille (UEB) Workshop – 2082**



**Organized By:**  
**Ability Development Society of Nepal**  
**Sukedhara, Kathmandu**



## Executive Summary:

The Ability Development Society of Nepal (ADSoN) is currently implementing the project titled “Education, Rehabilitation and Empowerment for Persons with Disabilities.” Among the seven core activities under this initiative, the distribution of educational materials or Enhancing Teaching Learning Achievement for VI through Capacity Building and Logistic support is one of the major components. We are focusing on creating and enhancing educational methods by providing appropriate tactile teaching learning /educational materials along with meaningful training & activities for students with Visually Impairment and resource teachers as a basic program. As part of this activity, the ADSoN team conducted a comprehensive needs assessment across six schools in four districts. The primary objectives of this assessment were to:

- Evaluate the availability, accessibility and use of Tactile Teaching and Learning Materials (TTLMs)
- Assess the implementation status of Unified English Braille (UEB)
- Observe the integration of mobility training for Visually Impairment (VI) students

Engaging discussions were held with school principals, resource teachers, caretakers and students. Standardized assessment tools were used to gather data, generating valuable insights into current educational practices, existing strengths, and challenges faced by each school.

Following the assessment, a detailed analysis report was prepared and submitted to the Executive Committee (EC) of ADSoN. Based on the findings, the EC approved the implementation of this activity and further decided to include one additional Inclusive School from Dhading District, making the total number of beneficiary schools seven.

To ensure effective delivery, ADSoN has planned to implement this activity in four phases:

1. Phase I – A three-day, two-night residential training program for selected schools
2. Phase II – Distribution of TTLMs through school visits by the project team
3. Phase III – Training for caretakers and VI students (KG to Grade 3) in the respective schools
4. Phase IV – Monitoring, follow-up and evaluation visits to all participating schools

Currently, Phase I has commenced, with three out of the seven schools participating in the initial residential training program.

## Objective of the Activity:

- To provide accessible, meaningful and appropriate tactile learning / educational materials to inform about the basic concept.
- To develop Tactile Literacy in reading, math, science etc.
- To increase the class activities participation by encouraging the VI students.
- To encourage resource teachers to use Hand-on methods (the materials) while explaining the basic concepts to the VI students.
- To provide necessary training for Daily Living Skills and Orientation & Mobility training.
- To be able to read Braille in UEB Code.

## Training Summary:

The Ability Development Society of Nepal (ADSoN) successfully concluded a three-day residential workshop focused on Orientation & Mobility (O&M), Daily Living Skills (DLS) and Unified English Braille (UEB) held from 1st to 3rd August 2025 at Pension Vasana Hotel, Dillibazar, Kathmandu. This impactful initiative brought together 50 students with Visually Impairment from three (Namuna Machhindra Secondary School, Lalitpur, Laboratory Secondary School, Kathmandu & Prithivi Narayan Secondary School, Kathmandu) inclusive schools of Bagmati Province.

The workshop was facilitated by a committed team comprising 6 resource teachers, 1 expert trainer and 3 organizing staff members. Despite the intensive schedule starting at 5:00 AM and concluding at 8:15 PM each day the participants were enthusiastic, cooperative and eager to learn. The sessions were led by the highly respected and engaging Lead Trainer Mr. Hom Nath Aryal, whose dynamic approach greatly inspired the students.

The closing ceremony served as a celebration of the students' commitment and learning. Mr. Nabin Mainali, Ward Member of Kathmandu Metropolitan City, Ward No. 4, attended as the Chief Guest, while Mr. Lawa Kumar Khatri from Yeti Distillery graced the event as the Special Guest. Their presence and encouraging words added significance to the occasion.

ADSoN Family is proud of the enthusiasm, dedication and progress demonstrated by all participants and facilitators. The organization is confident that the skills learned during the workshop will be effectively applied in the students' daily school and home environments.

A detailed summary of the activities conducted throughout the three-day residential program is presented below.

- 1. Welcome Session:** The organizing team was ready to welcome all the participants for the three-day residential training and facilitated the registration process. After registering, the participants discovered that the rooms were arranged in an inclusive manner, meaning no students would stay with their school friends. Students from all three schools were mixed together, encouraging them to make new friends and gain new experiences. The resource teachers and organizing team were also paired with the students.

Initially, some students were excited about the arrangement, while others were hesitant. However, the organizing team reassured them and handed over the keys to their respective rooms. The students then proceeded to their rooms, some using the stairs and others taking the lift (elevator). For some, this was their first time using a lift (elevator), which sparked additional curiosity and questions.



Visually Impaired Students and Resource Teachers arrival and the registration

- 2. Orientation & Mobility (O&M):** As an essential part of the workshop, Orientation and Mobility (O&M) training was provided to help students with Visually Impairment (VI) to navigate unfamiliar surroundings with greater independence. At the beginning of the session, Lead Trainer Mr. Hom Nath Aryal engaged students by asking about their previous experiences with orientation and mobility. Few students shared how they manage movement in their schools or hostels.

To build practical skills, Mr. Aryal conducted an orientation of the hotel premises, including rooms, washrooms and surrounding areas. This enabled students to locate necessary items and facilities independently and confidently, without confusion. It was emphasized that VI individuals always need orientation support when entering new or unfamiliar environments.



During the training, it was observed that many students hesitate to use the white cane and instead relied heavily on their low vision friends for mobility. To address this, both Mr. Aryal and Ms. Nirmala Gyawali explained the importance of the white cane, describing it as “the eye for the VI.” They encouraged students to use it proudly and consistently, highlighting how it enhances independence, safety and dignity.

This session aimed not only to improve practical mobility skills but also to change mindsets promoting the white cane as International Symbol or Identity for the Visually Impaired as empowerment rather than dependence.



Visually Impaired Students getting orientation about switch, washroom, getting food and mobility

3. **Opening Program:** Although the three-day residential training on Orientation & Mobility (O&M), Daily Living Skills (DLS) and Unified English Braille (UEB) began on Friday, the official Opening Ceremony held on Saturday.

The event was attended by a total of 50 students with Visually Impairment, 6 resource teachers, 1 lead trainer and 3 staffs from the organizing team. Dignitaries present at the ceremony included Mr. R.R. Pandey (Chairman), Mr. Prabodh Acharya (Executive Committee Member), Mr. Hom Nath Aryal



(Executive Committee Member & Lead Trainer) and Dr. Khadak Singh Bisht (Executive Committee Member & President of Rotary Club of Patan).

In the opening ceremony some reference books like UEB Books in Braille, UEB Book in ink print, Braille Handbook in Braille, Braille Handbook in ink print, Resource Handbook and Facilitation Direction Handbooks were also handed over to the six schools.

Their presence and inspiring words added significance to the launch of this meaningful workshop, setting a positive tone for the days ahead.



Scene of completion of the opening ceremony



Handing over the UEB Books to Resource Teachers

**4. Daily Living Skill (DLS):** As part of the workshop, a dedicated session on Daily Living Skills (DLS) was conducted to help students with Visually Impairment develop essential self-care and independent living practices. These skills are crucial for promoting autonomy, hygiene and social confidence. The session included practical training on:

- Brushing techniques to ensure proper oral hygiene,
- Good food habits, including eating slowly, using clean utensils and choosing healthy food,
- Clock technique to help students identify the position of food items on their plates,
- Experiencing a buffet system, where students practiced selecting food independently,
- Proper dishwashing methods after meals and
- Correct handwashing techniques for hygiene before and after eating.

During the training, facilitators observed that some students were eating in a disorderly manner and were not fully aware of basic food hygiene and etiquette. This highlighted the importance of structured guidance and hands-on experience in daily routines.

Through these engaging and practical activities, students not only learned essential life skills but also gained confidence in managing their own personal care in both home and school environments.



Resource Teacher orienting about washroom



Low Vision students guiding their friends



Visually Impaired Students are getting food



Visually Impaired Students are brushing Teeth

5. **Yoga and Meditation:** As part of the holistic approach for student well-being, Yoga and Meditation sessions were included in the workshop for both Visually Impairment (VI) students and resource teachers. This session was thoughtfully led by Mr. Prabodh Kumar Acharya, Executive Committee Member of ADSoN, who has a strong background in yoga practices. Mr. Acharya introduced participants to the basic concepts of yoga, focusing on how these practices can help reduce mental stress, promote calmness and improve breathing (respiration). He guided students and teachers through a series of gentle exercises and breathing techniques, tailored to their comfort and abilities.

A key feature of the session was the introduction of Sanskrit mantra chanting, even for younger students as early as Grade 4. This practice, when introduced respectfully and in an age-appropriate way, can yield multiple developmental benefits mentally, emotionally, cognitively and socially. Mr. Acharya emphasized that yoga is not only a physical activity but also a powerful tool for inner balance and self-awareness. The session helped bring forward several positive outcomes:

- Mental clarity and focus improved through mindful breathing and posture.
- Language and memory skills were stimulated by chanting and repetition.
- Emotional regulation was enhanced, helping students manage stress and stay calm.
- A seed of spiritual curiosity was planted, encouraging personal reflection.
- Cultural identity and a sense of rootedness were reinforced through traditional practices.
- The group experienced greater calm energy, contributing to a more focused and peaceful learning environment.

This yoga and meditation session was a valuable addition to the workshop, supporting both the physical and emotional well-being of participants and encouraging long-term mindfulness practices in their daily lives.



Yoga Session in Progress



**6. PT & Physical Activities:** According to Lead Trainer Mr. Hom Nath Aryal, a research study conducted in Hong Kong found that persons with Visually Impaired (VI) tend to experience poorer health outcomes and have a shorter life expectancy compared to individuals with other types of disabilities. In light of this concerning reality, Mr. Aryal emphasized the inclusion of physical training and activities throughout the three-day workshop.

Having worked with VI individuals for many years, Mr. Aryal understands the vital importance of physical health and regular movement. During the training, it became evident that many students lacked physical endurance and flexibility. Some students became tired very quickly, some struggled to keep their hands raised for even short periods, others found it difficult to run or dance due to stiffness in their bodies.

It was also noted that most of the students live in hostels where they follow a very sedentary routine attending school, returning to eat and then resting or sleeping. There is little opportunity or motivation for them to engage in physical activities on a regular basis. Recognizing this, Mr. Aryal made it a priority to not only include physical exercises in the training schedule but to also educate the students on the importance of maintaining an active lifestyle.

The physical activities incorporated into the sessions included simple yet effective movements such as lifting and lowering the arms and legs, jumping, bending the body forward and backward, stretching the arms to the sides, and performing coordinated group exercises. To make the sessions more engaging and enjoyable, dance activities were also included, helping to improve both flexibility and group coordination. These exercises were not just about fitness—they aimed to raise awareness among students with visual impairments about the long-term benefits of physical health. The inclusion of physical training in the workshop was a crucial step toward encouraging students to break away from passive routines and embrace movement, energy, and health as part of their daily lives. Throughout the three-day workshop, the students popularized a slogan: *“If wealth is lost, nothing is lost; but if health is lost, everything is lost.”*



Visually Impaired Students are doing PT



Visually Impaired Students are ready for UEB

**7. Sports Activities:** In Nepal, there is still a widespread belief that persons with disabilities are unable to participate in sports. However, globally, Para Sports have gained significant recognition and have become a powerful platform for showcasing the abilities and talents of individuals with disabilities.

Recognizing the importance of sports in promoting physical fitness, confidence and inclusion, Lead Trainer Mr. Hom Nath Aryal incorporated various Para Sports activities into the workshop schedule. These included running, hot potato, skipping and judo, all adapted to suit the needs and abilities of Visually Impairment (VI) students.

In addition to the physical benefits, Mr. Aryal shared the importance of sports for VI individuals explaining how participation in sports can improve coordination, teamwork, mental focus and overall well-being. Through these activities, students not only engaged in fun and exercise but also began to understand that sports can be an empowering part of their lives.

This session helped challenge societal misconceptions and encouraged students to explore their athletic potential, reinforcing that disability is not a limitation when proper opportunities and support are provided.



VI Student Learning to play skipping



VI Students playing hot potato game

8. **Story Telling, Singing & Quiz Contest:** During the Unified English Braille (UEB) sessions, the Trainer thoughtfully included moments of refreshment and interaction to keep the students engaged and energized. He encouraged students to sing songs, share jokes, shared story and express themselves creatively between lessons. These light-hearted activities provided a welcome break and contributed to a positive and joyful learning environment.

In addition, the resource teachers actively supported the trainer by organizing a quiz contest on Braille contractions. Students enthusiastically participated in the quiz, eager to answer the questions correctly and win chocolates as prizes. These fun and interactive segments not only helped reinforce learning but also brought excitement and a sense of healthy competition to the workshop.

Such activities played a vital role in keeping the participants motivated, refreshed and emotionally connected throughout the training sessions.



Visually Impaired Students singing song



Unified English Braille is in progress

9. **Unified English Braille (UEB):** The Unified English Braille (UEB) session was led by Trainer Mr. Hom Nath Aryal, who began the workshop by providing background information on UEB its purpose, development, and the six core principles that guide its structure and use.



Mr. Aryal explained the history and evolution of UEB, including how it was initiated and adopted in various English-speaking countries. He highlighted the leading role of countries like the United States, United Kingdom, and Australia in developing and standardizing UEB, as well as Nepal's own adoption of the system. He also discussed the advantages and impact of UEB, especially in improving access to information, education and digital content for people who are Visually Impairment. Throughout the session, Mr. Aryal maintained an interactive approach, encouraging students to participate in discussions and read from the presentation slides. He also showed motivational videos to keep the participants engaged and inspired during the learning process.

Participants gained insights into various topics, including:

- The journey and membership growth of UEB adopting countries.
- The history of Braille, tracing back to Louis Braille (1809–1852), the blind Frenchman who invented the tactile reading and writing system.
- Nepal's Braille history, recognizing Mr. Junga Bahadur Bogati as the first person to introduce Braille in the country.
- Technical aspects such as the 64 possible Braille cell combinations, the use of capital letters and the transition from previous Braille codes to the unified system.

UEB was defined for the participants as the standardized Braille code used for reading and writing English by Visually Impairment individuals. It was developed to unify multiple versions of English Braille including literary, computer and scientific Braille into one consistent and modern system.

This session was instrumental in helping participants to understand the relevance and necessity of UEB and how it plays a vital role in supporting inclusive education and professional development for the Visually Impairment community. Some of the advantages of UEB are:

- Increase the timeliness of many types of braille production by permitting transcribers to put more focus on the advanced aspects of Braille production rather than spending time on routine matters.
- Reduced the labour required with Braille production, giving teachers more time to spend with the students instead of Braille materials for them.
- Minimize some extent, difficulties experienced by a reader who is required to read computer produced Braille that has been transcribed by someone who has not been transcription.



UEB Workshop going on



Chairman RR Pandey interacting with VI Resource Teacher

**10. Closing Program:** The closing ceremony marked a joyful celebration of the students' dedication, progress and achievements over the three-day residential workshop. The event was honoured by the presence of Mr. Nabin Mainali, Ward Member of Kathmandu Metropolitan City, as the Chief Guest and Mr. Lawa Kumar Khatri from Yeti Distillery as the Special Guest. Also in attendance were

Chairman Mr. R.R. Pandey, Secretary Mr. Gyan Prasad Khanal and Executive Committee Member & Lead Trainer Mr. Hom Nath Aryal.

Adding a heartwarming touch to the ceremony, students from all three inclusive schools gave a musical performance, showcasing their talents and expressing appreciation for the opportunity to participate in the workshop.

The inspiring and encouraging remarks delivered by the distinguished guests further emphasized the importance of the program and the commendable achievements of the students.

As a gesture of appreciation and love, all participating students received school bags from the Chairman, resource teachers were awarded certificates of participation along with bags and tokens of love were presented to the Chief Guest and Special Guest in recognition of their valuable support.

Finally, the Chairman concluded the program by expressing heartfelt gratitude to all involved the students with Visual Impairment, resource teachers, professional trainer, distinguished guests, supporters, the three dedicated staff members of the organization, and the staff of Pension Vasana Hotel.

ADSoN remains confident that the knowledge and skills acquired during the workshop will be effectively applied by the students in their academic and daily lives, thereby fostering greater independence, inclusion and empowerment.



Token of Love handing over to the Chief Guest



School Bag handing over to the VI students



Resource Teacher sharing her experience in the closing ceremony



Chairman RR Pandey giving closing remarks



## Challenges:

Despite the overall success of the three-day residential workshop, several challenges were observed during planning, implementation and participation:

1. **Physical Fitness of Students:** Many students with Visual Impairment lacked physical stamina and flexibility. Some were unable to perform basic exercises like raising hands, jumping or dancing due to a lack of regular physical activity in their daily routines.
2. **Hesitation to Use White Cane:** A significant number of students were hesitant or unwilling to use the white cane for independent mobility. They preferred relying on their low vision friends, which limits their confidence and self-reliance.
3. **Poor Daily Living Habits:** Some students demonstrated limited knowledge of personal hygiene, proper brushing, food etiquette, and independent daily tasks—indicating a need for regular training in Daily Living Skills (DLS).
4. **Lack of Experience with Buffet System:** Several students had never used a buffet system before. This created confusion during mealtimes and highlighted the need for orientation in such real-life settings.
5. **Limited Braille Proficiency:** Although students showed enthusiasm during the UEB sessions, some struggled to read and write fluently in Braille. There is a need for more practice and exposure to Braille materials.
6. **Sedentary Hostel Lifestyle:** Students shared that their daily routine mostly consisted of going to school, eating, and sleeping, with minimal outdoor or active engagement. This contributes to both physical and mental fatigue.
7. **Short Attention Span:** Due to long sessions, some students lost focus or became tired quickly. This required facilitators to include entertainment breaks (songs, jokes, quizzes) to maintain energy and engagement.
8. **Limited Teacher Training:** While resource teachers were dedicated, some lacked in-depth training in modern approaches to Orientation & Mobility, DLS, and inclusive education methods.
9. **Inadequate Prior Exposure:** Some participants were attending such a workshop for the first time, which made initial engagement slow. More orientation or pre-training could help participants benefit fully.
10. **Infrastructure Barriers:** Although the hotel was supportive, not all spaces were fully accessible for Visually Impaired participants, especially during movement between sessions and rooms.
11. **Limited Support for Lead Trainer:** Due to the tight schedule, the Lead Trainer was actively engaged from 5:00 AM to 8:00 PM, which made it difficult to sustain energy and deliver lengthy sessions effectively. For future workshops, it is recommended to assign a qualified assistant to support the Lead Trainer with session facilitation, logistics and participant engagement.

## Recommendations:

Based on the observations, feedback from participants and the overall experience of the three-day residential workshop, the following recommendations are proposed to enhance future programs:

1. **Regular Physical Activities:** Incorporate regular physical training (PT) sessions in schools for students with Visual Impairment to improve their health, flexibility, and stamina. Teachers and hostel staff should be trained and encouraged to facilitate daily exercise routines.
2. **Reinforcement of Orientation & Mobility (O&M):** Strengthen O&M training in schools by ensuring regular use and promotion of the white cane. Organize follow-up orientation sessions, especially when students shift to new venues, hostels, or classrooms.
3. **Daily Living Skills (DLS) Integration:** Include DLS in the school curriculum and hostel routines. Focus on brushing techniques, good food habits, washing dishes, personal hygiene, and independence in daily tasks using tools like the clock technique and buffet-style meals.
4. **Ongoing Braille (UEB) Practice:** Provide regular Unified English Braille (UEB) refreshers and practice sessions for both students and teachers to reinforce learning and fluency. Develop

accessible materials in UEB and encourage reading and writing through Braille libraries and competitions.

5. **Encourage Para Sports and Recreational Activities:** Promote awareness of Para Sports and encourage active participation in games suited for Visually Impairment (VI) students. Schools and DPOs should coordinate to organize inclusive sports events.
6. **Yoga and Meditation Sessions:** Conduct regular yoga and meditation sessions to improve mental clarity, emotional regulation, and classroom behaviour. These should be age-appropriate and culturally sensitive, involving practices like breathing exercises, body stretching, and Sanskrit mantra chanting.
7. **Hostel Lifestyle Improvement:** Encourage hostels to create a more dynamic routine that includes physical activities, reading time, and life skill training to reduce sedentary habits and improve overall well-being.
8. **Teacher and Staff Capacity Building:** Organize regular capacity-building workshops for resource teachers, hostel staff, and school administrators on inclusive education, disability rights, psychosocial support, and assistive technology.
9. **Stronger Collaboration and Monitoring:** Foster stronger partnerships between schools, DPOs, parents, and local government to ensure continuous support, monitoring, and follow-up of students' progress in O&M, DLS, and academic performance.
10. **More Frequent Workshops:** Conduct similar workshops periodically to ensure continued motivation, learning, and networking among VI students and their teachers. Future events could include peer mentoring and parent involvement as well.

## Conclusion:

The three-day residential workshop held at Pension Vasana Hotel in Kathmandu was successfully conducted and proved to be highly beneficial for all participants. A total of 56 individuals, including resource teachers for the blind and students with Visually Impairment from six inclusive schools across Bagmati Province, actively took part in the program.

The workshop provided an enriching experience, combining knowledge-building sessions, practical skill development, and interactive activities that supported the educational and personal growth of the participants. It served as a platform for learning, sharing, and empowerment for students and teachers alike.

Additionally, the overall management and hospitality provided by Pension Vasana Hotel greatly contributed to the program's success. The hotel staff were cooperative, courteous and attentive, ensuring that all participants felt comfortable and well cared for throughout the event. Their warm support created a welcoming environment, which was highly appreciated by the organizing team and participants.

In summary, the workshop not only achieved its learning objectives but also fostered a sense of community, motivation, and inclusion marking a significant step forward in promoting the rights and capabilities of persons with Visually Impairment.

## Media Coverage:

[दृष्टिविहिन तथा बहु-अपांगता भएका विद्यार्थीहरूका लागि तीनदिने आवासीय सिप विकास तालिम सम्पन्न : Bell Sanchar](#)

<https://thedmnnews.com/envisioning-youths-as-drivers-of-stronger-nepal/>



**Thank You!!**