



**International Council for Education of
People with Visual Impairment**

Higher Education Project Report

April 2011 – March 2012

CAMBODIA

1. Training conducted during the period

- April 25 – 29, 2011: nine staffs from the Braille workshop attended training on basic use and repair of the equipment for printing books in Braille. The training was facilitated by Miss. Lorrie G. Barboza, a Braille Production Supervisor from Resources for the Blind (Philippine).
- August 1 – 5, 2011: 12 Krousar Thmey’s core trainers participated in Training of Special Education trainers on low vision and developing a curriculum for inclusive education session run by Dr.Karin Van Dijk, at the School for blind or deaf children in Phnom Penh Thmey. The objective was for participants to implement a teacher training course, aimed in particular at teachers working in inclusive schools.
- August 1 - 31, 2011: Summer Training on Teaching Capacity to all Krousar Thmey teachers and integrated teachers.
- September 1 – 10, 2011: All teachers for the blind from Krousar Thmey special schools attended the pedagogic training at National Institute of Education in Phnom Penh.
- February 9 to 11, 2012: Students with visual impairment or hearing impairment who study in higher education were invited to participate in a workshop on Inclusive Education for Students with Disabilities to which attended many officials from Ministry of education, Ministry of Social Affairs, and other participants.

2. Materials produced for training and awareness activities, if any

- May 2011: Braille exhibition and training in Northbridge International School in Phnom Penh.



- August 2011: posters, leaflets and 250 T-shirts with slogan about education for blind were printed for the Braille exhibition and training at two different universities: Norton University in Phnom Penh and Saint Paul Institute in Takeo.
- So far, eight subjects of training curriculum were developed and were printed in December 2011. The curriculum developed

will be used by 12 Krousar Thmey core trainers to train around 300 national teachers from 18 Provincial Teacher Training Center (PTTC) and 6 Regional Teacher Training Center (RTTC) in the country.

- February 9 - 11, 2012: students with visual impairment or hearing impairment who study in higher education were invited to participate in a workshop on Inclusive Education for Students with Disabilities in what attended many officials from MoEYS, MSLA, and other participants.
- February 23-24 and March 27-28, 2012: exhibition and Advocacy Campaign of Braille and Sign Language in Pannasatra University of Cambodia and Tuol Prasath Sensok High School; 500 T-shirts and banners were produced and distributed. For the two-day-exhibition in each university, Krousar Thmey leaflets were distributed, and Braille machines were displayed.
- March 28 to April 2, 2012: recording of the voice-over for the film documentary "Special Education programme for children with visual impairments".

3. Number and addresses of the students who benefited from the programme during the report

Cambodian academic year goes on from October to July. We have been going through two academics years for this reporting period:

2010 – 2011 and 2011 – 2012. Below is the list of student who benefited from this programme:

Numbers of Students by University and by provinces

University	Number of Student	Female	Location
BU	6	4	Battambang
Paul Dubrule	3	1	Siem Reap
PUC	2	1	Phnom Penh
RSA	1	0	Phnom Penh
RUFA	4	0	Phnom Penh
RUPP	11	3	Phnom Penh

All students benefited from the program

No.	Name	Sex	University	Subject	Year
1	Chea Kosal	M	RUFA	Music	Graduated
2	Neang Sarith	M	RUFA	Music	Graduated
3	Chan Rithy	M	RUFA	Music	4
4	An Sothorn	M	RUFA	Music	3
5	Mao Sovannary	M	RUPP	Khmer Literature	Graduated
6	Mean Sothei	M	RUPP	English Literature	Graduated
7	Eng Phearith	M	RUPP	Khmer Literature	4
8	Tuy Sokha	F	RUPP	Khmer Literature	4
9	Khuon Sothea	M	RUPP	Khmer Literature	4
10	Noung Vuthy	M	RUPP	Khmer Literature	4
11	Sok Chan	M	RUPP	Sociology	dropped
12	Seun Navy	F	RUPP	Sociology and Khmer Literature	1
13	Seng Chansocheata	F	RUPP	Sociology and Khmer Literature	1
14	Keo Reaksmeyrith	M	RUPP	Sociology	dropped
15	Sien Viboth	M	RUPP	Khmer Literature	Graduated
	Sien Viboth	M	RSA	Law	1
16	Prieng Sopheak	F	BU	Law	1
17	Sourn Kamsot	F	BU	Law	1

18	Thoeun Dalin	F	BU	Law	1
19	Van Sokvat	M	BU	English Literature	2
20	Long Sreymom	F	BU	English Literature	1
21	Son Choeurn	M	BU	Khmer Literature	1
22	Sok Chamroeun	M	Paul Dubrule	Hospitality	1
23	Lim Phalla	M	Paul Dubrule	Hospitality	1
24	An Sokheng	F	Paul Dubrule	Hospitality	1
25	Sokun PrumVirak	M	PUC	English Literature	3
26	Nhim Sinath	F	PUC	English Literature	1

The total number of students who benefited from the programme until report date: 26 students, 9 girls. Among them 5 graduated all boys and 2 have dropped all boys because they prefer helping their parents with their small business at home.

4. Experiences of the students – some direct statements of the students with photographs

After 3 years of studying in a special school from grade 1 to grade 3, visually impaired students have to study half time in mainstream schools and half time in special schools until they finish high school. When they receive scholarships to study in university, some of them feel strongly that there is a gap, between what they experienced in special schools and what they are experiencing at university, as everything is different in terms of teaching and learning. They say that in special schools, the teachers have special skills to teach them, and they stay at the school as if it was their home. They have much support, whereas, in university the lecturers have less skills in teaching visually impaired students since they do not read Braille.



PRIENG Sopheak, a female student at BU, major in Law 1st year explains that: "Actually, I am studying law at BU, but I do not really like it very much. I wanted to study Khmer literature, but it does not exist in Battambang. Since I have started my law class, I would like to be a judge that looks easy to me since I would not need to use my eyes to work. The environment here is pretty nice, with all the fresh air and comfortable classrooms. In addition,

my teachers are great. They ask me lots of times if I can understand or not. My classmates as well are very helpful. They sometimes spend their week-end explaining to me and helping me to do the assignment."

As for SOKUN Prum Virak, a 3rd year male student in English Literature at PUC said that "Being a teacher and translator is my favourite job for the future. I am studying English literature at PUC. Most of my friends chose Khmer literature, but I think it would be great if I chose English. And if I can speak very well English, perhaps I can go to study abroad. At



PUC, everything is good, only there is no library for blind. When I do not have any documents or I do not understand the lessons or anything, my classmates help me a lot. They read and explain to me every time I'm not so clear with the lessons. My teachers even daily send me all the documents before class via e-mail, so that makes it easier to catch up the lessons. Sometimes, only for me, teachers do oral exams instead of written exams."



We also met with a few other students to know how exactly they feel and especially to get to know their mood and the environment they evolve in at their school. In addition CHAN Rithy, a male student from RUFA, now in year 4 also explains very similar situations to the students from other universities "I am studying modern music which is my own decision because I like culture. Although, modern music is not the Khmer traditional music but it helps to improve our knowledge of music in general. It is globalization that we have to know. I know it is hard since I am the only blind student, but I have to try. If I could not be a musician, I would do something that relates to culture. The environment here, RUFA is almost perfect for me. Here school provides transportation to go and come. My classmates help me a lot by reading lessons for me and even guide me the way. Teachers are very helpful that they try to teach slowly lessons and repeat all the time. They always ask me if I understand the lessons or not."



Last, SIEN Viboth finished his bachelor degree in Khmer Literature at RUPP in 2010 and has continued his studying in Law at RSA. He says that: "Actually I'm studying Law. I like it because it gives us a chance and priority to work for the government. I committed to studying at this big famous university because Samdech HUN Sen (Cambodian Prime Minister) supports me. And he promised me to arrange one position at the Council of Ministers. Everything here is good, except it lacks of documents that I really need. My classmates and my professors are very helpful. They encourage me all the time; they help me every time I need. Some classmates give me materials such as phones, recorder etc. Hopefully Krousar Thmey will continue to help me and I will be the first blind person who will finish this school. Then I will be a good model for blind. I just, actually, want many blind to follow my steps."

These seniors, visually impaired students who have at least one year experience in studying in university, have adapted very well with their classmates, lecturers and their new situation in society. However, those visually impaired students, who have just started, even though they met with the senior students to discuss how to prepare themselves to be ready for university, still face some difficulties. These include receiving the Braille books late, as they have to wait for the translation and they have to wait at least one week for the Orientation and Mobility programme to be able to move from one place to another, within the university compound.

Studying at university is much more difficult than at one of Krousar Thmey's Schools. The visually impaired students have made many efforts to learn, to review lessons and to do their homework during their free time. After a couple of months, they start to get to know some students in the class, and make friends with these students. This helps them a lot to overcome the difficulties they face in their studies. They are not isolated anymore and get much support from their fellow students. They are encouraged to be members of assignment groups with other students. Through this kind of work, they have more chances to discuss and work together with able-

bodied students and to prevent discrimination. They mostly mention that it was hard for them at the beginning to catch the lessons, as they cannot see what is written on the board since the lecturers teach very fast. Sometimes, there is no one to help them decipher the documents that they receive from the lecturers. Now they know how to deal with this problem by asking their friends to read the documents for them while recording on a tape recorder, so that they can review the lesson before the exam.

Students with visual impairment who study in higher education work very hard on their studies. They usually get up at around 4 AM to review their lesson and to be ready for school at 7 AM. During the break time, they chat or discuss with their friends about the assignments or homework, or sometimes go to the library to search for documents related to their studies, asking their sighted friends to read some texts for them in order to record them with a help of their audio recorder. They study English at Krousar Thmey special schools, and professional subjects in university. After a whole semester in university, the visually impaired students take about one month long holiday, during which they usually go to visit their family in their home town if they are not living with their family.

5. Challenges encountered in the conduct of the programme

Even though blind and visually impaired students are well integrated in some universities, they are still facing some challenges. These are related to several external factors:

- **Blind/visually impaired students receive documents in Braille late:** the studies of blind students and visually impaired students depend considerably on Braille books and voice recorders. As the lecturers do not always provide the documents to the students in advance, blind students can only access the documents in Braille much later. Krousar Thmey tries to solve this problem by liaising with the lecturers concerned. However, the support is still limited due to their schedule.
- **Limited support from the Ministry of Education:** to get scholarships for blind or visually impaired students to study at university, Krousar Thmey has to go through a very long decision making process with the MoEYS. Every year blind or visually

impaired students are late in school registration, which makes them miss the first few classes.

- **The number of universities that accept blind or visually impaired students and thus the subjects they have an access to is limited:** due to the consideration that it is not easy to teach students with special needs, many universities in Cambodia do not accept blind or visually impaired students. Krousar Thmey is trying to convince other universities to accept blind and visually impaired students. Krousar Thmey plans to conduct conferences within the universities which have already accepted visually impaired students and invite all universities presidents to participate. The Foundation will promote its activities and talk about the challenges that Krousar Thmey and the visually impaired are facing. This is an ongoing process.
- **Blind or visually impaired students received limited support for school activities:** sometimes during school holidays there is a study tour conducted in some provinces within the country. Due to the fact that the place is new for them, it is almost impossible for blind or visually impaired students to participate without a guide. Their fellow students are happy to help but they are not able to do it all the time. The consequence is that blind or visually impaired students cannot receive as much information as other able students.
- **Transportation:** This is one of the main problems for most of blind or visually impaired students. They live far from university and thus they have to take Moto taxis to go to school every day, which costs them a lot of money.

6. Media coverage of the activities during the reporting period

The celebration of Krousar Thmey's 20th anniversary took place on April 6, 2011, in the presence of Prime Minister, Samdech Akeak Moha Sena Padei Techo HUN Sen and his wife, Lok Chumteav BUN Rany, the President of Cambodian Red Cross and other 6,000 guests



(including most of Krousar Thmey's local and international partners) and 2,000 Krousar Thmey children and staffs.



The media coverage (the main national TV channels and international press, including first cover of Southern Asia Globe) brought by the event had an effect raising awareness regarding special education. First and foremost though, the reports

and programmes devoted to Krousar Thmey's 20th anniversary prompted a wave of offers of donations, namely in-kind (food). And most importantly, all of Krousar Thmey Schools received calls from parents wishing to enroll their blind or deaf child. Some children were unfortunately too old to be eligible but most of them have been enrolled in the present school year.



On the occasion of the Khmer New Year, national TV channel TVK invited the Foundation's troupes to perform live for three days of special broadcasts. So the children and university students of Krousar Thmey were able to show off their numerous talents...

Thanks to the visit of officials from the Royal Government of Cambodia (Cf. Important visitors below), many TV media covered Krousar activities in the different schools for deaf or blind children during many days.

7. Important visitors to the programme, if any

During the 20th anniversary of Krousar Thmey, almost 6,000 guests attended the event, including all of Krousar Thmey's local and international partners. It demonstrated the unanimous recognition of Krousar Thmey as an actor in the development of the country, and the real relevance of its programmes, which are always run with the aim of ensuring sustainability.



During the three days of festivity, the external guests were also invited to the experience of “Seeing in the dark” conducted at the school in Phnom Penh Thmey. This initiative involved introducing participants to a world entirely devoid of light guided by blind students to raise their awareness regarding the everyday difficulties that blind people face. The environment created retraced the route to the school (pavement, bike ride, roundabout, etc.), to a classroom where blind teachers organized learning activities. The guests, who were disorientated and sometimes a little frightened, rapidly

found themselves relying on the blind students for support.

The experiment proved a real success. Many participants were made aware of the capabilities of the guides and facilitators, who were in fact young people of Krousar Thmey. Among the 72 people who participated in the experience were His Excellency IM Sithy, Minister of MoEYS, potential



partners and numerous seeing Krousar Thmey teachers.

This special event “Seeing in the Dark” was prolonged to May for university directors, the teachers of integrated classes in public schools, and the parents of blind students. Besides specific events, Krousar Thmey special schools receive regular visits from partners and local authority representatives including district governors.

- In May 2011, Krousar Thmey organized a visit for directors of five universities and institute: Norton University, Pannasatra University

of Cambodia, Asian Europe University, Royal University of Phnom Penh and Saint Paul Institute – Takeo Province, to introduce to them blind life and their ability to go to university. They also experienced the “Seeing in the Dark Room”. At the end, the directors of mentioned universities gave their pledge to accept our visual impairment student into their institutions.

- In January, 2012: Mr. Larry Campbell and Dr. Mani from ICEVI visited the school for deaf or blind children at Phnom Penh Thmey, in order to check the process of the education.
- February 02, 2012: His Excellency SEM Sokha, Secretary of state, monitored the needs of sport equipment and other materials.
- March 23, 2012: His Excellency HUN Maneth and His Excellency IT Sam Heng, instead of Samdech HUN Sen, Prime Minister of Cambodia, visited the school for deaf or blind children Phnom Penh Thmey to provide, food, sport equipment and other materials.
- March 27, 2012: His Excellency Tea Banh, Minister of Defence visited the school for deaf or blind children Siem Reap to provide, food, computer, printer and other materials.
- On April 5, 2012, a meeting with Joni Yulianto who is the Outreach Coordinator for IPPP (Institute on Disability and Public Policy) took place. The discussion focused on the virtual MA program which is to prepare people for careers in public policy and disability advocacy. Two blind university students attended this meeting.

8. Changes envisaged for the following quarter

To face these challenges mentioned above, Krousar Thmey is planning to set up some activities such as:

- Continue to conduct awareness campaigns in universities of Cambodia to promote Krousar Thmey’s activities and to help blind or visually impaired students to get more choices of subjects as well as universities to study.
- Meet with several departments of the MoEYS of Cambodia in order:
 - ✓ to promote access to universities for children with disabilities
 - ✓ to develop training of trainers in provinces
 - ✓ to support students with disabilities in their search for jobs
- Advocate the MoEYS to focus more on higher education for deaf or blind students.

- Develop training sessions in summer for young graduated students who intend to go to university.

9. Project staff changes, if any, during the reporting period

- June 2011: Mr. SOK Chhom, a school director of school for deaf or blind Kampong Cham resigned from his duty for his retirement.
- January 01, 2012: Mr.VORN Vy has been promoted from being an Inspector to be a Deputy Coordinator for blind education.
- January 01, 2012: Ms. HEAN Sammy has been promoted from being a teacher to be Inspector for blind education.
- January 01, 2012: Mr.CHHON Saron has been promoted from being a teacher to be Advocacy Officer Assistant.
- January 17, 2012: Mr.HAM Songva resigned.
- February 29, 2012: Mr.YOUM Saren, a blind teacher, resigned.
- March 29, 2012: Mr. SOR Phorn, a care giver, has passed away.

10. Any other relevant information

- April 6 – 8, 2011: Krousar Thmey celebrated its 20 years anniversary. The celebrations kicked off with the official ceremony in the presence of Prime Minister Samdech HUN Sen, who celebrated his 60th birthday that same day and was treated with a lively round of “Happy Birthday” sang by all the children. He was accompanied by his wife, Lok Chumteav BUN Rany, who is President of the Cambodian Red Cross, the Minister of MoEYS and the Minister of MSLA. Almost 6000 guests including the majority of all of Krousar Thmey's local and international partners and members attended the event.
- September 5 – 10, 2011: a Braille exhibition was held at Norton University which is one of the biggest private universities in Cambodia.
- May 25 – 27, 2011: 28 representatives from MoEYS, MLSA, POE in Kampot and Kampong Thom province, and NGO partners participated in ***Inclusive Education for visually impaired persons***. The workshop was organized by Krousar Thmey (this project is supported by Light for the World Foundation)
- December 2011: an exhibition of Braille took place in Cambodiana Hotel, Phnom Penh.

- January 02, 2012: Dr. Maya KALYANPUR, Inclusive Education Advisor in Teacher Training Department, conducted a monitoring evaluation for a pilot project in education. Her consultancy contract ended officially on March 31 but the MoEYS extended for 2 months on order to manage the Inclusive Education forum that will be held on May 28 to 30 in Siem Reap.
- January 18 – 19, 2012: Monitoring Evaluation for a pilot project in education to which all stakeholders participated.
- January 23, 2012: Monitoring Evaluation at Prey Veng for a project of inclusive and integrated classes.
- January 29 to February 02, 2012: Krousar Thmey conducted a monitoring evaluation in Siem Reap for education for low-vision, blind or deaf children.
- March 20 to 22, 2012: Mr. VORNVy, inspector and coordinator attended the Annual Congress on Education Youth and Sport for the academic year 2010 – 2011 and discussed the objectives for the academic year 2011 – 2012.
- March 29 – 30, 2012: Mr. AUN Auray (General Director of Krousar Thmey) and Mr. VORN Vy (Deputy Coordinator for blind education) attended the Regional Conference on raising awareness of the ASEAN Disability Forum that took place at Hotel Phnom Penh.



INDONESIA

I. TRAINING / SEMINAR CONDUCTED DURING REPORTING PERIOD.

A. University Preparation Training.

During this reporting period, three university preparation trainings were conducted; one training was in Makassar for South Sulawesi, 1 Training was in Medan for North Sumatra, and 1 training was in Surabaya for East Java.

In doing this training, our local partners were Pertuni Local Chapters; Pertuni's chapter of South Sulawesi, North Sumatra and East Java.

The University preparation training is providing more soft skill rather than hard skill. The objective of this training are as follows:

1. Developing better attitude upon blind high school students toward higher education;
2. Building understanding that by pursuing and graduating higher education, blind people would have more opportunity to develop or even change their life;
3. Developing soft skills that are needed in pursuing university life, such as communication, self advocacy, problem solving, team building, innovative & creativity, time management, future planning, being efficiency, included in financial issue, etc.

As before, in conducting this training, Pertuni worked together with a training provider, named "Agung Motivation Center AMC)", that chaired by a low vision psychologist.

Method that was used to conduct this training are as follows:

1. Briefing; the facilitators brief training material to all the participants;
2. Discussion; participants are asked to discuss selected topics or assignment that they should do;
3. Games; to make the soft skill university preparation training more interesting to be pursued, lessons/training material

were given also in educative games format. This games are divided in two type. Firstly, games that they should do in group; secondly, the ones that they should do individually, but still need to be support by their peers.

4. Simulation/mock future activity; each participant was asked to do things that they would like to do in the future, in front of their training peers. The aim of this method is to plant the trainee's dream more deeply inside their heart an mind.
5. Role model presentation: in order to inspire the training participants, we invited blind people that graduated from university.

In this case, we tried hard to present/invite one blind man and one blind lady. The aim why the project should invite blind ladies was: if we present a blind man, he usually could only motivate blind men; but if we choose a blind lady, she could motivate both men and women.

Below are the training material:

1. Dream building;
2. Mental block breaking
3. Feature pacing;
4. Team building
5. Communication capacity building;
6. Time management;
7. Problem solving;
8. Self advocacy;
9. Breaking the limit;
10. Creativity & innovation building;
11. Inspiring figures;
12. How university life is.

These trainings were participated by 52 students, consisted:

1. Makasar = 17 students
2. Medan = 18 students
3. Surabaya = 17 students

Training output:

52 blind students pursued and finished the training in accordance with the training design.

Training outcome:

The ex trainee had the knowledge, skill, spirit and courage to:

1. Building their own dream;
2. Presenting their own dream to others in front of the training class;
3. Understanding How university life would be;
4. How they should pursue university life in the future;
5. Understanding what Opportunities that they might have if they graduate from university, how to manage and utilize those opportunities.

PARTICIPANT'S COMMENTS:

Makasar Participants:

My Name is **Qomariyah**, I am now in 11th grade. Before having this training, I did not know if I would like to continue studying to university, because I come from lower income family. I did not know if my parents have enough money to finance my study in university. After having this training, I start having the courage to dream. I want to become a career woman in the future, specifically a manager. And now I understand, if I want to change my life, I should graduate from university. I do hope that I really could make my dream come true.



My name is **Fadli**, I am in 12th grade. I have been inspired by Arifin, my senior who has graduated from English Literature. I like learning English, and I want to continue studying to English education. After having this training and listening to all the resource persons – the role models – I believe more in the importance of computer technology. I will continue my computer course, and equip my self with computer skill more and more.



Medan Participants:

My name is **Nelly**. I am in 11th grade of Karya Murni Special School for The Blind. I want to become a teacher, who specialize in "Bahasa". Beside that, I also want to become an author/novelist. Therefore, I am willing to continue studying to university, taking Bahasa. I have learnt a lot in this training, especially how to break through my fear. After pursuing "fire walk", I feel that I have more courage now. I believe that courage is needed to make my dream come true.



This guy names **Usman**. He is in 13th grade of a state regular school in Medan. When the training facilitator did pre assessment, he seemed like young blind man who just following the flow of his life; confusing about his future. When the assessor ask him the most happiest moment in his life, his answer is "I don't know". The assessor then found that Usman has been suffering from "child abuse" psychologically by his father. But after pursuing group hypnotherapy by the training facilitator, he was able to release "his mental burden". "I feel much better now, it's just like I have released something heavy in my heart". Being able to release and break through a "mental block" is very important for blind students. Negative stigma that has been given by social environment toward blind children has influenced their mental growth; included their believe. They tend to follow the negative stigma.



Surabaya Participants:

Karnadi is a 12th grade student. He was put in an orphanage by his parents due to being a blind baby. Fortunately his foster parents could see his potency in music since he was still a young kid. Therefore, they try to find help to make him he be able to develop his music talent. After finishing the 9th grade in a special school for the blind in Surabaya, he continue studying to a regular state high school with the support of his foster parents.



"This training has burnt my courage and spirit to become a

professional musician. I am now has stronger willingness to continue studying to music department”.

Yuli is a blind girl from Jember, east Java. She has grown up in state special school for the blind in that small city, staying in school dorm, because her house is far from the school. She is willing to become a teacher in the school where she has been studying. “I am very glad to have the opportunity to participate in this training. I learn a lot from the resource person how university life is, and how I should become stronger person if I want to make my dream come true”.



B. Sensitizing Seminar

During this project period, 1 sensitizing seminar has been conducted in cooperation with Muhamadiyah in Makasar South Sulawesi, in May 17 2011. This seminar was conducted in the university campus.

The theme of this seminar is “How Universities develop themselves as welcoming environment for blind students”.

The objective of this seminar is providing information:

1. That Blind students could pursue higher education independently and how university should support them with assistive technology based services ;
2. How university should develop themselves as welcoming environment and how it should be done;
3. How to pioneer a student service center (SSC) within university for students with visual impairment.

There has been about 100 Participants in this seminar, consisted of:

1. University authority in Makasar Muhamadiyah university as the host of this seminar;
2. Representatives from other universities in Makasar and its surrounding areas, both state universities and private universities as well;
3. Government authority that coordinate private universities in South Sulawesi;

4. Disabled people organization representatives in Makasar;
5. Representatives of university students both blind and sighted students as well.

Resource person of this seminar are as follows:

1. The rector of Makasar Muhamadiyah University; his presentation was about the history that Muhamadiyah University has been accepting blind students for years, and his commitment to develop the university more welcoming for blind students;
2. The Indonesian Blind Union President - Pertuni; his presentation was about how Pertuni has been conducting campaign on higher education for blind students in Indonesia, with the support of The Nippon Foundation and ICEVI
3. The Director of student service center from Jogjakarta State Islamic University; her presentation was about how this university pioneer a student service center for blind student in 2007.

Things that came up from the presentation and discussion:

Positive things:

1. Muhamadiyah university rector:

- Encouraging all universities in Makasar and its surrounding areas to learn from Jogja State Islamic University;
- Propose to the secretary of the coordinator of Private University in South Sulawesi to promote this issue more widely to private universities within this province;
- This issue should also be brought to the Directorate General of Higher Education of the ministry of National Education; encourage them to develop policy that put this issue as university compulsory

2. The Director of student service center of Jogja Islamic University:

- To pioneer the SSC, university could start from something practical, then gradually move forward to something

conceptual; - small at the beginning, and gradually make it bigger and bigger.

- After pioneering the SSC, Promotion/socialization to all university stake holders is needed, to make them : aware, understand, then gradually take part in the effort to make the campus as welcoming university;
- Involving sighted/non disabled students in the SSC is also necessary to help them developing sense of empathy toward their blind/disabled peers.
- To promote this issue more widely through out Indonesia, there should be "a forum", with the members are universities that have pioneered SSC. Those universities then are asked and facilitated to become "leading universities" and "mentor" for other universities.

3. The secretary of private university coordinator of South Sulawesi:

- Seminar like this should be participated by university authority/leaders
- Universities should be more widely opened for students, included students with disability; up till now, university only accommodate 20 % of high school graduates in Indonesia.

Miss perception:

1. Part of university community still thought that blind students could only take special education;
2. If one university has developed SSC, all blind students within the area/city or even province should go there; it is not necessary that each university should accept blind students
3. Several lecturers still did not yet realize that to make blind people become independent, environment – families, schools, service center – should help them, should prepare and train them to become independent; they still think that if blind people become independent in mobility, this because they have the sixth sense.

II. CHALLENGES ENCOUNTERED IN THE CONDUCT OF THE PROGRAMME

1. In conducting university preparation training, we could not find partner – training provider – in the cities where we schedule to conduct the training – in Indonesia it's still not easy to find training provider that have good/proper perspective toward students with visual impairment. Therefore, we cooperate with our partner from Semarang – center Java. The consequence is that we need to invest fund in order to bring the trainers to the selected project site. The result is that through this project, we have the opportunity to develop university preparation training models. In the future, Pertuni plan to cooperate with expertise from SSC of Jogjakarta Islamic University to develop a module on "university preparation training".
2. Another challenging challenge is approaching new selected universities where we schedule to pioneer a student service center (SSC) in Padang West Sumatra and Medan North Sumatra. This because we could not yet find "militanist" who have perspective upon disability issues. To cope with this challenge, we plan to ask Pertuni's available university partners to talk to their peers; and this would be executed within the next project period.

III. MEDIA COVERAGE OF THE ACTIVITIES DURING THE REPORTING PERIOD

Sensitizing seminar in Makasar:

1. Media Indonesia
2. TV one

University preparation training in Medan:

1. RRI – local radio station
2. Radar – local news paper

Surabaya university preparation training:

1. Trans 7 – National TV
2. Metro TV – national TV
3. El-Shinta – national radio station

IV. ANY OTHER RELEVANT INFORMATION

A. Preparation Meeting In Medan.

As has been mentioned in the proposal, Pertuni is willing to expand the establishment of SSC in 2 big cities of Sumatra. First is Padang, West Sumatra; and second is Medan North Sumatra.

To do so, the first step that should be done is "having a meeting with the university authority". Meeting with Padang State university had been done in February 2011 – the previous project period. Within this project period, visit and meeting was done to Medan North Sumatra. In this city, Pertuni Higher Education project coordinator visited two state universities. Firstly, was University of north Sumatra, and secondly was Medan State University.

Objective of this meeting and visit are as follows:

1. To introduce Pertuni and its activity;
2. To introduce higher education campaign activities;
3. To build the university sensitivity and awareness that there should be a student service center for the blind within university as the part of university services.

Within two state universities, Pertuni Project Coordinator met vice rector IV who responsible for developing relationship and partnership with other institution. After listening to Pertuni presentation about the project, The vice rector of both universities informing that they would bring this to the university authority meeting.

The challenging thing that both university vice rector still think that it would not be easy to convince the university to start pioneering a student service center (SSC) within their university. The reason is that there are only very few blind students pursuing study in university; so they thought that it was unfair if they should spend a lot of budget for them.

B. Comparative Study.

In September 2011, Padang State University sent a team to do comparative study to student service center in Jogja State Islamic University. The team is consisted of lecturers from Special Education

department – faculty of Education, and the chairperson of academic body under the first vice rector of the university. In doing the comparative study, the university used their own resources.

The result of this visit is that the team has been inspired by the work that has been doing by Jogja state Islamic university, and planning to pioneer the same work in Padang.

Challenge in encouraging universities in pioneering student service center that we should follow the bureaucratic procedure, and this usually takes time.

C Participating In Discussion/Meeting to Pioneer a University Forum.

In Mid December 2011, one of Pertuni's university partner – Jogja Islamic State University – initiated to pioneer "a university forum" in Jogjakarta. They invited 10 big universities in the city.

The main objective of this initiative are as follows:

1. To build disability sensitivity toward the university authority who attended the meeting;
2. To share the idea that university should develop their entity to become inclusive environment, both socially and physically;
3. To share the idea of how important the existing of a service center within a university for students with disability is.
4. To share the idea of establishing a university forum in Jogjakarta, as a medium to meet, discuss, share, and to develop the idea of inclusive university.

Pertuni Higher education project coordinator was invited to share higher education project activities that has been conducting since 2006. In this meeting, Pertuni also share the idea of "mentoring activity"; by selecting Pertuni's university models to become mentors for other universities, in order to disseminate the idea of "inclusive university" in Indonesia.

D. Having A Meeting With University Blind Students In Jogjakarta State Islamic University.

After attending the university forum, Pertuni's higher education project coordinator also was invited to attend disability student meeting, that was conducted by the SSC of Jogja state Islamic University. It was a supporting group that was organized routinely by the SSC in the university.

Something special with the students meeting at that time was there were 8 university blind students from other city - "solo – about one hour by car from Jogjakarta – participated in the meeting. They are studying in Solo Islamic State University.

The Forth Vice Rector of Solo State Islamic University chaired the delegation. The aim of the visit was to do comparative study how to start and manage an SSC.

E. Having A Meeting With The Minister Of Education.

In March 20th 2012, Pertuni board member had the opportunity to meet The Minister of Education in his office. The main agenda of this meeting was presenting issues related with the education of students with visual impairment, mainly inclusive education.

Specifically on higher education campaign project, Pertuni informed the Minister what the project has been conducting since 2006, and also mentioned that this campaign has been supporting by ICEVI and The Nippon Foundation. However, the campaign activity still could only reach 7 cities of Indonesia, and could only reach 4 universities that has been pioneering as inclusive universities. Therefore, Pertuni ask the minister to facilitate this campaign effort in order to reach more universities through out Indonesia.

Normatively, the minister gave us a positive respond. He mentioned that at least there should be one state university in each province of Indonesia that is developed as a model of inclusive university.

The delightful thing was that at the end of the meeting, the Minister presented his willingness to sign agreement with Pertuni as "the umbrella" to develop cooperation. The aim of this cooperation is to

increase the education quality of students with visual impairment. The MOU had been signed in the celebration of "National education day" in May the 2nd. Later on, Pertuni would be using the MOU with The Minister to proceed agreement between Pertuni and The Directorate General of higher Education of The Minister of Education.

The Philippines

I. Background

Last year our office in partnership with ICEVI and The Nippon Foundation continue our initiative improving and escalating access to higher education of students with visual impairment in the country.

The initiative has increased enrollment of students with visual impairment from only 75 students enrolled in 2008 to 142 in 2011. However, we still encountered incoming college students with visual impairments rejected to enroll in target universities due to accommodation issues such as equipment, facilities and trained staff to help them. Thus, in our future orientation we will increase the allotted time for the discussion of reasonable accommodation. University student are still facing various hindrances such as lack of awareness and cooperation from college professors and administrators nevertheless, the loaned adaptive equipment and technology helped them cope up with their daily academics needs.

We also implemented activities that would help meet the unique needs of college visually impaired students; the scheme includes provision of awareness materials of teaching math, college preparation training and the college semestral check-up and loan of assistive devices.

II. Results and Impact of the Project

To increase the awareness of universities and improve the atmosphere for students with disabilities we conducted the following:

A. Workshop for College Administrators on Education as Human Right in the CRPD – The activity was attended by 96 administrators and professors from 32 colleges and universities in key regions of the country. Officials from the Commission on Higher Education and the Commission on Human Rights Philippines as well as the National Council on Disability Affairs also presented their initiative of supporting students with disabilities. Students were invited in the event and share how they cope up and excel in their studies.

Last year, participants who have attended our previous orientation also conducted orientation within their based universities attended by about 600 educators and student teachers and psychology students. This year we already conducted orientations in state universities in the provinces organized by previous participants, results will be included in the next report.

B. Orientation for Professors of 15 colleges and universities –

This year 36 key persons and professors from 17 universities participated in the activity. This activity was implemented in different strategies such as inviting the professors in our office and student resource centers and conducting half-day to whole day orientation.

C. Production of instruction materials for Math –

We have finished producing the sequel of our math video, showing how students with visual impairment specifically tackle various math subjects using various techniques and assistive devices. Math video 1 & 2 will be included in the information kit provided to target universities and colleges and in-coming college students which they may use to orient their professors.

Under our capacity building activities are the college preparation, college check up and the scholarship program. Information on how we implement the activities and the results are as follows:

D. College Preparation Course for 30 newly Enrolled Tertiary Education Students –

This year 30 students coming from various provinces have participated in the training. Topics discussed includes adaptive skills such as orientation and mobility and use of assistive technology. Professors were also invited to educate participants of how they can be best help by the universities. Graduates college students were also invited to share their unique experiences in their college days.

E. College Check-UP -

The college check up this year was attended by 20 college prep attendees. Some of the target participants were not able to come due to the conflict schedules

of their mid-term exams. The workshop was designed to discuss and address problems encountered in their first semester of college.

- F. Scholarship** – with ICEVI support we have helped 5 scholars in the project. The students were selected based in their academic performance and commitment to finish their studies against all odds. We have one student who will graduate this May.

Overall we have 142 enrolled college students last year, of which twenty-two were first year students.

Under activities related to appropriate services the following are the results:

- G. Maintaining 3 Student Resource Centers** – The resource center aims to help college visually impaired students accessing their curriculum. We maintain three resource centers in 3 key areas. Overall the resource centers received 340 visits from 67 college students.
- H. Daisy Book Production** – We produced 62 new titles last year against our target of 30 and loaned 27 Daisy Players to selected college students.
- I. Equipment Loan for College Students** – From this activity college students were able to loaned assistive devices allowing them to complete their homework, do researches, read books and take tests. The following are the type of assistive devices we loaned to students last school year.

Type Assistive Devices	# Units Loaned
Netbooks	66
Braillelite	11
Daisy Player	12
Victor Reader	9
Scientific Calculator	2
Brailler	4

Bookport	3
Opal Video Magnifier	1
Total	108

Below are the overall results of our projects:

Table 1: End Year Results

S. No.	Projects/Activities	2011 Target	End Year Results
1	Workshop for College Administrators- <i>Education as a Human Right in the CRPD</i>	30	96
2	Orientation for Professors of 15 Colleges and Universities with Enrolled Visually Impaired Students	15	36
3	Produce Instructional Materials for Math and Chemistry College Professors	1	1
4	Maintain 3 Student Resource Centers	3	3
5	Daisy Book Production and Player Loan	30	62
6	Equipment Loan for College Students with Visual Impairment	79	108
7	College Preparation Course for 30 Visually Impaired Students	30	30
8	College Semester Break Check-Up	30	20
9	One Year College Scholarships for the Most Outstanding High School Students (ICEVI and ONNET)	7	5

III. Participation of Target Group

To prove to university administrators and college professors that students with visual impairment can successfully be included in their classes we have invited successful visually impaired graduates in most of our orientation program.

College students and graduates were from time to time called for a meeting to consult with them our future higher education plans.

Graduates have volunteered to help college students as mentors, as of now students are doing that using the social network "Facebook".

IV. Finances

Overspending on Establishment of Support Center – we spent \$10,693 last year against our budget of \$6,067. We overspent \$4,626 for the salaries of 2 staff.

Under spending on Scholars Program – last school year we only spent \$2,430 against the \$5,558 budget for 6 scholars. We under spend because one of the scholar dropout due to family problems and one scholar graduated within the year.

Vietnam

1. Netbooks for blind students:

We purchased 20 netbooks together with Vietnamese assistive software's and equipped for 15 first-year and second-year blind students in Ho Chi Minh and Danang. The other 5 netbooks are kept at Sao Mai for equipment loan program for the blind students, especially grade 12 students. These grade 12 students also need equipment support to finish the high school program and preparation for university entrance.

For the last years, our project has provided netbooks for blind students and we see that we can stop focusing on this program because now blind students can afford or it's easier for them to find laptop support from other programs in Vietnam. However, we would like to ask you to keep this equipment support program running just in case of certain blind students are really in need but they cannot find from other resources.

2. Materials production:

We are very happy with this outcome as till now, our website for the blind students at www.sinhvienkhiemthi.org is considered the gateway and the house for the visually impaired students to get academic materials with variety of materials types ranging from universities book titles, handouts, reference materials, discussions among students/volunteers.

Until now, we have over 500 book titles transferred into accessible formats from text files and talking books and about 100 reference + handouts.

We see that the lacking of accessible academic materials is among the biggest challenge for blind students so we would like to keep this program run on as long as we can. Our strategy is to, step by step; get more groups/organizations involved into this program so it would be more sustainable in the future.

3. Workshop:

As we already reported in the recently, in September, we collaborated with the Education Magazine to organize one workshop about the challenges in higher education for/of the blind. We are still working with this magazine to have posts on their editions about education for the blind in order to raise the awareness among the educators and the community.

4. Video clip:

We are happy to update you the information on our progress to produce one video clip about our higher education program throughout the country. We just finished filming in Hanoi for the whole 3 days with many focused scenes and speeches from education leaders. We are working on filming agenda with universities, blind students, parents' blind students in Ho Chi Minh to do the filming here. Then, we will edit and produce the film. The expected time to release the final version of the film will be the first week of May, 2012.

During our work with the HCM television film makers, they agree with us to expand this video clip into three other films so they can broadcast on their channel in as a short series. We hope that we can get the film ready to show you in our meeting in this coming May.

For your information, we have asked the film makers to keep all sources of scenes so we might use it for our regional video clip.