



# **WBU-ICEVI Joint Assemblies 2016**

## **18-25 August 2016**



# **ICEVI Day Schedule**

**22<sup>nd</sup> August 2016**

**Theme:**

**Education for all children with visual impairment:  
Beyond 2015**

**Venue:**

**Rosen Centre Hotel, Orlando, Florida, USA**

## Message from the **President, ICEVI**

Dear Friends and Colleagues,

Four years ago, ICEVI decided to hold its General Assembly in conjunction with that of the World Blind Union (WBU) in order to promote greater collaboration and get the most out of limited resources. This was generally thought to be a success and so it has been decided to repeat the innovation this year.

Last time, all the ICEVI sessions with a specific focus on education were held jointly with WBU and took the form of sessions choreographed with a panel of speakers. This worked well and will be repeated for two days of joint ICEVI-WBU sessions. However, ICEVI delegates regretted the fact that there was no opportunity for individual ICEVI members to present their own papers as had traditionally been the case with ICEVI conferences.

Accordingly, while still retaining two days for joint ICEVI-WBU sessions, it has been decided this year to reintroduce a specifically "ICEVI Day" – though members of WBU are of course welcome to attend - to give individual ICEVI members the opportunity to present their own papers as before. Abstracts were invited, and the ICEVI Day Program Committee has put together a rich menu consisting of over 120 presentations and workshops in 30 concurrent sessions throughout the day around the theme **"Education for All Children with Visual Impairment: Beyond 2015"**.

I believe they have created a most exciting agenda, and I hope you will feel that it gives us the best of both worlds, joint sessions and individual presentations.

Enjoy!

**Colin Low**  
President, ICEVI

## Message from the **Chair, ICEVI Day Program Committee**

The Program Committee is pleased to present a dynamic ICEVI Day Program that explores the theme of “**Education for All Children with Visual Impairment: Beyond 2015**”. The Day brings together at the global level, agencies, professionals, and parents who share a commitment to promoting quality education for children and youth with visual impairment. The Day’s opening session will showcase inaugural and keynote addresses by Mr. Yohei Sasakawa of the Nippon Foundation and Dr Camilla Croso of the Global Campaign for Education. The opening session will be followed by over 120 presentations and workshops in 30 concurrent sessions throughout the Day, with ICEVI regional meetings taking place directly after the lunch period.

The ICEVI Day program offers a wealth of perspectives on education for learners who are blind, have low vision, deafblindness or additional disabilities. Presentations and workshops will cover such critical topics as inclusive education, curriculum and expanded core curriculum, assistive and mainstream technologies, early intervention and early childhood care and education, higher education, education advocacy and awareness creation, social and independent living skills, parent and family perspectives, education for children with visual impairment and additional disabilities, low vision, personnel preparation, educational practices, and cerebral visual impairment. Presentations will be delivered in English, with the exception of two sessions offered in Spanish.

The ICEVI Day provides opportunities for connecting people with a shared interest in creating positive change in education access and social inclusion for children and youth with visual impairments and their families. The Day is followed by two days of joint WBU and ICEVI presentations by invited leaders and practitioners in the field of visual impairment.

### **Dr. Frances Gentle**

Chair, ICEVI Day program Committee

## **ICEVI DAY Program Committee**

### **Chairperson:**

**Frances Gentle**

### **Members:**

**Colin Low**

**MNG Mani**

**Lucia Piccione**

**Praveena Sukhraj-Ely**

**Kay Ferrell**

**Susan LaVenture**

**Krisztina Kovács**

## **9:00 am – 10:30 am INAUGURATION**

Chairman's address and Welcome : **Mr. Arnt Holte**  
President, World Blind Union

Address by ICEVI President and  
Brief report of the Quadrennium : **Lord Colin Low**

Inaugural address : **Mr. Yohei Sasakawa**  
Chairperson,  
The Nippon Foundation

Keynote : **Dr. Camilla Croso**  
President,  
Global Campaign for Education

Special Address : **Ms. Jenny Lay-Flurrie**  
Chief Accessibility Officer,  
Microsoft

ICEVI Day Program : **Dr. Frances Gentle**  
Chairperson,  
ICEVI Day Program Committee

**10:30 – 11:00 am : Tea Break**

## 11:00 – 12:30 pm CONCURRENT SESSIONS

### Session 1 : **Inclusive education**

**Room** : **Salon 5, level 2**

**Chair** : **Panagiota (Betty) Leotsakou**, Regional Chair, ICEVI Europe

#### **Presenters :**

1. **Glenda Jessup**, University of Sydney, **Australia**  
Social inclusion and high school students who are visually impaired
2. **Nongola**, Curriculum Development Centre, **Zambia**  
Inclusive education practices: The Case of Osaka
3. **Premavathy Vijayan** & **G. Victoria Naomi**, Avinashilingam Institute for Home Science and Higher Education for Women, **India**  
Response to Intervention (RTI) in inclusion: A new paradigm in the Indian context
4. **SungDuck Cho**, Handicap Initiative Support And Network (HISAN), **Kenya**  
Inclusive education for children with visual impairment in a war torn country. A case study of Rainbow school for the Blind, Merka, Somalia
5. **Samina Ashraf**, University of the Punjab, **Pakistan**  
The acceptability level of school teachers towards the inclusion of children with visual impairment

### Session 2 : **Access to curriculum, expanded core curriculum, and extra-curricular areas**

**Room** : **Salon 6, level 2**

**Chair** : **Suwimon Udompiriyasak**, Regional Chair, ICEVI East Asia

#### **Presenters :**

1. **Kay A. Ferrell**, Regional Chair, ICEVI North America/Caribbean; and **Kathryn Botsford**, Portland State University, **USA**  
The impact of Expanded Core Curriculum on select Quality of Life indicators for students with visual impairment
2. **Tessa McCarthy**, North Carolina Central University, **USA**  
Event planner sensitivity to the needs of individuals with visual disabilities
3. **Graeme Douglas**, **Rachel Hewett** & **Onder Islek**, University of Birmingham, **United Kingdom**

Balancing the core curriculum and the additional curriculum: views of different stakeholders in the UK and Turkey

4. **Suwannawut NS Nantanoot**, Bureau of Special Education, Ministry of Education, **Thailand**  
Revision of accessible E-learning models

### **Session 3 : Assistive and mainstream technologies**

**Room : Salon 7, level 2**

**Chair : Colin Low**, President, ICEVI

#### **Presenters :**

1. **Sean Richards Tikkun**, Northern Illinois University, **USA**; **Frances Gentle**, Royal Institute for Deaf and Blind Children, **Australia** & **Stacy Kelly**, Northern Illinois University, **USA**  
Unified English Braille: Large scale braille training projects to support adoption
2. **Cheryl Kamei-Hannan**, California State University; Cay Holbrook, University of British Columbia, **USA**  
iBraille challenge mobile App: Using technology to build literacy skills in K-12 students
3. **Tomer Rosner**, Aleh – The Society of Blind and Dyslexic Students in Israel, **Israel**  
The visually impaired students' toolkit acquirement (VISTA) model developed by "Aleh" Society for Promoting Higher Education for the Blind and Visually Impaired in Israel
4. **Opeolu Akinola**, Nigeria Association of the Blind, **Nigeria**  
Increasing access to education among blind children in low and medium income countries through assistive technology

### **Session 4 : Early intervention and early childhood care and education**

**Room : Salon 8, level 2**

**Chair : Lucia Piccione**, First Vice-President, ICEVI

#### **Presenters :**

1. **DeEtte L. Snyder**, Washington State School for the Blind & **Catherine Smyth**, Colorado Department of Human Services, **USA**  
Practical intentions or intentional practices: Using a routines-based

approach as support for young children with blindness and visual Impairments

2. **Madhav Aryal**, ICEVI Country Representative, **Nepal**  
Early intervention, early childhood care and education (3 E's) or preschool for children with cerebral visual impairment (CVI): An attempt in Nepal
3. **Khalid Naeem**, Former Director General, Special Education Department & **Munazza Gillani**, Sightsavers International, **Pakistan**  
Introduction of inclusive education in Federally Administered Tribal Area – FATA of Pakistan
4. **Kim de Verdier**, Stockholm University/Swedish National Agency for Special Needs Education, **Sweden**  
Children with blindness in Sweden: Characteristics of the population - Preliminary data from a register study
5. **T.D.T.L. Dhanapala**, The Open University of Sri Lanka, **Sri Lanka**  
Awareness and motivation in parents of low vision children in Sri Lanka

## **Session 5 : Higher education: Opportunities and challenges**

**Room** : **Salon 9, level 2**

**Chair** : **Larry Campbell**, President Emeritus, ICEVI

### **Presenters :**

1. **James D. Aiwa**, University of Goroka, **Papua New Guinea**  
The experiences of two students with vision impairment studying at the University of Goroka
2. **Silvia M. Correa-Torres**, University of Northern Colorado, **USA**  
Supports and accommodations for students with visual impairment in Thai Universities
3. **Humara Bano**, University of the Punjab, **Pakistan**  
Inclusion of students with visual impairment - Access, facilities and higher education
4. **Robert L. Tang**, Chancellor, De La Salle-College of Saint Benilde, **Philippines**  
Inclusive Higher Education Centres: Philippines experience
5. **Yogendra Pandey**, Banaras Hindu University, **India**  
Higher education for persons with visual impairment



## **Session 6 : Education advocacy and awareness creation**

**Room : Salon 10, level 2**

**Chair : Andrew Griffiths, Sightsavers**

### **Presenters :**

1. **Joan B. Chase**, Consulting Psychologist, **USA**  
Recurring themes in education of students with visual impairment: "Plus ça change, plus c'est la même chose"
2. **Bhushan Punani**, Regional Chair, ICEVI West Asia, **India**  
Advocacy: A tool for ensuring education for all children with visual impairment
3. **Michele Woods**, Director, World Intellectual Property Organization, **Switzerland**  
Marrakesh Treaty implementation: Making the promise of the Treaty a reality
4. **Rachel Hewett & Graeme Douglas**, University of Birmingham, **United Kingdom**  
The importance of self-advocacy skills: 'This is what I can do, and these are the adjustments I require'
5. **Pallavi Kadam**, National Association for the Blind, **India**  
Legal Capacity and CRPD in Indian Perspective

## **Session 7 : Education for children with visual impairment and additional / multiple disabilities or deafblindness**

**Room : Salon 11, level 2**

**Chair : Wenru Niu, Overbrook School for the Blind**

### **Presenters :**

1. **Nandini Rawal**, Treasurer, ICEVI, **India**  
Education for children with visual impairment and multiple disabilities (MDVI) and deafblindness in rural communities
2. **Deborah J. Gleason & Dennis Lolli**, Perkins School for the Blind, **USA**  
Responsible inclusion: Considerations in providing access to quality education for children who are visually impaired with additional disabilities
3. **Van Nga Le**, Nhat Hong Center for the Blind & Visually Impaired, **Vietnam**  
Education for all children with visual and multiple disabilities in Vietnam

4. **Aine Murphy**, The Royal Blind School, **United Kingdom**  
Peace of mind: Mindfulness techniques for, and stress control in, the MDVI curriculum

## **Session 8 : Social, life and independent living skills**

**Room : Salon 12, level 2**

**Chair : Tigabu Gebremedhin**, Regional Chair, ICEVI Africa

### **Presenters :**

1. **Ria Waelen**, Royal Visio, **The Netherlands**  
Introducing the method "Moving towards self-confidence"
2. **Rebecca Sheffield**, American Foundation for the Blind, **USA**  
Sharing their stories: Experiences and perceptions of quality of life from young adults who are blind in the United States
3. **Catherine Smyth**, Colorado Department of Human Services; **Zoe L. Morgese**, Anchor Center for Blind Children, **USA**  
Eating upside down: Research and strategies for the development of independent mealtime skills in very young children with visual impairment
4. **Vijay Shankar Sharma**, National Rehabilitation University, **India**  
A study of the extent and types of bullying pattern among children with visual impairment in an inclusive education setting
5. **J.P. Singh**, Amity University & **Sri Ram Mittal**, National Institute for the Visually Handicapped, **India**  
"Vocationalisation" of education: A successful strategy for transition to quality adulthood life using technological innovation in the 21st century

## **Session 9 : Parent and family perspectives**

**Room : Salon 13, level 2**

**Chair : Susan LaVenture**, President, International Association for Parents of Children with Visual Impairments (IAPVI)

### **Presenters :**

1. **Diyana Kamarudin**, Western Michigan University, **USA** & **Yasmin Hussain**, SEAMEO-SEN, **Malaysia**  
Parent mediation of television usage by their children with visual impairment in Malaysia

2. **Scott Truax**, American Foundation for the Blind, **USA**  
American Foundation for the Blind Family Connect Program: A free internet resource
3. **Paula Conroy**, University of Northern Colorado, **USA**  
Adoption of children with visual impairments around the world
4. **Seidel Guila & Yael Weisz-Rind**, "Ofek Liyladenu"-Israel National Association of Visually Impaired Children, **Israel**  
Summer jobs for youngsters with visual impairments

## **Session 10 : Education for all children with visual impairment (Spanish session)**

**Room** : **Salon 14, level 2**

**Chair** : **Javier Güemes**, ONCE International Relations Department

### **Presenters :**

1. **Belkis León González**, Special ICEVI Latin American Regional Group on Low Vision Coordinator, **Venezuela** & **Patricia Ramos González**, University of Concepción, **Chile**  
Book presentation: The multidisciplinary team in the care of students with low vision for teachers in Latin America.
2. **Carmen Lucía Guerrero de Prado**, Guatemalan Foundation for Children with Deafblindness Alex (FUNDAL), **Guatemala**  
Low cost technology adaptations using Adapted Designs
3. **Miriam Gallegos Navas**, Salesian Polytechnic University of Ecuador, **Ecuador**  
The education of people with visual disability: Barriers to access and learning (UPS Ecuador case study)
4. **Zelia Bittencourt, Elisabete Gasparetto & Fatima Mendes**, Campinas State University, **Brazil**  
Accessibility in informatics for teenagers and adults with visual deficiency

**12:30 – 1.30 pm** : **Lunch**

**1:30 –2.30 pm** : **ICEVI Regional Meetings**

## 2:30 – 4:00 pm : CONCURRENT SESSIONS

### **Session 11 : Inclusive education**

**Room** : **Salon 5, level 2**

**Chair** : **Praveena Sukhraj-Ely**, Principal Officer, ICEVI

#### **Presenters :**

1. **Mereoni Daveta**, Access to Quality Education Program (AQEP), **Fiji**  
Addressing inclusion of students with visual impairment and other disabilities in Fiji mainstream schools: Lessons learned
2. **Annica Winberg**, National Agency for Special Needs Education and Schools, **Sweden**  
How well are students with visual impairment prepared for adulthood after schooling within the general education system?
3. **Rima Canawati**, Bethlehem Arab Society for Rehabilitation, **Palestine**  
A progressive vision of inclusive education
4. **Stacy Kelly**, Northern Illinois University, **USA**  
Current issues for students with visual impairments in health education: Making the curriculum content meaningful and accessible
5. **Vibhu Sharma**, **India**  
Awareness and creation of “inclusion” in inclusive education practices

### **Session 12 : Access to curriculum, expanded core curriculum, and extra-curricular areas**

**Room** : **Salon 6, level 2**

**Chair** : **Michael Delaney**, Perkins International

#### **Presenters :**

1. **Workshop (40 mins): Ing. Chris Horst**, Royal Dutch Visio, **The Netherlands**  
SenseMath, making sense of math: More accessible and enjoyable mathematics for blind students with an app providing audible and/or tactile graphs
2. **Nathalie Lewi-Dumont**, National Higher Education Institute for Teacher Training and Research for Special Needs Education, **France**  
How secondary mathematics teachers adapt their practices to visually impaired students in an inclusive school setting?

3. **Ogweno Evans Odhiambo**, Obede Secondary School, **Kenya**  
The Dorlivan Counter - An inclusive tool for introducing number work to children with visual impairments

### **Session 13 : Assistive and mainstream technologies including instructional techniques**

**Room** : **Salon 7, level 2**

**Chair** : **Nafisa Baboo**, Light for the World

1. **Workshop (45 mins) : Boguslaw W Marek**, The John Paul II Catholic University of Lublin, **Poland**  
From objects to drawings, from drawings to better understanding of the world: Helping totally blind learners overcome the fear of tactile graphics
2. **Ben Clare**, Regional Chair, ICEVI Pacific, **Australia**  
Current impact of adaptive and assistive technology on educational opportunities for blind and visually impaired children and adults in Pacific Island countries
3. **William R McCann**, Dancing Dots, **USA**  
Being part of it all: Innovative and inclusive technologies from Dancing Dots for the Blind, for a low vision music student, teacher and professional

### **Session 14 : Personnel Preparation: Education of teachers or other professionals**

**Room** : **Salon 8, level 2**

**Chair** : **Dave Power**, Perkins School for the Blind

#### **Presenters :**

1. **Yasmin Hussain**, SEAMEO-SEN, **Malaysia**  
SEAMEO model for sustainable best practices in special education: Southeast Asia countries
2. **Edna H. Jalotjot**, University of Southeastern Philippines, **Philippines**  
Teacher preparation for inclusion of children with visual impairment: A Philippines longitudinal study
3. **John P. Ravenscroft**, Scottish Sensory Centre/ University of Edinburgh, **United Kingdom**  
A competence model of qualifications for teachers of children with vision impairment: What are our thoughts?

4. **Adam Wilton**, Provincial Resource Centre for the Visually Impaired (PRCVI), **Canada**  
Workload determination for itinerant teachers of students with visual impairments in North America: A Delphi study
5. **Sri Ram Mittal**, National Institute for the Visually Handicapped, **India**  
Status of teaching expanded core curricular areas in teacher preparation programmes in India

### **Session 15 : Workshop: ICEVI–Nippon Foundation Higher Education Project: Creating Inclusive Universities in the ASEAN Region**

**Room** : **Salon 9, level 2**

**Chair** : **Larry Campbell**, Project Director, ICEVI-Nippon Higher Education Project & President Emeritus, ICEVI

#### **Presenters :**

1. **Larry Campbell**, President Emeritus, ICEVI and Co-Project Director, Higher Education, **USA**  
Introduction and overview of this regional initiative
2. **Aria Indrawati**, Pertuni, Indonesia & **Auray Aun**, Krousar Themy **Cambodia**  
Creating a more welcoming university environment and promoting the development of more inclusive university and public policies
3. **Amy Mojica**, Resources for the Blind, Philippines & **Sr. Van Nga Le**, **Vietnam**  
Changing the attitudes of blind students and helping them to become more self-confident and proactive for their own rights
4. **Dang Hoai Phuc**, Sao Mai Centre, **Vietnam**, **Marlo Lucas**, RBI Philippines and **Sr. Van Nga Le**, **Vietnam**  
Assuring an effective transition from higher education to gainful employment
5. **Kwai Nan**, Myanmar National Association of the Blind, **Myanmar**, **Thongsouk Keomany**, National University of Laos, **Lao PDR**, **Yoshimi Horiuchi**, **Japan**  
Sharing experiences

### **Session 16 : Education advocacy and awareness creation**

**Room** : **Salon 10, level 2**

**Chair** : **Lars Bosselmann**, CBM

### **Presenters :**

1. **Olanike Omekeh**, Federal College of Education (Special), **Nigeria**  
Impact of the Millennium Development Goals on the education of pupils with visual impairment in Nigeria
2. **Priscilla Mathgopaul**, Ethembeni School for Physical Disabled and Visually Impaired, **South Africa**  
The child that's lost: Teaching blind learners within the context of poverty and rurality
3. **Bhushan Punani**, Regional Chair, ICEVI West Asia, **India**  
Breaking barriers within the community in respect of education of children with visual impairment
4. **T.D.T.L. Dhanapala**, The Open University of Sri Lanka ; **Anoma Fonseka** & **Eric Prassana Kumara Hettiarchchi**, SERRIC, **Sri Lanka**  
Introducing the Senehasa Education, Resource, Research and Information Centre (SERRIC)
5. **Onder Islek**, University of Birmingham, **United Kingdom**  
Alright, "education for all children with a visual impairments" but what do we mean by "education"? Are we missing something essential?

### **Session 17 : Education for children with visual impairments and additional / multiple disabilities or deafblindness**

**Room** : **Salon 11, level 2**

**Chair** : **Deborah Gleason**, Perkins School for the Blind

### **Presenters :**

1. **Amy T. Parker**, National Center on Deaf-Blindness, **USA**; **Carolyn Monaco**, George Brown College, **Canada** & **Leanne Cook**, National Center on Deaf-Blindness, **USA**.  
Open hands, open access deaf-blind intervener learning modules
2. **Nho Hoang Thi**, Hanoi National University of Education & **My Cao Xuan**, Ho Chi Minh University of Education, **Vietnam**  
The factors effecting education quality for children with multiple disabilities in Hanoi and Ho Chi Minh City in Vietnam
3. **Workshop (45 mins) : Nandini Rawal**, Treasurer, ICEVI and Blind People's Association, **India**  
Transitions for persons with visual impairment and additional disabilities (VIAD) and deafblindness (Db): From home to school and on to life

## **Session 18 : Social, life and independent living skills**

**Room** : **Salon 12, level 2**

**Chair** : **Scott Truax**, American Foundation for the Blind (AFB)

### **Presenters :**

1. **Karen Wolffe**, Career Counseling and Consultation & **Stacy Kelly**, Northern Illinois University, **USA**  
Beyond reading and writing: Academic, social, vocational, and living skills of a select group of academically capable blind students in the US
2. **Sinkanako Kalambule Banda**, Malawi Union of the Blind, **Malawi**  
Gender based violence against visually impaired girls: Why in the 21st century?
3. **Anoma Alwis**, Open University, **Sri Lanka**  
Educational experiences: The academic success of students with blindness and visual impairments
4. **Hong Phangia Dewald** & **Catherine Smyth**, University of Northern Colorado, **USA**  
Baby Steps: Using Tele-intervention with families of young children with visual impairment

## **Session 19 : Parent and family perspectives**

**Room** : **Salon 13, level 2**

**Chair** : **Rosemary Macapagal**, Project Officer, PAVIC, Philippines

1. **Workshop (60 mins): Susan LaVenture**, National Association of Parents of Children with Visual Impairments of Lighthouse Guild, **USA**; **Guila Seidel**, OFEK National Association of Parents of Children with Visual Impairments, **Israel**; **David Heather**, President of PVI-NZ, **New Zealand**; **Angelette Akkermans**, Parent Advocate, **The Netherlands**  
Parent Involvement
2. **Martin Osangiri Okiyo**, Regional Coordinator, ICEVI Africa Region, **Kenya**  
Parent and family perspectives, including building family support systems, the role of parents in education, parent impact on community, and formation of parent groups

## **Session 20 : Education for all children with visual impairment (Spanish session)**

**Room** : **Salon 14, level 2**



**Chair** : **Maria Cristina Sanz**, Regional Chair, ICEVI Latin America

**Presenters :**

1. **Maria Elisabete Rodrogues Freire Gasparetto, Mayla Myrina Bianchim Monteiro & Rita de Cassia Ietto Montilha**, Campinas State University, **Brazil**  
The reading and writing of low vision individuals under rehabilitation process
2. **Bertha García Vélez**, Hospital Roberto Gilbert, **Ecuador** and **Belkis León González**, Special ICEVI Latin American Regional Group on Low Vision coordinator, **Venezuela**  
The success of including kids with ROP in primary school, thanks to the joint effort from a multidisciplinary team
3. **María Aparicio**, Special Education School, **Argentina**  
Socio Inclusion of young people with multiple disabilities in primary schools, secondary and training institutions and job training
4. **Zelia Bittencourt, Elisabete Gasparetto, Ana M Fonseca, Ines Nobre & Rita Montilha** - Faculty of Medical Sciences, University of Campinas, **Brazil**  
The Brazilian public policies of rehabilitation and labour to people with visual disabilities

**4.00 – 4.30 pm : Tea Break**

**4:30 – 6:00 pm : CONCURRENT SESSIONS**

**Session 21 : Inclusive education and Low Vision services**

**Room** : **Salon 5, level 2**

**Chair** : **Kay Ferrell**, Regional Chair, ICEVI North America / Caribbean

**Presenters :**

1. **Birendra Raj Pokharel**, Action on Disability Rights and Development Nepal (ADRAD), **Nepal**  
Fostering inclusive education and inclusive practices for children and youth with visual impairment in Nepal's post-earthquake reform and beyond 2015 development agenda
2. **Lea VM Hyvarinen**, Low Vision Specialist, **Finland**  
Effect of vision loss on communication and social skills

3. **Vy Vorn**, Krousar Thmey, **Cambodia**  
Inclusive education for children with low vision in Cambodia
4. **Sujata Bhan**, SNDT Women's University, **India**  
Inclusive Education: Rhetoric or a Reality
5. **Luc Kapee Lusumba**, Congo Handicap ONG, **Rwanda**  
Mwangaza Low vision Inclusive Education Project

## **Session 22 : Workshop: Cerebral visual impairment**

**Room** : **Salon 6, level 2**

**Chair** : **Bernadette Kappen**, Deafblind International

**Workshop** : International approaches to services for children with cerebral visual impairment (CVI) who have normal or near-normal visual acuity

**Amanda Lueck**, San Francisco State University, **USA**  
Building effective programs in the schools: Issues in education for children with CVI

**Sylvie Chokron**, Fondation Ophtalmologique Rothschild, **France**  
Getting the diagnosis right

**Nicola McDowell**, Blind and Low Vision Education Network New Zealand, **New Zealand**  
How understanding my condition changed my life

**Sander Zuidhoek**, Royal Dutch Visio, **The Netherlands**  
An interdisciplinary approach to visual assessment with implications for intervention

**John P. Ravenscroft**, Scottish Sensory Centre/ University of Edinburgh, **United Kingdom**  
Where is CVI? Some public health concerns

## **Session 23 : Assistive and mainstream technologies**

**Room** : **Salon 7, level 2**

**Chair** : **Kevin Carey**, Royal National Institute of Blind People (RNIB)

**Presenters** :

1. **Maria Victoria Diaz**, Dicapta, **USA**  
Captions and video description: Educational tools for Hispanic children with disabilities
2. **Monica Halil Lovblad**, Accessible Books Consortium, **Switzerland**  
Bringing Books to Persons in Developing Countries

3. **Hemlata Kumar**, National Centre for Disability Studies, **India**  
ICT for inclusion: Present and future
4. **Susan Osterhaus**, Texas School for the Blind and Visually Impaired, **USA**  
A quick introduction to the Orion TI-84+ talking graphing calculator and the Orion TI-30XS multiview talking scientific calculator and how to learn more.

## **Session 24 : Educational practices**

**Room** : **Salon 8, level 2**

**Chair** : **Peter Ackland**, CEO, International Agency for the Prevention of Blindness (IAPB)

### **Presenters :**

1. **Chrisantus O.L. Okange**, Ministry of Education Science & Technology ESQAC, **Kenya**  
Provision of education for learners with visual impairment in Kenya: 2015 and beyond
2. **Frances Gentle**, Second Vice President, ICEVI & President, SPEVI, **Australia**  
Principles, practices and professional standards for education of learners with vision impairment: A regional study
3. **Sara Backström Lindeberg**, National Agency for Special Needs Education and Schools, **Sweden**  
The sound environment in inclusive education settings: A challenge for social interaction and learning
4. **T.D.T.L. Dhanapala**, The Open University of Sri Lanka, **Sri Lanka**  
Role of special education trained teachers and special schools
5. **Yael Weisz-Rind** & **Seidel Guila**, "Ofek Liyladenu"- Israel National Association of Visually Impaired Children, **Israel**  
Making Education Accessible – the Case of Legal Challenge within the Human Rights Framework

## **Session 25 : Higher education: Opportunities and challenges**

**Room** : **Salon 9, level 2**

**Chair** : **Ben Clare**, Regional Chair, ICEVI Pacific

### **Presenters :**

1. **Celene Gyles & Tashara Young**, Mico University College, **Jamaica**  
Experiences of special needs students at an institution of higher education
2. **Sri Ram Mittal**, National Institute for the Visually Handicapped, **India**  
Status of higher education for girls with visual impairment in India:  
Challenges and prospects
3. **Kazunori Minatani**, The National Center for University Entrance Exams,  
**Japan**  
The reform of the Japanese university entrance examination system and  
enhancement of accommodation for visually impaired examinees
4. **Juha Lahti**, Valteri Center for Learning and Consulting, **Finland**  
VALTERI - a National Centre for Learning and Consulting; Supporting  
Inclusive Education in Municipalities through three Stages

### **Session 26 : Intervention strategies for independence**

**Room** : **Salon 10, level 2**

**Chair** : **Bhushan Punani**, Regional Chair, ICEVI West Asia

#### **Presenters :**

1. **Nora Griffin-Shirley**, Virginia Murray Sowell Center for Research and  
Education in Sensory Disabilities, **USA**  
Orientation and mobility training for children with additional disabilities
2. **Nurit Neustadt**, Consultation and rehabilitation Services for Blind and  
Visually Impaired Persons, **Israel**  
Audio Description (AD) in Israel as an innovation in provision of support  
services to the community of visually impaired persons
3. **Hakan Jansson & Elisabet Olgemar** National Agency for Special Needs  
Education and Schools, **Sweden**  
Mobility is fun for everyone: Simple steps to empower parents, families and  
professionals
4. **Paul Ajuwon & Connie Brown**, Missouri State University, **USA**  
Development of Self-determination and Social Skills of College-Bound  
Students with Visual Impairments

### **Session 27 : Access to curriculum, expanded core curriculum, and extra-curricular areas**

**Room** : **Salon 11, level 2**

**Chair** : **Nandini Rawal**, Treasurer, ICEVI

**Presenters :**

1. **Holly Lawson & Kathryn Botsford**, Portland State University, **USA**  
Preparing for UEB: Consumer, professional, and family perspectives
2. **John Price**, Perkins School for the Blind, **USA** & **Yasmin Hussain**, SEAMEO-SEN, **Malaysia**  
Partnering to promote braille literacy in Laos, East Timor, Cambodia and Myanmar
3. **Moulana / Sheikh Hassan Abdul Kader Murchie**, Madrassa An-Noor for the Blind, **South Africa**  
The melodies of The Holy Qur'an represented by braille literacy
4. **Boguslaw W Marek**, The John Paul II Catholic University of Lublin, **Poland**  
Introducing tactile graphics to first time users: The humbling lessons from Nepal and Samoa
5. **Victoria Naomi & Premavathy Vijayan**, Avinashilingam Institute for Home Science and Higher Education for Women, **India**  
Special needs children in inclusive education and responses to intervention

**Session 28 : Social, life and independent living skills**

**Room** : **Salon 12, level 2**

**Chair** : **Marcel Janssen**, Royal Dutch Visio, The Netherlands

**Presenters :**

1. **Danene Fast**, The Ohio State University, **USA**  
A driver's perspective of transporting persons with visual impairments on a public bus
2. **Ineke Haakma**, University of Groningen, **The Netherlands**  
The key to students' motivation for learning: Supporting the psychological needs of students with visual impairments in the classroom
3. **Gertrude Oforiwa Fefoame**, Sightsavers, **Ghana**  
The role of mentors and role models in influencing decision makers and beneficiaries in fast tracking EFA-VI in the era of the Sustainable Development Goals (SDGs)
4. **Adam Ely**, South African National Council for the Blind, **South Africa**  
Classrooms of the future in schools for the visually impaired in South and Continental Africa

## **Session 29 : Parent and family perspectives**

**Room** : **Salon 13, level 2**

**Chair** : **Terje Iverson**, Norwegian Association of the Blind and Partially Sighted (NABP)

### **Presenters :**

1. **Scott Truax**, American Foundation for the Blind & **Susan LaVenture**, National Association of Parents of Children with Visual Impairments of Lighthouse Guild, **USA**  
FamilyConnect program: Reaching families using the internet
2. **Sarah Akinola**, African Union of the Blind, **Nigeria**  
Darkened rays: Exclusion of blind and visually impaired children in South-West Nigeria from pre-school and basic education calls for urgent intervention
3. **Mindy Ely**, Illinois State University & **DeEtte Snyder**, Washington State School for the Blind, **USA**  
Family-centered practices: A paradigm shift
4. **DeEtte L. Snyder**, Washington State School for the Blind, **USA**  
Babies count: The United States national registry for infants and toddlers with visual impairment
5. **Joan B. Chase**, **USA**  
Findings regarding parent attitudes, attributes and emotional responses when mothers and fathers of visually impaired, physically affected and non-disabled children are compared

## **Session 30 : Education Interventions (Spanish session)**

**Room** : **Salon 14, level 2**

**Chair** : **Lucia Piccione**, First Vice-President, ICEVI

### **Presenters :**

1. **Fernanda Oliva** & **Imelda Fernandez** - EFA-VI Country coordinator, **Argentina**  
All can educate children with visual impairment
2. **Rosario Galarza**, Blind Damas Commission of Peru, **Peru**  
Promoting leadership opportunities and participation of teenagers with visual impairments

3. **Rita Montilha, Maria Elisabete Gasparetto & Zelia Bittencourt**  
University of Campinas, **Brazil**  
Visual Rehabilitation Program for Low Vision Students
4. **Socorro Quintana Tello, Mexico**  
The importance of emphasizing spelling in written communication in persons with visual disability

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## **ICEVI Regions & Countries**

- 1. Africa**
- 2. East Asia**
- 3. Europe**
- 4. Latin America**
- 5. North America/Caribbean**
- 6. Pacific**
- 7. West Asia**

### **Africa**

1. Algeria
2. Angola
3. Benin
4. Botswana
5. Burkina Faso
6. Burundi
7. Cameroon
8. Cape Verde
9. Central African Republic
10. Chad
11. Comoros
12. Congo
13. Côte d'Ivoire
14. Djibouti
15. Egypt
16. Equatorial Guinea
17. Eritrea
18. Ethiopia
19. Gabon
20. Gambia
21. Ghana



22. Guinea
23. Guinea-Bissau
24. Kenya
25. Lesotho
26. Liberia
27. Libyan Arab Jamahiriya
28. Madagascar
29. Malawi
30. Mali
31. Mauritania
32. Mauritius
33. Morocco
34. Mozambique
35. Namibia
36. Niger
37. Nigeria
38. Rwanda
39. Sao Tome and Principe
40. Senegal
41. Seychelles
42. Sierra Leone
43. Somalia
44. South Africa
45. Sudan
46. Swaziland
47. Togo
48. Tunisia
49. Uganda
50. United Republic of Tanzania
51. Zambia
52. Zimbabwe

## **East Asia**

1. Brunei Darussalam
2. Cambodia
3. China
4. China Taipei
5. Democratic People's Republic of Korea
6. East Timor
7. Hong Kong China
8. Indonesia
9. Japan
10. Lao People's Democratic Republic
11. Macao China
12. Malaysia
13. Mongolia
14. Myanmar
15. Philippines
16. Republic of Korea
17. Singapore
18. Thailand
19. Viet Nam

## **Europe**

1. Albania
2. Andorra
3. Armenia
4. Austria
5. Azerbaijan
6. Belarus
7. Belgium
8. Bosnia and Herzegovina
9. Bulgaria
10. Croatia
11. Cyprus

12. Czech Republic
13. Denmark
14. Estonia
15. Finland
16. France
17. Germany
18. Georgia
19. Greece
20. Hungary
21. Iceland
22. Ireland
23. Israel
24. Italy
25. Kazakhstan
26. Latvia
27. Liechtenstein
28. Lithuania
29. Luxembourg
30. Malta
31. Monaco
32. Netherlands
33. Norway
34. Poland
35. Portugal
36. Macedonia (former Yugoslav Republic of)
37. Republic of Moldova
38. Romania
39. Russian Federation
40. San Marino
41. Slovakia
42. Slovenia
43. Spain
44. Sweden
45. Switzerland

46. Turkey
47. Ukraine
48. United Kingdom of Great Britain and Northern Ireland
49. Yugoslavia

### **Latin America**

1. Argentina
2. Bolivia
3. Brazil
4. Chile
5. Colombia
6. Costa Rica
7. Cuba
8. Dominican Republic
9. Ecuador
10. El Salvador
11. Guatemala
12. Honduras
13. Mexico
14. Nicaragua
15. Panama
16. Paraguay
17. Peru
18. Uruguay
19. Venezuela

### **North America / Caribbean**

1. Antigua and Barbuda
2. Bahamas
3. Barbados
4. Belize
5. Canada
6. Dominica

7. Grenada
8. Guyana
9. Haiti
10. Jamaica
11. Saint Kitts and Nevis
12. Saint Lucia
13. Saint Vincent and the Grenadines
14. Trinidad and Tobago
15. United States of America

### **Pacific**

1. Australia
2. Cook Islands
3. Fiji
4. Federated States of Micronesia
5. Kiribati
6. Marshall Islands
7. Nauru
8. New Zealand
9. Palau
10. Papua and New Guinea
11. Samoa
12. Solomon Islands
13. Tonga
14. Tuvalu
15. Vanuatu

### **West Asia**

1. Afghanistan
2. Bahrain
3. Bangladesh
4. Bhutan
5. India

6. Iraq
7. Islamic Republic of Iran
8. Jordan
9. Kuwait
10. Kyrgyzstan
11. Lebanon
12. Maldives
13. Nepal
14. Oman
15. Pakistan
16. Palestine
17. Qatar
18. Saudi Arabia
19. Sri Lanka
20. Syrian Arab Republic
21. Tajikistan
22. Turkmenistan
23. United Arab Republic
24. Uzbekistan
25. Yemen

## ICEVI Fact Sheet

### Mission

The International Council for Education of People with Visual Impairment (ICEVI) is a global association of individuals and organizations that promotes equal access to appropriate education for all visually impaired children and youth so that they may achieve their full potential.

### History of the Organization

Founded in 1952 in the Netherlands, the ICEVI conducted its Golden Jubilee conference in the Netherlands from 28 July to 2 August 2002.

### ICEVI Regions

The 7 regions of ICEVI and their coverage of countries are as follows:

Africa Region	: 52 countries
East Asia Region	: 19 countries
Europe Region	: 49 countries
Latin America Region	: 19 countries
North America and the Caribbean Region	: 15 countries
Pacific Region	: 15 countries
West Asia Region	: 25 countries

Currently, more than 4000 individuals and organizations in over 180 countries are actively involved in ICEVI.

### Networking with other organizations

ICEVI works closely with International Non-Governmental Development Organizations (INGDOs) and UN bodies such as the United Nations Economic and Social Council (UN-ECOSOC), UNESCO, UNICEF, and WHO.

### Publications

Our biannual magazine "The Educator" is available in electronic version in both English and Spanish. It is also posted on our website ([www.icevi.org](http://www.icevi.org)). We also publish a biannual electronic newsletter that is distributed to 4000 individuals and organizations in 180 countries. Anyone interested to receive electronic versions of the publications may contact [oficevi@gmail.com](mailto:oficevi@gmail.com)

### Website of ICEVI

[www.icevi.org](http://www.icevi.org)

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