

# **Report of Second Phase 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**



## Training Summary:

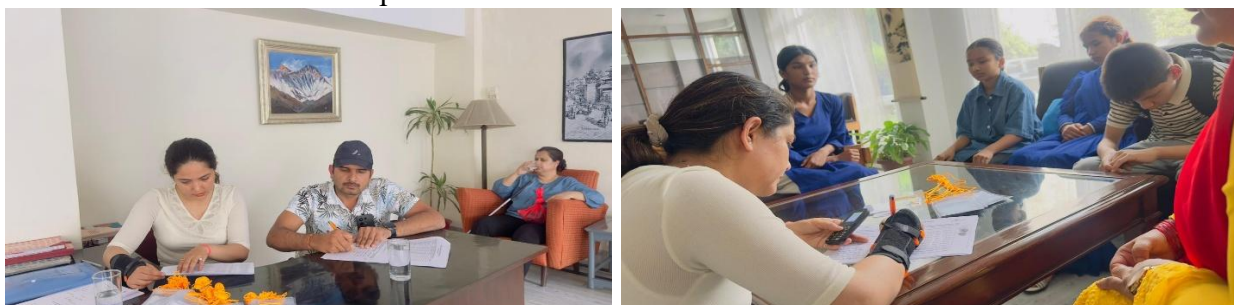
The Ability Development Society of Nepal (ADSoN) successfully concluded the second phase of a three-day residential workshop on Orientation & Mobility (O&M), Daily Living Skills (DLS), and Unified English Braille (UEB). The training was held from 22<sup>nd</sup> to 24<sup>th</sup> August 2025 (6<sup>th</sup> to 8<sup>th</sup> Bhadra 2082) at Pension Vasana Hotel, Dillibazar, Kathmandu.

This impactful initiative brought together 45 students with visual impairment from four inclusive schools of Bagmati Province: Aadarsha Secondary School, Bhaktapur; Sanjiwani Model Secondary School, Kavre; Janajagriti Secondary School, Dhading and Aadarsha Saula Yubak Secondary School, Lalitpur. The workshop was facilitated by a dedicated team of 13 members, including 7 resource teachers, 1 caretaker, 1 lead trainer, 1 assistant trainer and 3 organizing team of dedicated staff. Despite the intensive schedule from 5:00 AM to 8:15 PM each day the students participated with great enthusiasm, cooperation and eagerness to learn. Sessions were led by the highly respected Lead Trainer, Mr. Hom Nath Aryal and Assistant Trainer, Mr. Lok Bahadur Gurung, whose dynamic and engaging approaches inspired the participants throughout the workshop. They not only focused on UEB but also on the daily activities that a human being performs. Our students had the opportunity to learn these from the two resource persons during the training and workshop.

The closing ceremony marked a celebration of the students' commitment and learning. Distinguished guests included Mr. Nabin Mainali, Ward Member of Kathmandu Metropolitan City Ward No. 4, who attended as the Chief Guest. Other guests were Ms. Bhagwati Sangraula, Director of the Social Welfare Council (SWC); Ms. Nira Adhikari, Under Secretary of the Ministry of Women, Children and Senior Citizens; Dr. Khadak Singh Bisht, President of Rotary Club of Patan (RCP); as well as Lead Trainer Mr. Hom Nath Aryal and Assistant Trainer Mr. Lok Bahadur Gurung. Their encouraging words and presence added significance to the event.

The 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 applied effectively in the students' daily school and home environments, contributing to their independence and empowerment. A detailed summary of the activities conducted throughout the three-day residential program is presented below.

- 1. Welcome & Registration:** The organizing team warmly welcomed all participants for the three-day residential training and facilitated the registration process. Upon registration, the students discovered that the rooms had been arranged inclusively—no students were staying with their school friends. Instead, participants from different schools were mixed together, creating an opportunity to make new friends and gain diverse experiences. The resource teachers and organizing staff were also paired with the students to provide guidance and support. The organizing team reassured the students and handed over the keys to their respective rooms. As they made their way, some chose the stairs while others experienced the lift (elevator) for the first time, which sparked curiosity and prompted several questions. This thoughtful arrangement encouraged the students to step out of their comfort zones and fostered interaction with peers from different schools.



The Organizing Team has started welcoming participants and completing the registration.



**2. Orientation & Mobility (O&M):** As a key component of the workshop, Orientation and Mobility (O&M) training was provided to help students with Visual Impairment navigate unfamiliar surroundings with greater independence. At the start of the session, Assistant Trainer Mr. Lok Bahadur Gurung conducted a thorough orientation of the hotel premises, including the rooms, washrooms, surrounding areas, and the program hall. This familiarization allowed students to locate necessary facilities confidently and independently, minimizing confusion. The trainers emphasized that individuals with Visual Impairment always benefit from orientation support when entering new or unfamiliar environments.

Lead Trainer Mr. Hom Nath Aryal and Assistant Trainer Mr. Gurung then guided the students on mobility techniques. They encouraged the students to use the white cane proudly and consistently, highlighting its role in enhancing independence, safety and dignity.

The session aimed not only to improve practical mobility skills but also to promote a positive mindset, presenting the white cane as an international symbol of empowerment and identity for people with Visual Impairment rather than a sign of dependence.



The Organizing Team has started Orientation about the Hotel, rooms, washroom & its premises.

**3. Opening Program:** The opening ceremony of the workshop was a resounding success, chaired remotely from Thailand by our visionary Chairperson, Mr. Rabendra Raj Pandey. The event was graced by several distinguished guests, including Secretary Mr. Gyan Pd. Khanal, Lead Trainer Mr. Hom Nath Aryal, Assistant Trainer Mr. Lok Bahadur Gurung and Mr. Aashutosh Singh, representing the Rotaract Club of Patan. Their presence and inspiring words added great significance to the launch of this meaningful workshop, setting a positive tone for the days ahead.

During the ceremony, reference materials were handed over to the four participating schools to support learning. These included UEB books in Braille and ink print, Braille Handbooks in Braille and ink print, a Resource Handbook, and Facilitation Direction Handbooks. The distribution of these resources underscored the workshop's commitment to providing students and teachers with the tools necessary for effective learning and empowerment.



Guest seating in the Dias and handing over the Books to the schools during the Opening session

4. **Self Defence Training:** A special session on basic self-defence techniques was conducted by Mr. Aashutosh Singh and the team from the Rotaract Club of Patan. Students gained practical knowledge and confidence to ensure their personal safety. ADSoN expresses heartfelt gratitude to the Rotaract Club for their valuable time, energy and support in empowering students.



The Rotaract Club of Patan team conducting a self-defence training session for our VI students.

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

- Brushing techniques to ensure proper oral hygiene
- Healthy eating habits, including eating slowly, using clean utensils and choosing nutritious food
- Clock technique, helping 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
- Correct handwashing techniques for maintaining 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 reinforced the importance of structured guidance and hands-on practice in daily routines.

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



Visually Impaired students engaging in various daily living activities and gaining new experiences.



**6. Yoga and Meditation:** As part of the workshop's holistic approach to student well-being, Yoga and Meditation sessions were included for both Visually Impaired students and resource teachers. The sessions were thoughtfully led by Mr. Prabodh Kumar Acharya, Executive Committee Member of ADSoN, who has extensive experience in yoga practices. He introduced participants to the basic concepts of yoga, focusing on techniques that help reduce mental stress, promote calmness, and improve breathing (respiration). Students and teachers were guided through a series of gentle exercises and breathing techniques tailored to their comfort and abilities.

A unique feature of the session was the introduction of Sanskrit mantra chanting, even for younger students from Grade 4. When presented respectfully and age-appropriately, this practice can offer multiple developmental benefits mental, emotional, cognitive and social. Mr. Acharya emphasized that yoga is not only a physical activity but also a powerful tool for inner balance and self-awareness.

- The session produced several positive outcomes:
- Improved mental clarity and focus through mindful breathing and posture
- Enhanced language and memory skills through chanting and repetition
- Better emotional regulation, helping students manage stress and remain calm
- Encouragement of spiritual curiosity and personal reflection
- Reinforcement of cultural identity and a sense of rootedness through traditional practices
- Creation of a calm, focused group energy, contributing to a peaceful learning environment

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



Yoga and Meditation session in progress with VI students and Resource Teachers.

**7. PT & Physical Activities:** According to Lead Trainer Mr. Hom Nath Aryal, research conducted in Hong Kong indicates that persons with Visual Impairment (VI) often experience poorer health outcomes and have a shorter life expectancy compared to individuals with other types of disabilities. In response to this reality, Mr. Aryal emphasized the importance of incorporating physical training and activities throughout the three-day workshop.

Having worked with VI individuals for many years, Mr. Aryal and Assistant Trainer Mr. Lok Bahadur Gurung understand the vital role of physical health and regular movement. During the training, it

became evident that many students lacked physical endurance and flexibility. Some grew tired quickly, struggled to keep their hands raised even for short periods or found running and dancing challenging due to stiffness in their bodies.

Most students live in hostels with very sedentary routines attending school, returning to eat and then resting or sleeping. Opportunities for regular physical activity are limited and motivation is often low. Recognizing this, Mr. Aryal and Mr. Gurung prioritized not only including physical exercises in the training schedule but also educating students on the importance of maintaining an active lifestyle.

The physical activities incorporated simple yet effective movements, including lifting and lowering the arms and legs, jumping, bending forward and backward, stretching the arms to the sides and performing coordinated group exercises. Dance activities were also included to make sessions more engaging, improve flexibility and enhance group coordination. These exercises went beyond fitness they aimed to raise awareness among students with Visual Impairments about the long-term benefits of physical health.

Throughout the three-day workshop, the students embraced a guiding slogan: “If wealth is lost, nothing is lost; but if health is lost, everything is lost.” This reinforced the importance of physical well-being and encouraged students to adopt movement, energy and health as integral parts of their daily lives.



Morning PT session in Progress with everyone actively following along.

8. **Sports Activities:** In Nepal, there is still a widespread belief that persons with disabilities cannot 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 and Assistant Trainer Mr. Lok Bahadur Gurung incorporated various Para Sports activities into the workshop schedule. These included running, snake walking, hot potato, skipping and cat & Mouse, all adapted to meet the needs and abilities of Visually Impaired (VI) students.

In addition to the physical benefits, Mr. Dayaram Maharjan, a resource teacher from one of the schools, explained the significance of Para Sports for VI individuals. He highlighted how participation in sports can improve coordination, teamwork, mental focus and overall well-being. Through these engaging activities, students not only enjoyed exercise and fun but also began to understand that sports can be an empowering part of their lives.



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



VI students enjoying Para Sports activities such as running, hot potato, skipping and more.

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

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

Such activities played a vital role in keeping participants motivated, refreshed and emotionally connected throughout the training sessions, ensuring that learning remained both effective and enjoyable.



VI students enjoying a refreshing break during UEB Training with songs, jokes and laughter.

10. **Extra Session for Low Vision Students:** Building on the feedback from the first phase of training, this session introduced a more tailored approach by separating students into two groups: one group of Visually Impaired (VI) students for Unified English Braille (UEB) Training, and another group of Low Vision Students who required different strategies to maximize their residual vision.

For the Low Vision group, the Assistant Trainer Mr. Lok Bahadur Gurung introduced various assistive tools and techniques based on individual visual acuity. Students were guided in the use of hand magnifiers, stand magnifiers, reading stands, table lamps, and typos copes to enhance their ability to access educational materials effectively. Each tool was demonstrated practically, allowing students to explore and identify which aids were most comfortable and beneficial for their learning needs.

This extra session proved highly valuable, as it not only equipped students with the practical knowledge of assistive devices but also fostered their confidence in using these tools independently. By addressing the diverse needs of VI and Low Vision learners separately, the training ensured that all participants received inclusive, need-based support that directly contributes to their educational progress and independence.



Low Vision students learning to use different mediums for studying educational materials.

**11. 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.



Visually Impaired students learning to use Braille contractions and other related skills.

**12. Closing Program:** The 3-Day Residential Training on Orientation & Mobility (O&M), Daily Living Skills (DLS), and Unified English Braille (UEB) Workshop – 2082 has been successfully completed. The training brought together resource teachers and Visually Impaired (VI) students with the aim of enhancing inclusive education and promoting independent living skills. The closing ceremony was chaired by Mr. Gyan Pd. Khanal, Secretary of ADSoN, with the presence of distinguished guests: Mr. Nabin Mainali, Ward Member of Kathmandu Metropolitan City Ward No. 4 as the Chief Guest, Ms. Bhagwati Sangraula, Director of the Social Welfare Council (SWC), Ms. Nira Adhikari, Under Secretary of Women, Children & Senior Citizens, Dr. Khadak Singh Bisht, President of Rotary Club of Patan, Mr. Hom Nath Aryal, Lead Trainer and Mr. Lok Bahadur Gurung, Assistant Trainer.

During the program, training completion certificates were handed over to the resource teachers from four inclusive schools. In addition, educational and sports materials were distributed to VI students, while school bags were provided as a token of love to all the participants. Similarly, the Secretary of ADSoN presented tokens of love to the Chief Guest and other guests. This workshop has been a meaningful step toward empowering VI students, strengthening the capacity of resource teachers, and promoting inclusive education. The active participation and support of all stakeholders made the event truly impactful.



Certificate Distribution by the Guest to the Resource Teacher and Token of Love Handing Over to the Guest



Chief Guest Mr. Nabin Mainali, along with Guests Ms. Bhagwati Sangraula and Ms. Nira Adhikari, addressed the closing ceremony of the 3-day Training & Workshop. They appreciated the insightful sharing by resource teachers and VI students and conveyed their best wishes to all students for their academic journey.

## Challenges:

### 1. Adjustment to Inclusive Room Arrangements:

- Students were initially hesitant or anxious about sharing rooms with peers from other schools.
- Some needed reassurance and guidance to adapt to the new environment, including using stairs or elevators for the first time.

### 2. Limited Prior Experience with Mobility Tools:

- Some students were unfamiliar with the white cane and other orientation techniques.
- Confidence in navigating new or crowded spaces required continuous guidance.

### 3. Physical Fitness Limitations:

- Many students lacked endurance, flexibility, or muscle strength due to sedentary routines in hostels.
- Activities like running, stretching, or maintaining certain postures were initially challenging.

### 4. Lack of Familiarity with Daily Living Skills:

- Some students were unaware of basic hygiene, proper food handling, and etiquette.
- Structured, hands-on guidance was needed to help them adopt these essential skills.

### 5. Engagement in Learning Activities:

- Maintaining attention during intensive UEB sessions could be tiring, requiring refreshment breaks, storytelling, songs, and interactive quizzes to keep motivation high.

### 6. Adapting Sports and Physical Activities for VI Students:

- Modifying activities like running, judo, and skipping for students with Visual Impairments required extra planning and supervision.
- Ensuring both safety and enjoyment simultaneously was a constant consideration.

### 7. Initial Hesitation with New Practices:

- Practices like yoga, meditation, mantra chanting, and self-defence were new for many students, requiring time for adaptation and encouragement.



## Recommendations:

1. Continued Orientation & Mobility Support:
  - Regular follow-up sessions on mobility and orientation are recommended to reinforce confidence and independence in unfamiliar environments.
  - Schools should encourage students to use the white cane consistently, highlighting its role as a symbol of empowerment.
2. Enhanced Daily Living Skills (DLS) Practice:
  - Structured practice of hygiene, food handling and independent living skills should be integrated into daily routines at schools and hostels.
  - Hands-on guidance and supervision can help students internalize these essential skills.
3. Physical Fitness and Active Lifestyle:
  - Regular physical training, yoga and exercise sessions should be included in the school schedule to improve endurance, flexibility and overall health.
  - Awareness programs on the long-term benefits of physical activity for visually impaired individuals are recommended.
4. Inclusion of Sports Activities:
  - Schools and communities should provide opportunities for VI students to engage in adapted sports, promoting confidence, teamwork and physical well-being.
  - Para sports competitions can help challenge societal misconceptions and encourage wider participation.
5. Regular Creative and Interactive Learning:
  - Activities such as storytelling, singing and quizzes should be incorporated periodically to maintain engagement and motivation in learning programs.
6. Self-Defence Training:
  - Basic self-defence training should be provided regularly to empower students with the knowledge and confidence to ensure their personal safety.
7. Resource Accessibility:
  - Continuous availability of learning materials in Braille and ink print, along with supportive handbooks, is crucial for reinforcing skills and knowledge gained during workshops.
8. Capacity Building for Teachers and Caregivers:
  - Training and support for resource teachers and caretakers can ensure consistent guidance and a safe, supportive environment for VI students.
9. Community and Family Engagement:
  - Parents, guardians and local communities should be encouraged to support students' application of mobility, DLS and sports skills in daily life.
  - Awareness programs can help reduce stigma and promote inclusion of Visually Impaired individuals in broader society.
10. Orientation on Mobility:
  - The complete mobility training course normally takes around three months. However, due to time limitations, we were only able to provide students with the basic concepts. Follow-up sessions are necessary and in future trainings, organization need to plan to include more in-depth knowledge and practical skills.
11. Monitoring and Follow-up:

- Continuous follow-up through physical visits may not always be possible. As an alternative, the organization can create a WhatsApp group to monitor participants' and resource teachers on progress and provide support. This platform can be used to track how participants are applying the training in their daily lives and to share additional guidance as needed.

## **Conclusion:**

The 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 from mobility and daily living to yoga, sports and self-defence will be applied effectively in students' school and home environments, fostering independence, confidence and holistic development.

**Thank You!!**