



The International Council for Education
of People with Visual Impairment

COLLEGE PREPARATION TRAINING for Visually Impaired Students

RBI Student Resource Center
April 28 - May 2008

A Joint Project of



Higher Education Project Report

July 2009

The Philippines | Indonesia | Vietnam

with the support from
The Nippon Foundation
Japan

SUMMARY

The second phase of the Higher Education Project for students with visual impairment, initiated by the **International Council for Education of people with Visual Impairment (ICEVI)** with the support of the **Nippon Foundation**, Japan, commenced in the Philippines, Indonesia and Vietnam in early 2008. The summary and detailed reports of the implementation of the project in each country are presented in the following pages. The project officially ended in June 2009 but ICEVI has requested the Nippon Foundation to extend the project in these countries. A formal application to this effect will be made by the end of 2009.

GENERAL OUTCOME OF THE HIGHER EDUCATION PROJECT

The lessons of the project reveal that the higher education project has potential to nurture leadership among visually impaired persons in all the three countries and therefore, it may be expanded to reach out to more students with visual impairment.

THE PHILIPPINES

Even though there are policies and Acts such as the Magna Carta for Persons with Disabilities which state their rights and privileges, one thing that is lacking is implementation of the right of blind students to enter the college or university they desire. Most colleges are not yet aware of the capabilities of blind students.

The vision of this program on Higher Education is the increased awareness of administrators, teachers, and faculty members of all colleges and universities that blind students can be independent and will not be a burden, and that they should not deny them their desire (and right) to pursue tertiary education. Below is a summary of activities of the project:

1. Partnered with a professional film maker to create a short video presentation that will be distributed and presented to various colleges and universities.
2. Opening of a Student Resource Center has been a great help to blind college students, especially to those who don't have their own computers at home, and to those who couldn't afford to purchase one which could help make "college life" easier. At present, there are 38 regular users from different schools in Metro Manila and nearby provinces who come to the center on a daily basis to do their school work.
3. 11 text books were converted to DAISY format for the college students.
4. To help the college students, to be at par with their sighted classmates, equipment loan was arranged.
5. Tutorials were conducted on various skill oriented activities such as Piano learning, use of Open Book, Microsoft excel, etc.
6. 4 day summer retreat was organised for 50 college students.
7. Annual one-week college preparation training was organised.

In summary, the higher education project in the Philippines is going on well and it has made a positive impact on the learning of persons with visual impairment.



INDONESIA

The ICEVI-Nippon Foundation Higher Education Project is being implemented in four cities in Indonesia, namely Jakarta, Bandung, Surabaya and Makassar. The project had a profound impact on the academic achievement and leadership of adult students with visual impairment and use of technology has become popular among them. Over 100 students of higher education were benefited by the project since its inception in 2007. The earlier interim reports outlined the success of the programme. The current report pertaining to Indonesia contains the following three key components of the project in Makassar, which is the latest extension.

1. The provision of laptops
2. The provision of accessible statistic references
3. The provision of awareness campaign tool kit

The details are as follows:

- The project is underway in Makassar where 10 students who are enrolled in different universities are helped by Pertuni through cooperation with YAPTI, a special school for the blind. 10 laptops are used by the students and the technical help is provided by YAPTI.
- The students are also assisted to procure laptops by using the "Loan based scheme" initiated by Mitra Netra.
- Regular meetings are being conducted to review the progress of the project.
- The students are using laptops efficiently and demonstrate their skill in examinations.
- Special training has been given to the students to learn Statistics, which involves a lot of visual information, effectively. Accessible reading materials, both in audio and tactile formats were given to the students.
- The Pertuni and the Mitra Netra took responsibility to produce these accessible materials which will be useful for students in other places also.
- In order to create awareness among higher education institutes regarding the need to create accessible environment, the Pertuni is in the process of creating a media tool kit both in tactile and audio formats.



VIETNAM

The Sao Mai Computer Center for the Blind is actively engaged in the implementation of the higher education project. The following activities took place in the last six months as a result of the project.

1. The project provided 15 laptops to 15 blind students, 7 in Hanoi, 2 in the Central and 6 in Ho Chi Minh City. Most of students are studying at the University of Hanoi/HCM Pedagogy, Hanoi Open University, University of Hanoi/HCM Social Sciences & Humanities and Van Hien University. They are studying Special Education, Psychology, Law, Economy, Journalism, Literature and Music.
2. The project coordinated with the Vietnam Blind Association (VBA) for the selection of students to issue laptops.
3. Two workshops, one at the University of HCM Pedagogy and one at VBA were conducted to discuss the application of computer in the classroom and in the stud.
4. The project conducted three short trainings for students studying at the universities in Hanoi, Danang and Ho Chi Minh City. These trainings were just short courses with the main purpose to get students specific skills to apply for doing research on the internet, formatting/printing documents with Word, preparing and showing presentation with PowerPoint, using Excel to do statistics analysis, etc.



THE PHILIPPINES



Even though we have the policies or Magna Carta for people with disability stating their rights, one area that is lacking implementation is the right of blind students to enter the college or university they want – their freedom to have access to higher education. Most colleges are not yet aware of the capabilities of blind students and are thinking that if they accept blind in their institutions, they need to make changes in their classrooms or revisions in their curriculum or provide equipments especially for these students. This program on Higher Education has really increased the awareness of administrators, although not all yet, in the colleges and universities that blind students in their class can be independent, not a burden and they should not deny them their wish to continue their tertiary education.

This also encourages high school graduates to continue their education and take up the degree they want in college. Because of this, the following activities are provided to help the college students not only to cope up but to excel. We not only offer the use of the facility but we also conduct training that the students need.

1. Orientation of the University administration and faculty:

This program will try to help blind students to enroll in the school of their choice without any problem or without experiencing rejection from school's administration. Giving orientation to the schools can be done by our blind college graduates, narrating them their experiences and how they coped up with these problems, which would encourage the teachers and administrators to admit blind students. We have done this already for a few schools, who have started accommodating blind students. We have given them reading materials on how to help a blind friend and also gave an idea on the Braille system, which is used for the blind for writing and reading. And that opened the heart and minds of the administrators to open their school and assist in giving the opportunity to the blind who wants to study in a school.

2. Student Resource Center (SRC):

This project is really a big help to our blind college students who expressed their gratefulness for creating such a center specially for them. Thirty eight (38) regular users from different schools in Metro Manila and Cavite come daily to use the center either to type their homework, practice braille or do research work from the internet. Students who

are studying in nearby RBI come during their break to do their assignments. Some come even three times a day especially to meet the deadline for submission of their assignments. During summer, students from the provinces also came to use the computers in the centre. Some students need to come even on Saturday and some even requested us to open it on Sunday also, but we kept it open until Saturday only.

Here are some feedbacks from the students using the SRC:

How Does Student Resource Center (SRC) Help Me?

Ms. Adisa Nahil

2nd year, BS Computer Science, STI Cubao

The SRC helps me a lot in my studies. It helps me do my homework and other school activities easier and faster. I also use the SRC to research my homework on the Internet, translate print documents into Braille by using the Braille Embosser, scan important documents and other school assignment.

RBI gave us loan of some gadgets that we can't really afford. I was able to take a laptop and a Brailleelite on loan and they are very helpful. Those devices are portable and so convenient to carry. The Brailleelite 2000 helps me to take down my notes in school. It also helps me in mathematical computations because it has a simple and scientific calculator. It has also some other features such as alarm clock, file organizer and calendar. Besides note taking, the laptop enables me to connect to Internet anywhere because of its wireless network connection features. I am allowed to use it when I take my exams and through this, I don't have to ask the assistance of a sighted scribe.

Another useful thing about the SRC is that RBI provides training for the college students to increase their knowledge and apply it in their studies. Examples of useful trainings are Braille Embossing, Scanning Using Open Book, PC Construction and Basic Trouble shooting.

We are privileged and blessed because of this; studies are now easy for us because of the Student Resource Center and the equipments available on loan to college students like me. Thank you for this and I hope you'll continue to provide these services to the visually impaired college students.

Pia May Ressurreccion

4th year, BS Psychology,

Trinity University of Asia

SRC is very useful and helpful to the students especially in our research and assignments. The price for printing and embossing is very minimal. The computers and other equipments are functioning very well and fast. There is also a good internet connection.

Jay San Jose

1st year, BS Information Technology,
STI-Cubao

SRC serves as a computer shop where I don't need to pay anything. The centre contains almost all I need because the facility is complete. The computers are efficient. It has a scanner that translates my hard copies into soft copies and it has an embosser that translates my soft copies into Braille output. I therefore conclude that the student resource center is a place that really gives me a chance to enhance my studies and abilities.

The loan of equipment is also so important because those equipments are necessary especially for those, like me, who cannot afford to buy those equipments. Using the equipments got through loan has made the studies easy for me and other blind students. Thank you for making this useful program for the blind.

Gulliver Enverga

2nd year, BS Music
St. Paul University

I go to a school which is far from RBI. So I come to the SRC once in a while or whenever I need to use the braille facility. But during semester breaks or summer breaks, I come regularly. The SRC helps me a lot in my studies especially when I am taking up music subject because the center has the program and the equipment that I need. There is no other place to go except the RBI SRC, when I have to do research. I was able to attend the training in music and piano that RBI conducted. SRC helps me cope up with my lessons.

Carla Pendon

3rd year, BS Psychology, Trinity University of Asia

I am one of the students who regular by use the SRC. Almost everyday, I come to the Center to do my assignments. It helps me to finish them immediately. The center has almost all the hardware and software that we need which makes us independent. It even helps me to explore on more ideas because of the use of the internet without worrying how much am I going to pay for the usage; because internet usage is free. I am also one of the students who availed the loan of Brailleelite, bookport, daisy player and now the laptop. These equipments help me a lot that I don't have to ask the help of my mom who guides and reads to me always. This way, when we are at home, she can do other things instead of spending her time helping me in my lessons. This project really makes blind like me to develop in us freedom and independence.

Alex B. Soriano

2nd year, BS Psychology, EARIST

The Resource Center is one of the beautiful projects to provide Resources for the Blind. This project helps those students who don't have access to gadgets especially needed for their studies. Being a low vision myself, I am able to do my assignments using the Zoom text which is installed in the computers. I am able to do my assignment or projects easily and fast. I just wish that not only computers are provided in the Center but also books on different fields so that we don't have to rely solely on search in the computer or internet for those reference. The number of students coming to SRC has increased, but computers available are only a few. If we go to the center, we have to wait for others to finish. But anyway, thank you very much for the very nice computer laboratory which is especially put up for students who have visual impairment like me. Thank you, thank you.



Accessible textbooks: RBI started prioritizing the production of DAISY books for college students. The DAISY production of book is the fastest and cheapest; that's why most college students prefer this. Students who avail this program can get a DAISY player on loan. Following are the titles that have been converted to all-text DAISY format for our college students:

- | | |
|--|-------------|
| a. Economics | - 290 pages |
| b. Obligation and Contract II | - 193 pages |
| c. Conceptual Physics | - 359 pages |
| d. Rizal's Life, Works and Writings | - 260 pages |
| e. Earth Science | - 353 pages |
| f. Bridges to Better Communication | - 244 pages |
| g. HAMAKA 2 nd year | - 304 pages |
| h. HAMAKA 1 st year | - 334 pages |
| i. Gabay sa Pag-aaral ng Kasaysayan ng Pilipinas | - 94 pages |
| j. Asya, Pag-usbong ng Kabihasnan | - 480 pages |
| k. Bridges to Reading | - 268 pages |

3. Equipment loan:

To help the college students cope up with their lessons or assignments, this loan of various equipments has been started. Following are the students who availed the loan:

a. Braillelite

- | | |
|------------------------|---|
| 1. Hannah Mae Aldeza | - 4 th year BS Computer Science, STI |
| 2. Yessa Mae Vicera | - 3 rd year BS Psychology, Trinity |
| 3. Mark Puzon | - 2 nd year BS IT, STI |
| 4. Aldrin Reyes | - 1 st year BS IT |
| 5. Felix Chavez | - 4 th year BS Education, Univ. of Nueva Caceres, Naga |
| 6. Justin Masbad | - 3 rd year BS IT, STI |
| 7. Jojo Lumase | - 4 th year BSIT, Univ. of Cabanatuan |
| 8. Evangeline Dionisio | - 4 th year BS Computer Science, STI |
| 9. Mariel Serna | - 2 nd year BS Computer Science, STI |
| 10. Roxanne Agustin | - 2 nd year AB Political science |

b. Talking Scientific Calculator

1. Jennifer Sales
2. Justine Masbad
3. Romela Olayao
4. Roxanne Agustin
5. Yessa Mae Vicera

c. Bookport

- | | |
|---------------------|---|
| 1. Tiffany Dellomas | - 4 th year BS Psychology, Trinity |
| 2. Carla Pendon | - 3 rd year PS Psych, Trinity |
| 3. Yessa Mae Vicera | |
| 4. Jay San Jose | - 1 st year BS IT, STI |

d. Opal – Portable CCTV

- | | |
|----------------------|--|
| 1. Jessie Gervacio | - 2 nd year IT, AMA |
| 2. Michael Francisco | - 4 th year BS Math Polytechnic University of the Phil. |
| 3. Teresa Tandiamra | - 1 st year BS Education CAP College |

e. Mini Laptop

- | | |
|-------------------------|--|
| 1. Carla Pendon | - 3 rd year BS Psychology, Trinity University |
| 2. Bryan Quilantang | - 2 nd year BS Computer Science, STI |
| 3. Adisa Nahil | - 3 rd year BS Computer Science, STI |
| 4. Pia May Resurreccion | - 4 th year BS Psych, Trinity |
| 5. Julius Cesar Tan | - 3 rd year BS Computer Science, STI |
| 6. Jay San Jose | - 1 st year BS IT, STI |
| 7. Romela Olayao | - 3 rd year BS Education, Trinity |
| 8. Ma. Elvira Serna | - 2 nd year BS Computer Science, STI |

4. Trainings and Tutorials

Most of the students need further training in computer and computer applications and we conduct this at the resource center. Following is the list of trainings that we have conducted at the Student Resource Center.

Topic: Piano Lesson

- Trainer : Luis May Fami
 Date : April 17, 2009 – 8:00-4:30
 Trainees : Maxel Magtibay – 1st year, BS Music
 Grace Garrol – 1st yr, BS Music
 Gulliver Enverga – 2nd yr., BS Music

Topic: Use of Open Book

- Date : April 23, 2009 – 8:00-4:30
 Instructor : Lucita R. Manarpaac
 Trainees : Nikki Felizarte – 1st yr, BS Education
 Brian Quilantang – 2nd yr, BS Computer Science
 Pia May Resurreccion – 4th yr., BS Psychology
 Yessa May Vicera – 3rd yr., BS Psychology

Topic: Open book

Trainer : Diwata Arcilla
 Date : April 14, 2009 - 8:00-4:30
 Trainees : Gulliver Enverga
 Maria Adisa Nahil - 3rd yr., BS Computer Science
 Lucita Manarpaac - 4th Yr., BS Education
 Haber Tarala - 3rd Yr., BS IT
 Jennifer Sales - 4th yr., BS Education
 Mariel Serna - 2nd yr., BS Computer Science
 Aideline Verzosa - 4th yr., BS Education
 Grace Garrol - 1st yr., BS Music

Topic: Microsoft Excel

Date : April 27, 2009 – 8:00-4:30
 Instructor : Lucita R. Manarpaac
 Trainees : Nikki Felizarte - BS Education
 Haber John Tarala - 2nd yr., BSIT

Topic: Microsoft Excel

Date : April 20, 2009– 8:00-4:30
 Instructor : Lucita R. Manarpaac
 Trainees : Maria Elvira Serna
 Aideline Versoza

Topic: Braille display

Date : April 13, 2009
 Trainer : Christopher Tumbocon
 Trainees : Aideline Versoza
 Lucita Manarpaac
 Jennifer Sales
 Haber John Tarala



5. Scholarships:

We currently have a total of thirty-two (32) college scholars enrolled during this school year in different colleges and universities nationwide. Six of these are ONNET scholars.

S.	No. Name	School	Course	Status
1	Bagoyo, Donna Lyn	CPU-Iloilo	BS Education	3rd
2	Bugarin, Regina	St. Louis-Baguio	BS Education	3rd yr.
3	De Castro, Mary Joy	D Mariano M Univ.	BS Education	3rd yr.
4	Dellomas, Tiffany	PCU	PS Psychology	4th yr.
5	Dionisio, Evangeline	STI Mandaluyong	BS Com. Sci.	Graduated
6	Java, Raquel	STI-Fairview	BSBA-Mgt.	Graduated
7	Lorica, Joanne	Bicol Univ.	AB English	Graduated
8	Manarpaac, Lucita	St. Louis Univ.	AB Mass Com	4th yr.
9	Mandiguing, Emily	St. Louis-Baguio	BS Education	3rd yr.
10	Mangay-at, Gemmalyn	St. Louie-Kalinga	BS Education	3rd yr.
11	Nahil, Ma. Adisa	STI-Cubao	BS Com Science	3rd yr.
12	Olayao, Maria Romela	Trinity	BS Education	3rd yr.
13	Pendon, Carla Pendon	Trinity	BS Psychology	3rd yr.
14	Resurreccion, Pia May	Trinity Univ.	BS Psychology	4th yr.
15	Sales, Jennifer	NTC, Manila	BS Education	practice teaching
16	Tagaro, Lerma	Isabela State Univ	BS Education	3rd yr.
17	Tinambon, Carmen	Notre Dame	AB English	4th yr.
18	Vicera, Yeasa Mae	Trinity	BS Psychology	3rd yr.
19	Villasis, Ritchell	CPU-Iloilo	BS Education	3rd yr.

ONNET				
1	Tan, Julius Ceasar	STI Recto	BSCS	2nd
2	Lumas-e, Jojo	Eastern Luzon College	BSIT	3rd
3	Sol, Dennis	SLU	BSIM	3rd
4	Quilantang, Bryan	STI-Cubao	BSCS	2nd
5	Serna, Maria Elvira R.	STI Muñoz	BSIT	2nd
6	San Jose, Jay	STI Cubao	BSIT	1st

WBC				
1	Jayrick Dubria	WBC	AB Theology	3rd yr.
2	Brian Umayam	WBC	AB Theology	4th yr.
3	Aimee Licas	WBC	AB Theology	2nd yr.
4	Lara Ignacio	WBC	AB Theology	4th yr.
5	Christine Ansaldo	WBC	AB Theology	1st yr.
6	Erlinda Padua	WBC	AB Theology	1st yr.
7	Joseph Agnad	WBC	AB Theology	1st yr.
8	Nathaneal Castañeda	PMBS-AIT	AB Theology	4th yr.
9	Gilyn Bacoy	PMBS-AIT	AB Theology	1st yr.

INDONESIA



A. INTRODUCTION

The year 2009 is the third year of higher education pioneering project in Indonesia. In the last three years, Pertuni with the support of the International Council for Education of People with Visual Impairment (ICEVI) and The Nippon Foundation had pioneered two schemes for supporting university blind students (resource center based and university based). This project had been conducted in four cities of Indonesia (Jakarta, Bandung, Surabaya and Makassar).

After being successful in supporting the students, knowing the outcome and the impact, some issues came up during the final evaluation process in late 2008. The three issues that required most urgent attention were:

1. The provision of portable technology devices – mini laptop computer
2. The provision of accessible statistic references
3. The provision of awareness campaign tool kit

B. PROJECT ACTIVITIES

I. Provision of portable assistive devices – mini laptop computers

This is for the cities where students are enrolled in different universities, where the higher education project is implementing resource center based approach, and most of the universities are far from the resource center where the project provides them with assistive technology service. The provision of mini laptop computers helps the students to do their assignments on the campus including examinations.

This project activity has been carried out in Makassar, where there are now 10 students enrolled in three different universities. In 2008, through higher education project, Pertuni had cooperated with YAPTI – a special school for the blind that also functioned as a resource center. For implementing the project, Pertuni headquarters also made use of the organization's branch in Makassar, to work together with YAPTI.

The provision of portable assistive devices was executed through a "loan based scheme" that

has been done successfully in Jakarta by Mitra Netra during the first year of Indonesian Higher Education project 2006-2007.

In Makassar, Pertuni provided 10 units of mini laptop computer; one computer for each student. The local Pertuni Chapter in Makassar managed the project in 2008 together with YAPTI Resource Center which was responsible to manage those devices.

Steps that had been taken to execute this project activity are as follows:

1. *Meeting with local Pertuni Chapter, YAPTI and all the students:*

To make sure that all the parties understand this concept, Pertuni Higher Education project Coordinator conducted a meeting in Makassar to explain in detail how the local Pertuni chapter in Makassar should manage the devices, and to make sure that all the students understand the "loan based scheme" of the provision of portable devices. This meeting took place in early April 2009. The 10 units of mini laptop computers were also handed over to the Makassar Pertuni Chapter during the April meeting.

2. *Training how to use mini laptop computer:*

To make all the students familiar with the portable devices, training was organized by the Pertuni Chapter in Makassar.

3. *Agreement and handing over the devices:*

Before lending the computers to the students, Pertuni Chapter signed an agreement with all the students. The agreement includes regulations and the procedures on how to utilize the mini laptop. After signing the agreements, 5 students had to start using the computer under the supervision of the person in charge from Pertuni.

After three months of utilizing those mini laptop computers:

Students were proficient in using the mini laptops

They started using the devices to do assignments and exams in the campus, and

The Pertuni chapter in Makassar had no difficulty in managing the loan-based scheme computers

II. *The Provision of Accessible references for Statistics*

Statistics is one of the most challenging subjects for blind students in the university. There are some issues concerning statistics that Pertuni and ICEVI found during the evaluation process of higher education pioneering project which are enumerated below:

1. *The provision of accessible references on statistics*

After two years of the project implementation – with the usage of assistive technology, access to statistic references is still a big issue, since there are graphics, particularly

statistical symbols and formulas, that were difficult to understand with the using of the available assistive technology – talking computers and scanners. In other words, blind students are still not yet independent in learning statistics.

2. The statistical learning method used by Lecturers at universities is still not accessible for blind students as well.

To cope with the first issue mentioned above, the project decided to start providing blind students with accessible references. To execute this activity, Pertuni worked together with Mitra Netra, which used to provide accessible reading material to blind students in Indonesia, and was also aware that statistics is the most challenging subject for blind students in university, particularly for those doing research.

To make it accessible for blind students, references on statistics were made in both Audio and Braille format as well as in combination. The narrative parts of the book were to be made in Audio (less cost), and the other part such as tables, graphs and formulas were to be made in Braille and put together in one package.

Steps that have been initiated are as follows:

1. *Doing ordinary survey:*

Before we started producing, Pertuni did a survey, asking for input from the students in Jakarta, Bandung, Surabaya and Makassar to determine what kind of statistic books are most often used by university students.

2. *Discussion:*

After compiling the result of the survey, the Pertuni Higher Education Project Coordinator conducted a meeting with Mitra Netra, to decide which books would be produced: This needed to be done since some universities use particular references – written by the lecturers who teach statistic there, and are not available in book stores: The result was that the Project decided to select three books that are most often used by university students. Through this project, Pertuni also is willing to distribute the references, both to the cities where the higher education project has been pioneered, and also to other cities where special library for the blind was available and blind students are already enrolled in universities or where potential blind students are there who would go to universities in the future. For the second group, Pertuni asked Mitra Netra to advice.

3. *Book production:*

After making a decision, Mitra Netra then started producing the book, both in digital and Braille forms. During the production process, Mitra Netra finally found that the Braille pages are more in number than they predicted before; this is because the converting of tables and graphics needs more pages. Therefore, with the available budget, the

Braille materials – that are the supplement of the digital talking book could only be produced in less quantity, almost half of the number of talking books. To utilize it, the students need to do it in group. The talking books have been copied into 97 copies; the Braille book has been copied into 48 copies.

4. Book distribution:

After finishing the production, Mitra Netra then distributed the books to 11 selected organizations, with Pertuni's cover letter explaining the purpose of the provision of accessible statistic references. Among them are:

- Paya Kumbuh resource center
- Mitra Netra library
- Jakarta State university
- Indonesia Education University – Bandung
- Mitra Netra branch in Bandung
- State Islamic University in Jogjakarta
- Dria Manunggal – Jogjakarta
- Yaketinis - Jogjakarta
- Pertuni Chapter in Semarang, Center Java
- Surabaya State University
- YAPTI, Makassar
- Fajar Harapan Resource Center in Martapura Kalimantan

III. Campaign Tool Kit Media

In order to build understanding among university communities that they should make their campuses accessible and welcoming to the blind, Pertuni created campaign media, both in the forms of audio-visual and print as well. Both have been packaged into a campaign media-tool kit, and will be distributed to:

1. All universities throughout Indonesia
2. Related government agencies
3. All Pertuni Chapters
4. All resource centers that serve blind students in Indonesia
5. Disabled people's organizations who have concern on higher education for students with visual impairment
6. Other related parties

To create this campaign media, Pertuni has been working together with professionals who are familiar with this work.

Up till this reporting period, the editing process of the audio visual is not finished. This is because we found it is not easy to convey some ideas visually and it takes time to reach an agreed perception between the producer and the project coordinator. Therefore, further discussion is still needed between the project coordinator and the producer.

Since Indonesia is such a huge country, more time is needed to distribute the campaign tool kit throughout the country.

C. CLOSING

Building awareness on accessible campus requires long period of time. There must be a simultaneous and continuous effort made by all related parties concerning the issues on higher education for students with visual impairment

We all realize that basic education is still a huge problem in Indonesia, but campaign and program on higher education needs to be continued. This could build the awareness of families who have children with visual impairment, to bring them to basic and secondary education.

To do more promotion and campaign for higher education in Indonesia, there should be some activities that could be carried out as follows:

- Extending the service to university students who are blind in other selected cities, both in Java and out of Java and
- Doing campaign to promote the campuses accessible for the blind. This could be done through seminars / open discussions, talk shows - both on radio and TV stations and meeting with the higher education government agencies.



VIETNAM



The Sao Mai Computer Center for the Blind is actively engaged in the implementation of the higher education project. The following is a brief overview of project activities:

1. Supporting laptops for blind students:

The project has provided 15 laptops for 15 blind students, 7 in Hanoi, 2 in the Central and 6 in Ho Chi Minh City. Most of students are studying at the University of Hanoi/HCM Pedagogy, Hanoi Open University, University of Hanoi/HCM Social Sciences & Humanities and Van Hien University. Majors which these students follow are Special Education, Psychology, Law, Economy, Journalism, Literature and Music.

Laptops, small ones, portable and quite comfortable with keyboard navigation have been provided. A built-in Windows Operating System was installed on a very low price offered by the laptop company. The NVDA open source screen reader has also been installed for in each laptop.

The project coordinated with Vietnam Blind Association (VBA) to do the selection of students to get the laptops to make sure that

- 1) These students are studying courses with the approval of the universities,
- 2) They have no computer and are not able to afford a computer of their own, and
- 3) They would be good role models for other blind persons.

An evaluation will be conducted for the students at the end of this year on the usage of computer and its effect on their studies.

2. Organizing two workshops:

Two workshops were conducted, one at the University of HCM Pedagogy and one at VBA. These workshops dealt on the application of computer in the classroom and in studies.

Brief points dealt in the two workshops were:

- Lecturers agreed that blind students with computer support get better result in studying compared to others without computer assistance.
- Lack of computers for students.
- Lack of necessary computer skills for blind students to apply into their studies.
- Limitation in English language reading, curtails certain abilities to develop themselves in using computer.
- Lack of accessible computer applications for the blind.
- Lack of school materials.

From the teachers point of view, there are 3 important issues that need attention:

- They don't have general knowledge about assistive tools for visually impaired such as Braille, computer, accessible formats etc.
- Their lecture materials are inaccessible, and
- They don't have assistive technology trainers to train students, especially at Universities of Pedagogy.

In order to have one student obtain good result in studying, three important skills should be considered: Independent living skills, Foreign language and Computer skills.

Colleges/Universities of Pedagogy need to have a program to train all their students in the use of assistive technology because their students will become the future teachers when they graduate.

Both the workshops came with one common idea i.e., to bring together organizations / schools / centers for / of the blind to discuss and come up with a collaborative program. This should focus on the following areas:

- One computer curriculum for the blind and for university units
- Producing accessible school materials
- Promoting the application of computer into classroom through the help of both lecturers and students.

3. Short-term Training:

Three short training programs were conducted at the Universities in Hanoi, Danang and Ho Chi Minh City. Danang Computer Center established under the ONNET – VBA project was used to conduct the training. Basic skills in using MS Office (Word, PowerPoint, Excel), Internet searching, formatting/printing were taught in the training program.

Finance

ICEVI received a total of US \$ 171,000 from the Nippon Foundation for the implementation of the Higher Education projects in Indonesia, Philippines and Vietnam. The reference number was 2007018000 and the sanction was accorded on December 19, 2007. (Project ID: 2007619964 and Organisation ID: 382106).

Summary of Expenditure

Project Period: January 2008 to July 2009

S.No.	Item of Expenditure	Indonesia	Philippines	Vietnam	Secretariat	Total
1	Hardware	6,533	30,338	34,817	-	71,688
2	Software & Utilities	9,830	13,605	4,572	-	28,007
3	Installation/Renovation	1,205	6,668	1,859	-	9,732
4	Furnishing	533	2,474	386	-	3,393
5	Staff cost	1,990	3,220	365	-	5,575
6	Administration	3,279	1,148	256	-	4,683
7	Loan Equipment	0	13,883	0	-	13,883
8	Training	1,505	3,154	675	-	5,334
9	Publicity	3,633	338	267	-	4,238
10	Contingencies, publicity, etc	535	646	214	-	1,395
11	Utilized for preparatory activities - 2010-11	1,733	4,513	-	-	6,246
12	ICEVI Overheads (Monitoring and Evaluation)	-	-	-	16,826	16,826
TOTAL		30,776	79,987	43,411	16,826	171,000

Note : Detailed financial reports and receipts are on file with the ICEVI Secretariat.

Project expenditures are reported in the 2008 and 2009 audited financial statements of ICEVI.

Lawrence F. Campbell
President

M.N.G. Mani
Secretary General