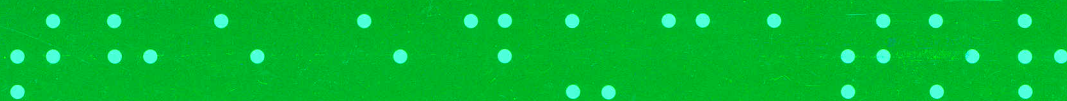




The Educator



VOLUME XIV, NUMBER 1

SPRING 2002

**EQUAL
ACCESS**



**APPROPRIATE
EDUCATION**

**A Publication of
The International Council for Education of
People with Visual Impairment**

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Quantum Technology will be exhibiting,
presenting a paper: *From Metal Frames to Micro-chips: The Role of Technology in Early Braille Literacy*
and participating in the Workshop: *Innovations that Increase Access to Literacy*,
at the ICEVI 11th World Conference in the Netherlands

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Typesetting and Printing :

International Human Resource
 Development Centre for the
 Disabled (IHRDC),
 Sri Ramakrishna Mission
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 do something great, we can accomplish it.*

- Helen Keller

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PRELIMINARY ANNOUNCEMENT

International Council for Education
of People with Visual Impairment

World Conference
27 July - 2 August 2002

Put these dates in your diary now

11th ICEVI 50th Anniversary World Conference

New Vision: Moving toward an Inclusive Community

27 July - 2 August 2002

**Leeuwenhorst Congress Centre
Noordwijkerhout, The Netherlands**

ICEVI and the Dutch Host Committee invite you to celebrate their 50th Anniversary
by participating in this conference.

Invitations for papers and preliminary conference registration will take place in April 2001

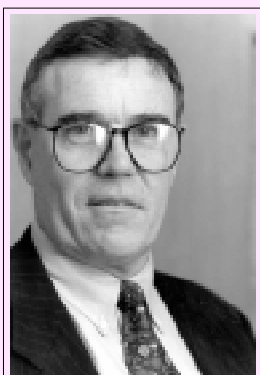
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WORLD CONGRESS 2002

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LETTER FROM THE PRESIDENT



Lawrence F. Campbell
President

Dear Colleagues:

As I write this letter we are celebrating the first day of Spring here in the North-east with a snow storm and a power outage. I hope the battery of my laptop is fully charged!

However, there is an old saying in this part of the USA; "if you do not like the weather...wait a few minutes".

This is a special pre-conference issue of [The Educator](#), and as you will see, most of the articles are concerned with the business of our organization, our upcoming World Conference, our 50th anniversary celebration and plans for the future.

The future is indeed looking quite promising for ICEVI. I have never been more optimistic than I am today. Let me tell you why I feel this way.

The Executive Committee has recently completed a very productive meeting at which an ICEVI Strategic Plan was developed and adopted. I hope that you will take the time to review the plan which is presented in this issue.

As we undertook preparations for developing the ICEVI Strategic Plan, Dr. Jill Keeffe, our regional chairperson for the Pacific emphasized how important it was to develop a plan that could be effectively interpreted and implemented at the

regional, sub-regional and national levels. I believe that has been achieved. In late May I will have a chance to test how that assumption holds up at the national level. Our East Asia regional chair, Mrs. Grace Chan, her deputy Mavis Campos and I will meet with colleagues in the Philippines to see how the new Strategic Plan "fits" at a national level.

The article by Dr. M.N.G. Mani, regional chair, Asia, provides a fine introduction to the ICEVI Strategic Plan from a regional perspective. Those of you who will be with us at the World Conference this summer will have plenty of opportunity to talk more about the Strategic Plan and its implications for your region. Those who are unable to join us are most welcome to share your thoughts with your regional chairperson before July.

During the fourth and final day of the Executive Committee meeting a new constitution was adopted. Our Executive Committee member and legal scholar, Colin Low, is in the process of registering ICEVI as an Association in the United Kingdom. This will effectively change our status from a Foundation governed by an Executive Committee to an Association of members with voting rights.

Some of our most loyal and longterm supporters; Christoffel Blindenmission, Sight Savers International and ONCE have met to discuss how to make a longterm ICEVI dream a reality; the appointment of a full time Secretary General.

I am optimistic that this position will be a reality early in the next term. It will be an enormous help in achieving the objectives of our Strategic Plan and may even help me to recapture my weekends.

As we prepare for the World Conference in the Netherlands, I am happy to report that the Sponsorship Committee, under the very able leadership of Mrs. Grace Chan, J.P., has already raised \$102,500 for supported placements and is still working hard to secure additional resources.

The hard work of the Sponsorship Committee and the many generous donors who have contributed, will allow many persons who would not otherwise be able to participate to join us at our World Conference this summer. Your Executive Committee was determined, from the outset, to have good representation from the developing regions of the world; and it seems this will be the case.

Our good friend and supporter Victor Siaulys and Laramara have been wonderfully supportive in offering to produce for ICEVI, at no cost, new publications that project our mission and our message. They are currently preparing a history of our organization written by Ken Stuckey to mark the occasion of our 50th anniversary.

Saving the best news until last; I am pleased to inform you that ICEVI has just received a grant of \$500,000 from the Lee Foundation to support programs that will create awareness, strengthen local capacity and share information on "best practices" in our Africa, Asia and Latin American

regions. You will learn more about this program as it is launched at the World Conference this summer.

As you can see, there is much to be thankful for and good reason for my optimism. Of course, none of this would be possible without a tremendous team effort. I am grateful to all of the members of the Executive Committee and to the national and international non-government organizations who have worked so hard over the past few years to bring us to this point. I am especially grateful to my employer, the Overbrook School for the Blind, for their generous support of my work on behalf of ICEVI.

As we prepare to celebrate our 50th anniversary, we should pause to look at our past with pride. We will do that...but briefly!

Our efforts and energy must focus on the future and the challenges we face in helping to make the dream of educational access for all visually impaired children, more than a slogan. For the hundreds of thousands of visually impaired children without access to education, their dream must become a right and a reality. Working together we will achieve that!

I look forward to meeting many of you in the Netherlands this summer!

Sincerely,

Lawrence F. Campbell

President

LETTER FROM THE EDITOR



Ken Stuckey
Editor

Dear Reader,

Welcome to the special conference issue of *The Educator* and second issue of the "new" ICEVI journal.

I have been delighted from the positive responses I have been getting from readers to the new format. It is especially

good to hear that you regard it as a journal to be read for its high quality articles and not just as a way of learning what is going on around the world in our field.

The history of ICEVI, "Meeting the Challenge – ICEVI", that I was requested to write, is now finished and is at the publisher, it will be available at the World Conference in The Netherlands. If you do not attend the conference and would like a copy please let me know.

If you have items you would like to be considered for *The Educator* please do send them to me. Again all major articles are on a specific theme by leaders in the field, who have been asked to write them.

I look forward to meeting many of you at the 11th ICEVI 50th Anniversary World Conference, July 27 – August 2, 2002. I will have a presentation and display on the History of ICEVI, and a poster showing pictures of "Schools from Around the World".

Do please keep in touch, it is always good to hear from you.

Ken Stuckey
Editor

LETTER FROM THE THEMATIC EDITOR

Welcome to the 50th anniversary of the founding of The International Council for Education of People with Visual Impairment (ICEVI), to be held in Noordwijkerhout, the Netherlands. I hope your tickets are purchased and bags packed for what will be a celebration of 50 years of world conferences recognizing not only the growth and development of programs serving children and youth who are blind or visually impaired around the world but defining new versions for the new millennium. the goal of the conference is working together in order to move toward a more inclusive world community.

This will be ICEVI's eleventh conference and my sixth! The first ICEVI conference was held in 1952, also in the Netherlands, the organization's birth place. It wasn't until 25 years later that I was able to attend my first ICEVI in July of 1977 in Paris, France - meeting I will never forget! Meeting people for the first time from around the world that I had only read about was exciting to say the least. Making new friends and contacts from every part of the world was a professional and personal growth experience that has continued to benefit me. Watching translators work feverishly so all can learn, via earphones, from any person presenting, regardless of the language spoken, is still a thrilling sight for me to this day. I wonder how simultaneous translation was dealt with back in 1949?

A Very Brief History

In August 1949 an International Conference of Workers for the Blind was held at Oxford University in England. The object of the meeting was to draft a series of statements which described a minimum program for blind persons. Among the participants were several people whose primary interest was the education of blind children. Since the agenda at Oxford was mainly concerned with the problems of blind adults, these educators proposed that a separate conference on education be held in the near future.

Out of the Oxford meeting came a permanent world organization called The World Council for the Welfare of the Blind, (now World Blind Union), and when this council

met in Paris two years later, the educators who had been at the Oxford Meeting formed themselves into a Committee on Education. To avoid duplication or competition with The World Council, the Education Committee asked for affiliation with them. The Council graciously named them its "Committee on Education" which gave status to a small independent group.

On 1952 the Education Committee became an independent organization and held its first International Conference of Educators of Blind Youth in Bussum, Netherlands with Dr. Gabriel Farrell as conference chairman. From then on there were world meetings every five years, and there were three changes of names for the organization.

1952	Bussum, Netherlands International Conference of Educators of Blind Youth
1957	Oslo, Norway
1962	Hanover, West Germany
1967	Watertown, Mass., USA International Council of Educators of Blind Youth
1972	Madrid, Spain International Council for Education of the Visually Handicapped
1977	Paris, France
1982	Kenya, Nairobi
1987	Wurtzberg, Germany
1992	Bangkok, Thailand The International Council for Education of People with Visual Impairment
1997	Sao Paulo, Brazil
2002	Noordwijkerhout, The Netherlands

Facts About Blindness

- ✧ The World Health Organization (WHO) estimates the total number of blind persons in the world are 45 million and 135 million with low vision. Some two million of the world's blind population are estimated to be children, of whom 80% live in the countries of Africa and Asia.

- ✧ 90% of world's blind are in developing countries
- ✧ Global burden of blindness has a direct economic cost of \$25 billion.
- ✧ 80% of world's blindness is avoidable.
- ✧ People in developing countries are 10 times more likely to go blind than those living in industrialized countries.

Causes of Blindness in Children

Preventable causes : Vitamin A deficiency, measles, ophthalmia neonatorum and rubella syndrome cause congenital cataracts. Some heredo-familial diseases amenable to genetic counseling may also be considered to be preventable and treatable.

Treatable causes : Cataract, retinopathy of prematurity and developmental glaucoma are conditions that can be successfully treated. Many children can benefit from correction of refractive errors and some of them with residual vision may be helped with Low Vision Devices. More than half of childhood blindness is avoidable (preventable or treatable).

Welcome

Please join us in The Netherlands for your first or eleventh ICEVI conference as the case may be! Yes, there may be some participants who have been fortunate enough to have attended all eleven ICEVI conferences - come and meet them personally!

The theme of the conference "New Visions: Moving Toward an Inclusive Community" will promote an international exchange of ideas, research, practices and future trends. It will embrace the last decade of international policy on inclusion for all, drawing on such documents as UN Convention on the Rights of the Child, UNESCO's Salamanca Statement and The Dakar Declaration.

Come learn about this and much more - hope to see you there.

Susan Jay Spungin, Ed.D.

Thematic Editor

An Introduction to the New Constitution

At a meeting of the Executive Committee (February 12-15, 2002) a new constitution was adopted. As our readers will recall, this constitution was discussed in detail at our previous Executive Committee meeting in Chihuahua, Mexico (May, 2001). Following that meeting a committee consisting of Nandini Rawal (India), Bill Brohier (Malaysia) and Colin Low (United Kingdom) were charged with incorporating suggestions that grew out of discussion at the Chihuahua Executive Committee meeting.

The purpose of this note is to alert you to the most important features of this new constitution.

As you will see, it moves ICEVI in the direction indicated by the Sao Paulo policy document and the new Strategic Plan. Both of these emphasize the centrality of strong regions to our future.

Secondly, the new constitution provides for ICEVI to become an association in which members have voting rights. Under our current legal status as a stifting (foundation) registered in the Netherlands, only members of the Executive Committee have voting rights.

The plan is to register the new association in the United Kingdom. This may take a little time and the formalities of registration will require the constitution to be laid out in somewhat different form.

The result of moving from a "stifting" to an "association" in this way means that we will

find ourselves in a transitional situation during our forthcoming World Conference. The delegate structure outlined in the new constitution provides us with a voting procedure that the Executive Committee believes will serve us well and reflect our efforts to strengthen our regional structures. However, since most regions will not have the mechanisms in place to implement this new procedure by July 2002, the Executive Committee is proposing to deal with this transitional situation, for this Conference only, by utilizing our earlier voting structure which relies on national delegates elected from those present at the World Conference. This I believe will move us through this transitional phase using a voting procedure that is both known to our members and which will guarantee that the will of our members is respected during the Business Meeting on the final day of the World Conference.

Although the precise form of the constitution may change in the course of the registration process, we were anxious to share it with you now in fulfillment of the pledge given at the Sao Paulo Conference so that you might have a clear idea of what has been adopted by unanimous vote of your Executive Committee. We will publish the revised version in a future edition of the Educator once the registration process is complete, but members can be assured that the substance is unlikely to change significantly.

Colin Low

Member of ICEVI Executive Committee

CONSTITUTION

1. Name:

The name of the organisation is the International Council for Education of People with Visual Impairment (ICEVI) hereafter the Association. The Association is registered in the United Kingdom. The Association is formed for an unlimited period of time. The Association is subject to the laws of the United Kingdom.

2. Aim:

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.

3. Objects:

In pursuit of this aim the Association shall:

- 3.1 Establish and maintain regions and support their activities;
- 3.2 Convene a General Assembly at the end of each term;
- 3.3 Promote cooperation with local, national, regional and global governmental and non-governmental organisations active in or related to the education of people with visual impairment;
- 3.4 Influence governmental and United Nations agencies with respect to the education of people with visual impairment;
- 3.5 Promote a positive image of people with visual impairment;
- 3.6 Promote involvement of persons with visual impairment and their families in educational policy and planning.

4. Powers:

In order to facilitate the exchange of expertise and professional knowledge and skills, the Association shall have power to:

- 4.1 Promote local, (sub) regional and global networks;
- 4.2 Promote training courses, conferences and meetings at a local and regional level;
- 4.3 Promote local, national, regional and global communication;
- 4.4 Publish a global journal and regional newsletters through the internet and otherwise;
- 4.5 Promote local and regional special interest groups and their inter-regional linkages.

5. Membership:

- 5.1 Membership of the Association is open to any individual or organisation subscribing to the aim and objects of the Association as laid down in the Constitution.
- 5.2 Members shall pay an annual subscription as shall be determined from time to time by the Executive Committee. Subscriptions shall reflect the diversity of the financial resources available to different organisations and in the different regions of the Association.

6. Regional Structure:

- 6.1 The basic structure of the Association is a regional one and the members of the Association are primarily members of a region. The Executive Committee shall determine the number and the countries of the regions.
- 6.2 The Regional Members shall elect for each term from the region a Regional Chairperson and one or more Regional Deputy Chairpersons.
- 6.3 The Regional Chairpersons shall be responsible for establishing a Regional Committee of not less than 5 members. Representation on the Regional Committee shall reflect the diversity of the region. The immediate past Chairperson and any Principal Officer belonging to the region shall ex officio be a member of the Committee.
- 6.4 The Regional Committee shall be responsible for the planning and implementation of regional activities and conducting the business of the region.
- 6.5 The Regional Committee shall have power to levy a regional subscription with the agreement of the Executive Committee.
- 6.6 The audited regional accounts shall be sent to the Treasurer within three months the end of each financial year.
- 6.7 The Regional Chairpersons, together with the five Principal Officers, are the Officers of the Association.
- 6.8 The Regional Chairpersons shall report regularly to the President on an agreed schedule.
- 6.9 If a Regional Chairperson is unable to fulfil his/her duties, the Deputy Chairperson shall take over. If neither the Chairperson nor the Deputy Chairperson is able to fulfil their duties, the Regional Committee in association with the President shall take decisions about the continuation of the region's work.
- 6.10 The Regional Committees shall appoint delegates with voting rights to the General Assembly using a process which respects diversities within the region. The number of delegates per region shall be laid down in the Bye-laws.

7. General Assembly:

- 7.1 A meeting of the General Assembly shall be held at the end of each term.
- 7.2 Those entitled to vote at the General Assembly shall consist of the Executive Committee, not more than two Deputy Chairpersons from each region and the other delegates with voting rights appointed by the Regional Committees.
- 7.3 At a General Assembly, there shall take place a business meeting at which the Regional Chairpersons and Principal Officers shall present a report on their activities during the past term and their plans for the next term. The business meeting shall elect the Principal Officers of the Association, who shall be the President, the Vice-President, the Secretary and the Treasurer. The Immediate Past President is also a Principal Officer.
- 7.4 The General Assembly may also include a professional conference, which non-delegates may attend.

8. Executive Committee:

- 8.1 The business of the Association between General Assemblies shall be conducted by an Executive Committee, which shall consist of:
 - a) the Principal Officers of the Association, namely
 - ✧ *the President;*
 - ✧ *the Immediate Past President (or other person appointed by the Executive Committee if the Immediate Past President is unable or unwilling to serve);*
 - ✧ *the Vice-President;*
 - ✧ *the Secretary;*
 - ✧ *the Treasurer;*
 - b) the seven Regional Chairpersons representing Africa, East Asia, West Asia, Europe, Latin America, North America/Caribbean, and the Pacific;
 - c) one representative of each of the Founding Members of the Association as follows:
 - ✧ *American Foundation for the Blind*
 - ✧ *Perkins School for the Blind*
 - ✧ *Royal National Institute of the Blind;*
 - d) one representative of any international non-governmental organisation which supports the mission and plans of the Association and makes a significant financial contribution to its work, the level of such contribution to be determined by the Executive Committee from time to time as part of the dues structure of the Association.
 - e) one representative of each of the following:
 - ✧ *International Agency for the Prevention of Blindness*
 - ✧ *Deafblind International*
 - ✧ *World Blind Union.*

The Executive Committee may also invite to any of its meetings the Chairperson of any Standing Committee or Working Group established by the Executive Committee.

- 8.2 The Executive Committee may either ad hoc or for the full term appoint additional members with special tasks who may be invited to participate in meetings of the Executive Committee, but shall have no voting rights.
- 8.3 The Executive Committee shall evaluate regional developments in terms of the Association's policy, the global targets set for the term and regional plans.
- 8.4 The Executive Committee shall keep under review the Constitution and Bye-laws of the Association.
- 8.5 The Executive Committee shall appoint the members of the Programme, the Nominations, the Finance, the Publications and any other global Standing Committees of the Association.
- 8.6 A Regional Chairperson who shall be appointed by the Executive Committee shall act as Chairperson of the Nominations Committee.
- 8.7 The President is ex officio a member of the Programme Committee.
- 8.8 The Treasurer is ex officio Chairperson of the Finance Committee.
- 8.9 The Vice-President is ex officio a member of the Publications Committee.
- 8.10 The Executive Committee shall have power to appoint paid staff in order to further the work of the Association.

9. Principal Officers:

- 9.1 The Principal Officers are the executive officers of the Association and shall act on behalf of the Association and on behalf of the Executive Committee. They shall report on their activities to the Executive Committee and the General Assembly, and shall meet as necessary.
- 9.2 Each of the Principal Officers, in addition to the duties of their post, shall have specific duties as agreed amongst themselves from time to time.
- 9.3 Each Principal Officer is authorised to act on behalf of the Association on condition that the action is based on the Constitution or Bye-laws of the Association; its policy, custom and practice; or a decision of the Executive Committee or of the Principal Officers.
- 9.4 If neither the President nor the Vice-President is able to discharge their responsibilities, the Executive Committee shall appoint one of the remaining Principal Officers to act as President.

10. International Consultative Committee:

- 10.1 The International Consultative Committee is an advisory body to the Executive Committee. It is intended to promote global co-operation and linkages between global organisations active in the education of people with visual impairment.
- 10.2 The Executive Committee shall draw up a list of organisations that will be invited to serve on the International Consultative Committee. These organisations shall meet the conditions laid down in the Bye-laws.

10.3 The Executive Committee will meet at least once each term with the International Consultative Committee. These meetings shall discuss the Association's general policy with a view to promoting co-operation and linkages with the invited organisations.

11. Terms of Office:

11.1 All office holders shall take up their positions at the end of the General Assembly at which they were elected. Elections or appointments taking place between General Assemblies shall have immediate effect.

11.2 All office holders shall remain in post until the end of the next General Assembly after their election or appointment.

11.3 Ad hoc appointments shall come to an end when the task for which they were made has been completed, but in any event not later than the end of the next General Assembly after they were made.

12. Postal Ballots:

Postal ballots may be used for deciding any question which requires decision within any organ of the Association. Ballot papers, clearly stating the proposal to be voted on, shall be sent to all persons entitled to vote on the matter in question. All means of written communication may be used.

13. Finance:

The Association's financial year runs from 1st January to 31st December. The accounts of the Association shall be subject to annual audit by a qualified auditor and the Principal Officers shall appoint an external auditor for the purpose. The audited accounts shall be presented to the Executive Committee who shall have responsibility for approving the financial report. The Executive Committee shall also approve the annual budget of the Association.

14. Use of the Association's name:

The use of the name of the Association for any purpose, including fund raising, income generation or the production or sale of publications, irrespective of whether initiated and/or executed by members of the Association, is only permitted if authorised in writing by the Principal Officers.

15. Amendment of Constitution and Bye-laws:

15.1 The Constitution of the Association may be amended by the General Assembly.

15.2 Proposals for amendment of the Constitution shall be recommended to the General Assembly by the Executive Committee.

15.3 Proposals for amendment of the Constitution shall be published in the Association's magazine and on the Association's website not later than three months prior to the General Assembly at which they are to be discussed.

- 15.4 Amendment of the Constitution shall require a two-thirds majority of the votes either of the members present and voting at a General Assembly or voting in a postal ballot, provided in each case that not less than 50% of those entitled must have voted in order for the proposal to be carried. In the event that less than 50% of those entitled shall have voted, a second ballot on the same proposal may be organised not earlier than two weeks and not later than six months after the first ballot. In this event, not less than 25% of those entitled to vote either at a General Assembly or in a postal ballot must have voted in order for the proposal to be carried.
- 15.5 The Executive Committee may change or add to the Association's Bye-laws by a simple majority on a recommendation of the Principal Officers made not later than three months before a meeting of the Executive Committee or a postal ballot on the same. The quorum for votes on such recommendations shall be two-thirds. If there is no quorum, a second ballot may be organised not earlier than two weeks and not later than six months after the first ballot. For the second ballot on the same proposal, the quorum shall be 50%.
- 15.6 The text of any changes to the Constitution or any additions or changes to the Bye-laws, together with the result of any vote, shall be published in the next issue of the Association's journal following their agreement and on the Association's website.

16. Dissolution of the Association:

- 16.1 The Association may be dissolved by the General Assembly.
- 16.2 Proposals for the dissolution of the Association shall be recommended to the General Assembly by the Executive Committee.
- 16.3 Proposals for the dissolution of the Association shall be published in the Association's journal and on the Association's website not later than three months prior to the General Assembly at which they are to be discussed.
- 16.4 Dissolution of the Association shall require a two-thirds majority of the votes either of the members present and voting at a General Assembly or voting in a postal ballot, provided in each case that not less than 50% of those entitled must have voted in order for the proposal to be carried. In the event that less than 50% of those entitled shall have voted, a second ballot on the same proposal may be organised not earlier than two weeks and not later than six months after the first ballot. In this event, not less than 25% of those entitled to vote either at a General Assembly or in a postal ballot must have voted in order for the proposal to be carried.

17. Miscellaneous:

In cases for which there is no clear provision either in this Constitution or in law, the Executive Committee shall decide issues according to the spirit of this Constitution.

BYE-LAWS

1. Term of the Association:

The term of the Association between General Assemblies shall be four years.

2. Regional Structure:

- 2.1 The Association shall be organised into seven regions as follows: Africa, East Asia, West Asia, Europe, Latin America, North America/Caribbean and the Pacific.
- 2.2 The African region shall comprise the following countries: Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libyan Arab Jamahiriya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Sudan, Swaziland, Togo, Tunisia, Uganda, United Republic of Tanzania, Zambia, Zimbabwe.
- 2.3 The East Asian region shall comprise the following countries: Brunei Darussalam, Cambodia, China, China Taipei, Democratic People's Republic of Korea, East Timor, Hong Kong China, Indonesia, Japan, Lao People's Democratic Republic, Macao China, Malaysia, Mongolia, Myanmar, Philippines, Republic of Korea, Singapore, Thailand, Viet Nam.
- 2.4 The West Asian region shall comprise the following countries: Afganistan, Bahrain, Bangladesh, Bhutan, India, Iraq, Islamic Republic of Iran, Israel, Jordan, Kuwait, Kyrgyzstan, Lebanon, Maldives, Nepal, Oman, Pakistan, Palestine, Qatar, Saudi Arabia, Sri Lanka, Syrian Arab Republic, Tajikistan. Turkmenistan, United Arab Republic, Uzbekistan, Yemen.
- 2.5 The European region shall comprise the following countries: Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Georgia, Greece, Hungary, Iceland, Ireland, Italy, Kazakhstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Monaco, Netherlands, Norway, Poland, Portugal, Macedonia (former Yugoslav Republic of), Republic of Moldova, Romania, Russian Federation, San Marino, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom of Great Britain and Northern Ireland, Yugoslavia.
- 2.6 The Latin American region shall comprise the following countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela.

- 2.7 The North American/Caribbean region shall comprise the following countries: Antigua and Barbuda, Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Haiti, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago, United States of America.
- 2.8 The Pacific region shall comprise the following countries: Australia, Cook Islands, Fiji, Federated States of Micronesia, Kiribati, Marshall Islands, Nauru, New Zealand, Palau, Papua and New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu.

3. International Consultative Committee:

The following organisations having a contribution to make to international work in the field of education of people with visual impairment shall be invited to sit on the International Consultative Committee and shall each be entitled to send one representative:

a) The following international non-governmental organisations:

- Asian Foundation for Blindness Prevention;
- Christoffel Blindenmission;
- Deafblind International;
- Foundation Dark and Light Blind Care;
- Helen Keller Worldwide;
- International Agency for the Prevention of Blindness;
- Norwegian Association of the Blind and Partially Sighted;
- Organizacion Nacional de Ciegos de Espana;
- Sight Savers International;
- Swedish Association of the Visually Impaired;
- World Blind Union.

b) The following United Nations specialised agencies:

- International Labour Organisation (ILO);
- United Nations Educational, Scientific and Cultural Organisation (UNESCO);
- United Nations International Children's Education Fund (UNICEF);
- World Health Organisation (WHO).

4. Delegations to the General Assembly:

In addition to not more than two Deputy Chairpersons, regional committees may appoint one further delegate with voting rights to the General Assembly from each of their sub-regions.



ICEVI Regional Realignment

Parallel to the work on a new constitution ICEVI has made an overview of the present regional alignment. In the future ICEVI will have seven regions instead of eight, namely: Africa, East Asia, Europe, Latin America, North America/Caribbean, Pacific and West Asia.

There are several ways to form regions. ICEVI has chosen to follow the regional alignment recently adopted by the World Blind Union with one exception. ICEVI will retain the Pacific as a separate region.

The present Middle East region will become a part of a new West Asia region stretching from the east shore of the Mediterranean Sea to the eastern borders of Bangladesh, including four of the independent nations of the former USSR in this part of the world, i.e. Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan. For cultural and language reasons, the following countries are grouped under Europe: Armenia, Azerbaijan, Georgia and Kazakstan. These nations are also members of the European Blind Union. The rest of Asia, including the new nation of East Timor, will belong to the East Asia Region.

The African region will remain the same as before.

In Latin America and the North America/Caribbean regions a few nations will be transferred from one region to the other region due to language and cultural reasons. Belize and Guyana will belong to the North America/Caribbean region while Cuba and the Dominican Republic are members of the Latin American region.

In the listing of countries in the Bye-Laws we have, as far as possible, used the same English names as the United Nation is using.

Harry Svensson

ICEVI Vice President

Dialogue in the Dark

If you have not done so already you may want to look into going to this acclaimed show. The show has been shown in 60 cities in 13 different countries with more than 700.000 visitors.

“Visually impaired or totally blind people will open your eyes in the dark in order to show you a world that isn’t any poorer, but different from yours”. For more information go to:

www.dialog-im-dunkeln.de/en_plain.htm

Blindness Hall of Fame

The American Printing House for the Blind recently announced that a “Hall of Fame: Leaders and Legends of the Blindness Field” has been established. To visit the very interesting site just log on to:

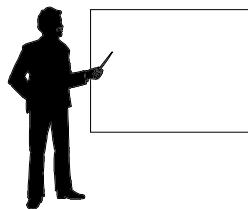
www.aph.org/hall_fame/hofindex.html

Strategic Plan of ICEVI: A Regional Perspective

M.N.G. Mani, Regional Chairperson, Asia

Mission for a Vision

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. ICEVI has prepared a Strategic Plan to make it more **proactive** to the realities, **positive** to changes, and **productive** in its services. ICEVI believes that visually impaired children and youth can manifest their abilities when they are given equal educational opportunities as well as experiences that are provided for sighted children. Keeping “equal access” as its mission, ICEVI is reinforcing values and quality in services for persons with visual impairment to empower them with their human rights. These values include appropriate early intervention services, support from families and communities, creation of environment free from social stigma and stereotypes, provision of learning materials in accessible format, etc, to facilitate their full inclusion in the society.



Setting Realistic Goals

In order to realize these values, the strategic plan of ICEVI has been prepared with its main thrust on the strengthening of context specific policies and programs at the regional and even at the sub-regional level. The broad goals for achieving the values are operationalized as follows:

- 1) *To ensure access and full participation in education for all visually impaired children and youth by 2015.*

- 2) *To promote and assist in building of local capacity to develop curricula, to provide training and to identify and provide equipment and materials to children and youth with visual impairments and their parents, teachers and others in their communities.*
- 3) *To ensure that ICEVI initiatives are based on current evidence of best practice, based on the assumption that a Research Committee will be established which includes regional representation.*
- 4) *To collaborate with and make use of networks to ensure that substantially more visually impaired children and youth receive quality and comprehensive education.*
- 5) *To provide information on ICEVI and its services through all possible and appropriate media to all target groups.*
- 6) *To build an appropriate and sustainable organizational structure for ICEVI, to include the required financial base.*

Making Education for All a Reality

ICEVI is enlisting the support of Governments and Non-Government Development Organizations (NGDO's) across the globe to realize its goals. Out of the six goals, the first four pertain to strengthening local specific initiatives to provide access to all visually impaired children. Goal 1 focuses on the access and full participation to visually impaired children by 2015. This goal implies that all countries, particularly those in the developing world should try to develop an action plan to be realized latest by 2015. ICEVI recognizes the fact that education for all in most

developing nations, at present, is still a non-reality, and even the UN-ESCAP Target 2002 is an unfinished agenda. Therefore, ICEVI is promoting a realistic time frame as 2015 to achieve education for all visually impaired children. The regions and even countries within the region have to lay emphasis in realizing this goal, and therefore, the regional chairpersons of ICEVI hold the key.

Capacity Building as a Vehicle for Success

Capacity building is one of the key elements in services for persons with visual impairment. Capacity building not only stops with professionals but percolates to other stakeholders too such as parents, community members, etc. ICEVI is trying to develop expertise at the local level so as to ensure continuity in services. Again, the regional Chairpersons have a crucial role in this context. The local support should be facilitated through the cooperation of universities, training institutes and voluntary organizations, which can develop appropriate manpower development programs to train quality teachers and personnel to work with children and youth with visual impairment. The focus of ICEVI to strengthen the capacity building at the local level is a welcome move. The changing perception of ICEVI from policy promotion to practice at the grassroot level has a lot of positive implications in the field.

Documentation of Best Practices for Potential Replication

ICEVI wants to be innovative and does not wish to duplicate the efforts of others. Rather ICEVI is proposing to document the best replicable practices in the field and recommend their adoption in other areas. This objective is amplified in Goal 3 of the strategic plan. ICEVI believes

that documentation of good practices should happen mostly through research and empirical evidences. ICEVI is also trying to find out cost-effectiveness among best practices in order to achieve more with fewer resources. Again, this goal is directed towards regional activity and it highlights the concern of ICEVI to become a broad-based grass root level organization.

Collaboration to Reduce Wastage

Collaboration and multi-structural linkages are vital for expanding services and also to make them more quality oriented. ICEVI aims to complement the initiatives of other organizations, which share similar objectives. ICEVI believes that effective cooperation with World Blind Union, bodies of the United Nation, etc., at the global and regional levels would help in avoiding wastage in services, and ensure coverage of more visually impaired children. This spirit is reflected in Goal 4 of the strategic plan. ICEVI as a collaborator of international efforts is bound to result in constructive development in the policy front and practices.

Marketing Strategy for Mobilization of Resources

Implementing any innovative plan requires substantial funding. The vision of ICEVI to ensure educational opportunities to all visually impaired persons need to be shared with NGDOs and Government bodies. The likely gains of collaborative approach should also be marketed for wider dissemination and acceptance. Therefore, Goal 6 of the Strategic Plan emphasizes the need to market the approaches of ICEVI through print and electronic media. ICEVI believes that this sharing of information would bring many NGDO organizations closer to work for a common goal.

Ensuring Strong Administrative Setting

In order to achieve these goals stated so far, ICEVI is emphasizing the need for establishing a strong regional support and an effective central coordination. Therefore, ICEVI plans to appoint in the near future a full-time Secretary General who will work as a liaison between the policy formulation and program implementation. The Secretary General will also be expected to represent ICEVI in policy making meetings globally and regionally depending on the needs. ICEVI is becoming a stronger and more professional organization with both commitment and clarity of purpose to develop access for children and youth with visual impairment to education and vocational opportunities to realize their true potentialities.

Expected Results

As is evident from the mission, values, and goals, ICEVI's **emphasis on the regional level activities** is more solid than even before. Its **openness** to collaboration and multi-sectoral linkages is stronger now. Its **transformation** from mere

volunteerism to professional backing is likely to ensure stability to the day-to-day functioning of the organization. The **networking** with NGOs is likely to bring them to a common platform to exchange resources and expertise for a common cause.

In short, the International Council for Education of People with Visual Impairment is heading towards

Innovative and
Collaborative
Efforts for serving more
Visually Impaired Persons
Internationally.



World Braille Day

On January 4 the world commemorated a ground breaking step forward—the adoption of the Braille system. In 1825 Louis Braille invented the writing system that has enabled millions of blind and visually impaired people to lead independent lives. Louis Braille in 1841 told his old school friend, Pierre Foucault that access to communication was vitally important for blind people, “ if we are not to go on being despised or patronized by condescending sighted people. We do not need pity, nor do we need to be reminded that we are vulnerable. We must be treated as equals – and communication is the way we can bring this about”. Benetton, the clothing manufacturer celebrated World Braille Year with a simple yet meaningful gesture: a series of T-shirts with words written in Braille. Some bear the United Colors of Benetton logo, with the words in colored Braille e.g. blue, yellow, red, black and white below.

Strategic Plan for ICEVI

This strategic plan was adopted by the Executive Committee in February 2002.

OUR MISSION

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

OUR VALUES

We believe that all children and youth with visual impairment have a basic human right to :

- ☞ quality education and full inclusion into their society.
- ☞ receive services from teachers and other professionals who are properly trained.
- ☞ quality early intervention services.
- ☞ the involvement and support of their parents in their education.
- ☞ ready availability of the most appropriate educational materials and methods to meet their individual needs.
- ☞ a full continuum of educational services, with emphasis on inclusion in the educational programs in their communities.
- ☞ be part of best standards and practices within their educational programs.
- ☞ an environment free of barriers, social stigmas, and stereotypes.
- ☞ lead a productive life in line with their aspirations and capabilities.



OUR GOALS

Goal 1 : To ensure access and full participation in education for all visually impaired children and youth by 2015.

Objective 1.1 : To influence legislative policy change amongst governments in the seven regions of ICEVI, based on the assumption that country level structures are to be put in place.

Objective 1.2 : To support regional and country leaders to develop strategies to mobilize



affinity groups, such as communities, parent organizations, teacher training colleges, unions, disability peoples organizations, religious groups, women's groups and service clubs for advocacy.



Goal 2 : To promote and assist in building of local capacity to develop curricula, to provide training and to identify and provide equipment and materials to children and youth with visual impairments and their parents, teachers and others in their communities.

Objective 2.1 : To promote and assist local capacity through the website.

Objective 2.2 : To promote and assist local capacity through conferences, workshops and seminars.



Objective 2.3 : To facilitate training in cooperation with universities and other training institutions.

Objective 2.4 : To facilitate access to equipment.

Objective 2.5 : To serve as a resource for parents.

Objective 2.6 : To explore and develop on-line courses offered by ICEVI to trainers in selected countries.



Goal 3 : To ensure that ICEVI initiatives are based on current evidence of best practice, based on the assumption that a Research Committee will be established which includes regional representation.

Objective 3.1 : To identify available literature/data/research related to the education of visually impaired children and to learn from innovative practices going on in the field.

Objective 3.2 : To consolidate models of best practice

Objective 3.3 : To identify key gaps in the evidence and promote research to address these.

Objective 3.4 : To develop systems to access this identified evidence/data/contacts etc.



Goal 4 : To collaborate with and make use of networks to ensure that substantially more visually impaired children and youth receive quality and comprehensive education.

Objective 4.1 : To make use of ICEVI strategic plan to plan systematic engagement with international agencies/networks and to have a working group in place by mid-2002.

Objective 4.2 : To ensure that ICEVI is represented at the “Reviewing CBR” Conference in October 2002, in Helsinki, organised by WHO-DAR.

Objective 4.3 : To clarify the position on inclusion/integration in different settings by promoting a meeting to address these issues, with the aim of producing a policy document, utilizing experts to define appropriate program policies (Under UNESCO, EFA and by 2003).

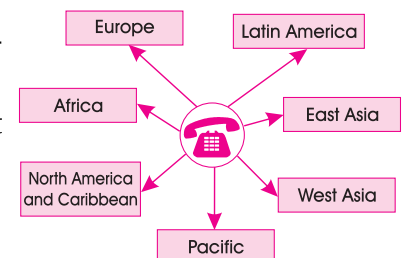
Objective 4.4 : To engage with the Vision 2020 activities of childhood blindness and low vision and with the International Disability and Development Consortium (IDDC) in order to influence activities around education of children and youth with visual impairments by the end of 2002.

Objective 4.5 : To develop a joint policy statement by mid-2003 and a framework for action endorsed by ICEVI and WBU.



Goal 5 : To provide information on ICEVI and its services through all possible and appropriate media to all target groups.

Objective 5.1 : To establish a central body of communication that interacts with similar regional bodies that will facilitate information about the needs of education of children and youth with visual impairment.



Objective 5.2 : To launch an international campaign for education of children and youth with visual impairments.

Objective 5.3 : To expand and improve the distribution of existing information materials with adaptation of language for various audiences.

Objective 5.4 : To market and disseminate the ICEVI strategic plan

Objective 5.5 : To develop new public awareness materials, such as brochures, and an annual report and financial statement.

Objective 5.6 : To market ICEVI and its activities at conferences, seminars and other professional gatherings.

Goal 6 : To build an appropriate and sustainable organisational structure for ICEVI, to include the required financial base.

- Objective 6.1 : To disseminate and market the strategic plan
- Objective 6.2 : To generate adequate funds for ICEVI activities
- Objective 6.3 : To develop a global initiative for educating all visually impaired children and youth by a determined date.
- Objective 6.4 : To form regional committees.
- Objective 6.5 : To appoint a Secretary General.
- Objective 6.6 : To appoint regional administrative support.
- Objective 6.7 : To develop appropriate strategies for continuity of leadership at all levels.



Denmark:
Topvision

topvision@mail.tele.dk

Finnland:
mediaSolution
www.mediasolution.fi
info@mediasolution.fi

Germany:
 **REINECKER**
REHA-TECHNIK
www.reineckerreha.de
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Netherlands:
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www.reineckerreha.de
reinecker.nl@worldonline.nl

Sweden:
 **REHATEK**
www.rehatek.se
info@rehatek.se

Partially sighted?

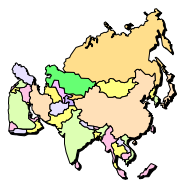


Perfectly educated!

For more than 3 decades Reinecker Reha-Technik GmbH and its PARTNERS are providing visually impaired people with the most innovative video magnifiers in more than 30 countries. We are developing, manufacturing, selling and servicing high-end opto-electronical reading devices for all levels of visual impairment. Our latest product - **Videomatic UNO** - is especially designed for the integration of people with low vision in school, apprenticeship and profession!

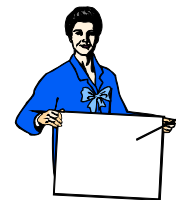
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Report from East Asia

By
Grace Chan, ICEVI Chairperson, East Asia



East Asia Regional Assembly

The Assembly was held in Shanghai, China, July 25-27, 2001, under the theme **“Education for the Visually Impaired in the 21st Century: a Global Vision”**. Professionals in the field of education for visually impaired persons were invited to attend. Over 270 delegates from 12 countries participated. Together with the Vice-Mayor of Shanghai and others, including ICEVI president, Larry Campbell officiated at the opening. Larry Campbell’s keynote address was titled “Reaching Out to All Children: A Global Perspective and Six Critical Questions”.

Eight sub-theme sessions were concurrently held during the Assembly. They included, Pre-school Education; Advance Technology in Support Learning; Professional Development for Teachers; Theory and Practice of Education; Inclusive Education; Continued Education, Vocational Education; Education of Multiply-handicapped Blind and Low Vision Rehabilitation. There were 63 papers presented around these eight sub-themes.

Six recommendations were made that provided the direction and clear guidelines to the future development of special education for the visually impaired in the East Asia Region.

All overseas speakers’ papers were recorded in CD ROMs and sent to the participants.

The regional Chair wishes to thank the ICEVI World President, the Deputy Regional Chair and the Secretary of ICEVI for their unstinting support of this event.

Follow-up actions taken on the recommendations made at the Regional Assembly

A. *It was recommended that ICEVI should urge relevant software development companies to develop software for countries in the region, using local talents to assist in the process of developing local screen readers, speech synthesizers, and Braille translating devices in local language.*

In this respect, the Regional Chair has contacted Chuck Mullins of Freedom Scientific to explore the possibility of developing a Chinese JAWS, a screen review software systems. He has agreed to consider.

In the meantime, we have accepted the offer from the China Braille Publishing House to jointly support the development of comprehensive software for the blind with an amount of \$100,000 (US). The Chinese Government has agreed to contribute \$250,000 (US). This project is a total-solution approach which aims at tackling Chinese computing for the visually impaired. The software’s functions included Braille production, optical character recognition (scanning of printed books) and internet surfing. It can convert Cantonese-Taiwanese Mandarin, Mainland Mandarin Braille into Chinese characters and vice versa. A company of the Chinese Academy of Sciences, which possess extensive experience in language processing, has been chosen as the partner of this project.

When successfully developed in 18 months time, this comprehensive software is expected to revolutionise the world in Chinese computing for the visually impaired. In view of this new development, Chuck Mullins of the FS has agreed to go to China to have a meeting with those in this project to see if FS could assist in any way.

- B. *In order to address the concern of professional development for teachers to promote more coherence in teacher preparation, ICEVI would encourage meetings to organize for interested teachers' training institutes to meet and share their experiences and to empower them in improving the quality of training provided.***

The Freedom Scientific has agreed to support a National Computer Training Course for Teachers of Blind Schools to be held in Qingdao, China from May 1-7, 2002.

- C. *There is a need for some sort of structured meeting where there can be free flow of information and knowledge among the ICEVI delegates in sharing with one another, especially practical ideas and information on inclusive education.***

Regional Chair has initiated sub-regional meeting for members from the three territories of China, i.e. Mainland China, Taiwan and Hong Kong to be held in Qingdao, China in July 2002. She has solicited the views of Mr. Cai Zheng Li, the Principal of the Qingdao School for the Blind and Professor Chang Tsun Kao of Taiwan Normal University about this meeting, both are supportive of the meeting.

- D. *Education Resource Centres should be made available to support students and teachers for successful inclusion.***

The Lee Foundation of Hong Kong has agreed to support the setting up of a provincial education resource centre in China through a grant to ICEVI. It is expected that ICEVI will play an important role in regard to training, evaluation and research activities.

- E. *It was suggested that a database should be developed so that people who are interested could exchange information on education and employment for the visually impaired on the web.***

Regional Newsletter

The Regional Chair is in the process of editing the East Asian Regional newsletter which will be published in early April 2002.

SUGGESTIONS

Regional chair suggests that some sub-regions should be established and a deputy chair be appointed for each of the sub-regions. By doing so, the sub-regions could deal with ICEVI matters more efficiently and effectively according to their own situations. Countries such as China should form sub-regions as could the Philippines, Thailand, Vietnam and Cambodia.

In the future, Hong Kong can play a role to give resource support to those developing countries within the region in areas such as rehabilitation training and low vision training for teachers/rehabilitation personnel.



Report from Latin America

By

Lucia Piccione, ICEVI Chairperson, Latin America



During the year 2001 the region continued developing the Plan of Action co-operatively with a number of international non-governmental organisations active in the region, mainly Christoffel Blindenmission and Fundacion Once para America Latina (FAOL), in addition to the local governmental and non-governmental organisations.

This plan of action for four years was prepared jointly with the representatives from each country. All of them have a lot of knowledge from their own country. The year 2001 was the third one and we developed the following activities:

International Activities

ICEVI was represented in a panel jointly with other organizations and INGOs such as: Unicef, Unesco, Save the Children, CBM etc. held in Joao Pessoa, Brazil organized by "Education for All".

Regional Activity

First meeting "Technician on Low Vision", was held in Caracas, Venezuela, November 23-26. The Special Interest group on Low Vision which is lead by Patricia Ramos from Chile was in charge of organizing this event. It was attended by 20 technicians from different countries in the region and two specialists from other regions, Maria Jesus Vicente Mosquete from Spain and Rolf Lund from Norway. This meeting was supported by CBM and FOAL.

Second Sub-Regional ICEVI Conference, "Building Bridges Between Disability and Opportunities" was held in Quito, Ecuador, June 25-29.

During the morning plenary sessions, the following themes were discussed. Integration/inclusion, Low Vision, Multi-disability, CBR and

Parents. During the afternoon, four workshops were developed on the following themes: Low Vision, Early Intervention, Professional Rehabilitation and Multi-disability. The local committee was headed by Fanny Paz, Ecuador and Program Committee by Luz Tirado, Colombia. This conferences was supported by CBM and FOAL.

Newsletter

It is distributed in every country through the country representatives.

NATIONAL LEVEL ACTIVITIES

Cuba : Visit for assessment and support to four schools from different cities of the country, support by CBM.

Bolivia : Course on "Daily Skill Activities". Norma Pastorinio from Argentina was in Charge, supported by CBM and FOAL.

Ecuador : Visit for advice of the activities of the Ministry of Education on Inclusive Education, supported by CBM.

Ecuador : Visit for assessment and advice of the Special School of Quito and their activities on inclusive education.

Haiti : Visit for assessment and advice of the program of RBC which is developed in the country with CBM support.

Mexico : Course on Integration/inclusion Education supported by CBM and FOAL.

Dominican Republic : Assessment of the activities on Integration/inclusion that is developed by the special school of the country, at national level, with the support of CBM.

World Conference

A Note from the Chairman, Host Committee



The 11th World conference of the ICEVI is slowly approaching.

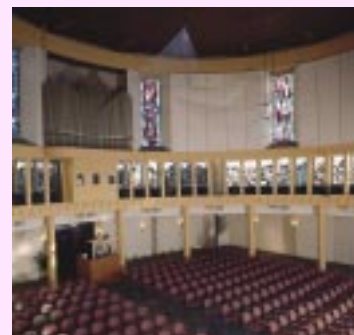
As Host Committee we are making the final preparations for this event. The last months the Program Committee has been occupied with judging the abstracts, which have been sent. At this moment participants from all over the world register daily.

We hope that this World Conference will not only be a festive event, but will also be inspiring, Moving Toward an Inclusive Community.

We warmly invite you to participate in this Conference and hope to welcome you in the Netherlands.

Hans Welling

Chairman, Host Committee



Wanted Louis Braille?

Michael Mellor, editor of the Matilda Ziegler Magazine for the Blind is making a listing of monuments, plaques etc. around the world, which honor Louis Braille. If you know of any contact Mike at:

Matilda Ziegler Magazine

80 Eight Avenue, Room 1304

New York, NY 10011 USA

Tel. +212 242-0263.

Fax +212 924-4147

E-mail: Klausmm@aol.com

RNIB has moved

The London headquarters of the Royal National Institute of the Blind (RNIB) has moved. The new address is:

105 Judd Street

London WC1H 9NE

United Kingdom

The main contact telephone number continues to be

+44 20 7388 1266.

World Conference - Update from the Programme Committee

The members of programme committee are looking forward to meeting you in July. We are totally committed to providing you with an excellent programme that is worthy of the 50th Anniversary of ICEVI.

The plans are well advanced for putting together five 'action packed' days providing a stimulating and rich programme representing the multi-cultural background of the members of ICEVI. More than 400 abstracts were received and reviewed by the members of the programme committee and almost over 300 have been accepted for lecture, workshop or poster presentations.

The authors of the abstracts, based on the three areas of focus **Early Intervention, School Years and Transition** draw upon their vast range of national and international experience and truly reflect the title of the conference **New Visions: Moving Toward and Inclusive Community**. These will be presented in a series of parallel sessions on the Monday, Tuesday and Thursday. Different Poster sessions each day will run concurrently with the parallel sessions as well as during the lunch and coffee breaks. You will be literally 'spoilt for choice'!

Keynote speakers and respondents on Monday, Tuesday, Thursday and Friday, representing the seven ICEVI regions, have been carefully chosen for their experience and reputation to provide an opening stimulating discourse - we know you will not be disappointed! There will be plenty of opportunity to carry on the discussions during meal times and in the evening amongst the excellent and congenial conference facilities.

On Wednesday morning, there will be a choice of 15 different in-depth Focus Workshops - again you will find your final decision a hard one to make. However, to help you make up your mind, each workshop will be described in some detail in the Book of Abstracts. This will be in your Conference Bag when you arrive. Each workshop will be led, in most cases by a group of international 'experts' and will be totally interactive giving you the chance to both contribute to the discussions and in most instances, take away a new range of skills and knowledge. We are very excited about these workshops and are positive that you will benefit both personally and professionally from the experience and will have the opportunity to network with colleagues having similar interests. As a reward for all your hard work during the morning, there is an afternoon excursion to **Floriade**, the world famous horticulture exhibition!

There will be two occasions when the ICEVI regions meet as a group - this is especially important as your voice really counts in any decisions that have to be made. The ICEVI General Assembly on Friday will be an important final meeting of all participants. Informal 'interest groups' can meet together on Tuesday evening - plenty of well-equipped rooms or perhaps a cosy corner are there for you to use.

From this brief description, you can see why we are excited! So if you haven't registered yet, get through to the conference office icevi2002@congres.net now!

Heather Mason

Report About the School for the Blind in Gaza

Editors note:

(ICEVI has had many inquiries from our colleagues around the world regarding the widely reported damages to the school for the blind in Gaza. Our regional chairperson for the Middle East has asked us to share the following with our readers).

The Al-Nour Rehabilitation Centre for the Visually Impaired, the only institution of its kind in the Gaza Strip, has been extensively damaged by flying debris and the explosive force of the air raid. At least 15 classrooms have been put out of action, dozens of windows have been ripped from their frames and a children's playground and garden has been turned from an oasis of calm into a wasteland of twisted metal and rubble. Heavy pieces of shrapnel blew through the windows of the school and in one case landed in the kindergarten used during the day by four and five year olds with sight problems.

The school for the blind, which in November was presented with the Sharjah Award for Excellence for its innovative treatment of children with special needs, has been damaged on five other occasions by Israeli bombing raids on the Gaza police headquarters building which sits adjacent to the site. The latest raid, which targeted the empty shell of the police headquarters, has now damaged around half of the classrooms in the school.

The United Nations Relief and Works Agency for Palestine Refugees (which is in charge of Al-Nour Center) has protested in the strongest possible terms to the Israeli Government at the damage done to its award-winning school for the blind in Gaza

City by a F16 bombing raid on the night of March 5th, 2002.

Mr Peter Hansen, UNRWA's Commissioner General said: "The only thing that could have been damaged by such a raid was the blind school because the police headquarters had already been hit five times. We will protest this action to the Israeli authorities in the strongest possible terms and will ask to be reimbursed for the damage. UNRWA has to work with limited resources and the repairs we have to make to the school should not mean less food aid or fewer work programmes for the poor of Gaza. Under the terms of international conventions Israel has a duty to safeguard UN installations and personnel. Such bombing raids in heavily populated civilian areas, next to a school flying a UN flag that is brightly lit at night, are totally unacceptable."

The Al-Nour Centre was extensively re-built in 1996 thanks to a grant from the Government of Japan. This enabled the school to build an outreach programme for the visually impaired throughout Gaza in addition to the 160 pupils who receive lessons in the building daily. Christoffel Blindenmission is one of the main sponsors to the project.

Nowadays, the security escalation has created a new state of danger and fear to the extent that the parents express their fear of sending their children to a place where hazard may appear suddenly. Moreover, the teachers and the staff feel insecure as well.

Abdul M. Abu Jarbou

Chairperson ICEVI Middle East Region

Developments in Disability Issues: From the Seventies into the 21st Century

By

William G. Brohier, ICEVI Past President



The United Nations web page on “The UN and Persons with Disabilities” states: *In the 1940s and 1950s the United Nations was active in promoting the well-being and rights of persons with physical disabilities through a range of social welfare approaches.... As a result of initiatives from within the community of disabled persons, the 1960s saw a fundamental reevaluation of policy and established the foundation for the full participation by disabled persons in society.*

Of course, in December 1948 the **Universal Declaration of Human Rights** was adopted by the UN General Assembly (UNGA). Naturally, persons with disabilities are included although, unfortunately, there is no direct mention of them. It was not until the Seventies when more specific attention was given to persons with disabilities and their special needs. This resulted in, for example, the following UNGA resolutions:

- ✧ the **Declaration on the Rights of Mentally Retarded Persons** in 1971
- ✧ the **Declaration on the Rights of Disabled Persons** in 1975.

The following year the UNGA proclaimed 1981 as the **International Year of Disabled Persons (IYDP)**, the major outcomes of which were:

- ✧ the **World Programme of Action concerning Disabled Persons**, which was adopted by the UNGA in 1982
- ✧ the proclamation of the **United Nations Decade of Disabled Persons**, 1983 – 1992.

The Eighties ended on a high and hopeful note with the adoption of the **Convention on the Rights of the Child** by the UNGA in November 1989. At least two Articles in this Convention, Article 23 and Article 2, para.1, refer specifically to children with disabilities and their special needs. It is worth noting that the Convention, which is legally binding, has been ratified by 191 countries.

Without question, the disability movement and disability issues took a big step forward in the Nineties. There was greater collaboration nationally, regionally, and internationally as organisations of persons with disabilities took on a more pro-active role and affirmative action, often in co-operation with service providers and international non-governmental organisations. This final decade of the 20th Century also witnessed the following milestones:

- ✧ the **World Declaration on Education for All and its Framework for Action to meet Basic Learning Needs** (March 1990)
- ✧ the **World Summit for Children** (September 1990)

- ✧ the **Asian and Pacific Decade of Disabled Persons, 1993 – 2002** (April 1992)
- ✧ the **World Conference on Human Rights** (June 1993)
- ✧ the **Standard Rules on the Equalization of Opportunities for Persons with Disabilities** (December 1993)
- ✧ the decision of the Commission for Social Development to appoint a **Special Rapporteur on Disability** (February 1994)
- ✧ the **Salamanca Statement and Framework for Action on Special Needs Education** (June 1994)
- ✧ the **World Summit for Social Development** (March 1995)
- ✧ the **Fourth World Conference on Women** (September 1995)
- ✧ the **Cape Town Declaration** which resulted in the proclamation of the **African Decade of Disabled Persons, 1999-2009**

In addition to the above list, all of which affect persons with disabilities in one way or another, there were a number of other important meetings which have a direct bearing on their quality of life, such as the **UN Conference on the Environment** (June 1992), the **International Conference on Population and Development** (September 1994), and **Habitat II** (June 1996).

During the same period, Mr Leandro Despouy, who had been commissioned by the Sub-Commission on Prevention of Discrimination and Protection of Minorities, submitted his report: **Human Rights and Disabled Persons** (1993). Among his recommendations was the following: *After the Decade has ended, the question of human rights and disability should be kept on the agendas of the General Assembly, the Economic and Social Council, the Commission on Human Rights and the Sub-Commission as an item of constant concern and on-going attention* (para 274). The Committee on Economic, Social and Cultural Rights assumed this responsibility for disability rights in 1994.

As the 20th Century drew to a close and the new Millennium dawned, further progress was made in underscoring the human rights of persons with disabilities at the following events:

- ✧ the **Beijing Declaration on the Rights of People with Disabilities in the New Century. World Summit on Disability** (March 2000), which focused on a call to all *to collaborate closely in an inclusive and wide consultative process aimed at the development and adoption of an international **convention** to promote and protect the rights of people with disabilities, and enhance equal opportunities for participation in mainstream society.*
- ✧ the **World Education Forum – The Dakar Framework for Action. Education for All** (April 2000), by the extended target year of 2015
- ✧ the **United Nations Millennium Declaration** (September 2000)
- ✧ the **Seminar on Human Rights and Disability – “Let the World Know”** (November 2000)
- ✧ the launch of the **African Decade of Disabled Persons, 2000-2009**. There is also a proposal to observe an **Arab Decade of Disabled Persons, 2003-2012**.

On December 19, 2001 the UNGA adopted Resolution 56/168 entitled: **Comprehensive and integral international convention to promote and protect the rights and dignity of persons with disabilities**, on the proposal of Mexico. Paragraph 1 provides for the establishment of an *Ad Hoc Committee open to the participation of all Member States and observers of the United Nations to consider elaborating such a convention, based on the holistic approach in the work done in the field of social development, human rights and non-discrimination and taking into account the recommendations of the Commission on Human Rights and the Commission for Social Development.*

In congratulating Mexico and its supporters for its success in obtaining the adoption of the UNGA resolution, it should be noted that the above is just the beginning of a long process, which could take several years to arrive at a strong and effective international convention. However, as the Ad Hoc Committee is due to meet by the middle of 2002, all those who wish to contribute to the initial thinking and to assist with the formulation of the terms of reference for the elaboration of the convention, are urged to contact the convenors, the State of Mexico, through the proper channels as soon as possible.

Meanwhile, much progress and important developments have been taking place, thanks to Mr Bengt Lindqvist, the Special Rapporteur on Disability of the Commission for Social Development. His main function was "Monitoring the implementation of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities."

At the Fortieth Session of the Commission for Social Development (February 12-22, 2002), Mr Lindqvist submitted a report in which he presented *his views on further developing the proposals contained in his report on his second mission and on forms for complementing and developing the Standard Rules.* Below are some extracts from his report, which has been adopted:

105. *Based on its commitments, the United Nations must strengthen its leading role in the struggle against social exclusion and human rights abuse in the disability field. On the basis of my current mandate, I identified four areas for further analysis, which would be carried out in order to:*

- (a) *Complement the Standard Rules;*
- (b) *Suggest measures for further development of disability as a human rights issue;*
- (c) *Improve cooperation within the United Nations system in the field of disability;*
- (d) *Examine forms for future monitoring of the Standard Rules.*

107. *The recommendations for future action that I wish to submit are outlined below.*

A. Supplement to the Standard Rules

109. *To make the Standard Rules an even more effective tool for future development of policy, legislation and programmes, a complement to the Rules should be created. I recommend that the attached proposed supplement to the Standard Rules be adopted and published by the United Nations.*

B. Twin-track approach in human rights

111. *The process of elaborating a convention may take several years. In the meantime, it is important to use the momentum created by the Commission on Human Rights to develop the disability dimension within the existing United Nations human rights monitoring system. In this sense, a twin-track approach is recommended.*

C. Improved cooperation between United Nations bodies and organizations in the field of disability¹

113. *Modern information and communication technologies offer new and low-cost possibilities for the types of exchange needed. The Programme on Disability of the Department of Economic and Social Affairs should organize an annual “virtual inter-agency meeting” based on accessible Internet technologies.*

(¹ It is important that an inter-agency mechanism is established for the exchange of information and experience among the various UN entities involved in disability issues, and that this should be in close consultation with international disability organisations and other concerned international NGOs.)

D. Continued monitoring

114. *The Standard Rules should continue to play a role as an international instrument for policy development in the disability field. A precondition for this is the existence of an active monitoring mechanism to promote the further implementation of the Rules and assess the degree of progress. If a solution can be found, the best way to proceed is to appoint a new Special Rapporteur,...If this cannot be achieved within the foreseeable future, the monitoring mechanism should be integrated into the Secretariat and a senior post of technical adviser should be established. In either case, a system with a panel of experts, established in the same way as it is now, should provide advice and support to the various activities within the monitoring effort. A prerequisite for a well-functioning monitoring mechanism is to ensure is the availability of sufficient funding, regular or extrabudgetary, for the different functions of monitoring.*
115. *The two monitoring and evaluation processes now carried out in connection with the Programme of Action and the Standard Rules to assess progress worldwide should be merged into one periodic exercise, carried out by the Programme on Disability of the Department of Economic and Social Affairs.*
116. *A system with regional advisory services should be developed to supplement and support the work performed by the Special Rapporteur or the technical adviser.*

With respect to **A** above, **Supplement to the Standard Rules**, his Annex, **Reaching the most vulnerable**, contains detailed proposals for consideration by the Commission. The topics are:

- A. *Fundamental Concepts*
- B. *Adequate standard of living and poverty alleviation*
- C. *Housing, including the issue of residential institutions*
- D. *Health and medical care*
- E. *Emergency situations ²*
- F. *Access to the social environment*

- G. *Communication issues*
- H. *Personnel training*
- I. *Gender*
- J. *Children with disabilities and the family*
- K. *Violence and abuse*
- L. *Older persons*
- M. *Development and psychiatric disabilities*
- N. *Invisible disabilities*
- O. Suggested further initiatives in national policy and legislation
(² This would include natural disasters and armed conflicts.)

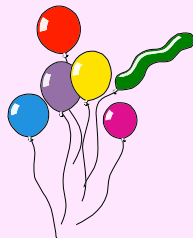
Interested parties are also invited to provide inputs to this document.

Over the last half century, considerable progress has been made concerning disability issues, especially during the last two decades. However, the struggle is far from over! Worldwide, there are 600 million persons with disabilities, some 80% of whom live in the developing countries where poverty is a very serious problem and basic infrastructure just does not even exist in many places. Against such a backdrop, it is not surprising that persons with disabilities and their special needs have a low priority in spite of the fact that hundreds of million of them are among the poorest and most needy! Therefore, it is all the more important that their equal rights as fellow human beings are recognised at every level of human society and that their basic needs are automatically included too in all mainstream programmes. It is incumbent upon each one of us to play our part in this process.

The immediate strengthening of the **Standard Rules on the Equalization of Opportunities for Persons with Disabilities** and the ultimate adoption of a strong **Convention to promote and protect the rights and dignity of persons with disabilities** are necessary to achieve the above vision.

Institute for the Blind, Jerusalem, Celebrates its Centennial

This year marks the 100th Anniversary of the Institute for the Blind in Jerusalem. Israel marked this historic event by issuing a postage stamp issued on December 11, 2001.



In Memoriam



Emmanuel Kefakis (1920-2001), former executive director of the Lighthouse for the Blind, Athens, Greece died September 17, 2001. Emmanuel was a well-known member of ICEVI in its early days and for the innovative programs he introduced in the rehabilitation of the blind in Greece.

Honors, Awards and Appointments

Natallie Barraga was awarded the Lifetime Contributions to the Field of Low Vision Award by the Pennsylvania College of Optometry, Dept. of Graduate Studies in Vision Impairment at an awards evening, November 9, 2001. Congratulations.

William Heisler. Congratulations are in-hand to the former editor of The Lantern as he recently got married. The Lantern is the newsletter from Perkins School for the Blind.

Kevin Lessard, announced in January that he plans to retire as soon as a successor is selected. He has worked at Perkins School for the Blind for nearly 35 years as mobility instructor, program head, assistant director and director since 1985. Mr. Lessard has also been for the past years editor of The Educator. We wish him a very happy retirement.

M.N.G. Mani, in January, 2002 our Regional Chairperson for Asia, was awarded the Ruston Alapaiwalla Award instituted by the National Association for the Blind, Mumbai, India, This premier National Award has been instituted in the memory of the Founder of the NAB and Blind Welfare Services in India. The award was in the Professional Worker for the Blind category. Dr. Mani has had a distinguished career as an eminent educator of persons with visual impairment and multiple disability. He has a doctorate in education and multiple disabilities. In the course of his career he has been responsible for developing syllabuses in various rehabilitation areas. Dr. Mani has professionalized the field of visual impairment by standardizing courses for various cadres of rehabilitation of rehabilitation personnel.

Kicki Nordstrom, president of the World Blind Union, was recently presented with the award "Botilda of the Year by the Swedish Unifem Committee, UN Women's Committee. "In the name of equality we would like to give this award to a person who during the past year has actively and in a meritorious way contributed to moving forward women's positions and to strengthen the status of women in society."

One of Kicki's goals is to get more women into leading positions in the World Blind Union. Her motto is "In the time of opportunities. From words to actions."

New Publications

Barasch, Moshe. (2001). ***“Blindness: The History of a Mental Image in Western Thought”***. New York: Routledge.

This book explores a world deprived of sight as it has been depicted in antiquity, in the early Christian world, in the Middle Ages, in the Renaissance, and in the age of Diderot. Exploring the fascinating paradoxes in Western representation of blindness, including in art. Barasch reveals the ways in which the idea of absence of vision has been central in the history of our visual culture.

Duncan, Jennifer. (2001). ***“The Slate Book: A Guide to the Slate and Stylus”***. Baltimore, Maryland: National Federation of the Blind.

Fazzi, Diane and Petermeyer, Barbara. ed. (2001). ***Creative Approaches to Orientation and Mobility Instruction for People Who are Visually Impaired***. New York: American Foundation for the Blind Press.

This book explores approaches to creative methods on how to teach various orientation and mobility techniques to people who are blind or visually impaired, including those with multiple disabilities.

Gronmo, Siv Johanne and Augestad, Liv Berit. (2001). ***Blind Youth, Self-concept and Physical Activity***. Melhus, Norway: Tambartun National Resource Centre of Visually Impaired.

The primary objective of the study was to evaluate the significance of different school provisions in physical education and social self-concepts and global self-worth. The study sample consisted of 8 blind integrated Norwegian and 12 special school French youth.

Mehta, Ved. (2001). ***All for Love***. Granta Books. The latest book by the author about his life. Ved Mehta became blind as a boy in India, two months

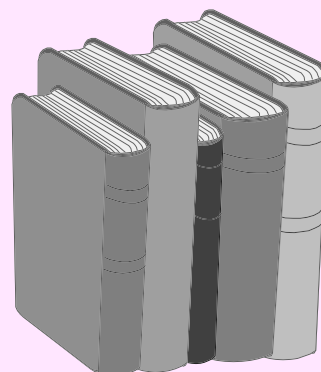
short off his fourth birthday, but for the next 30 years lived in the grip of a fantasy that he could see. After an education which included the Arkansas School for the Blind, Harvard and Oxford, he traveled and wrote for the “New Yorkers” magazine. At the age of 20, he published his first book. Soon he had established himself as a successful author and a young man about Manhattan. Blindness to him was no longer a problem.

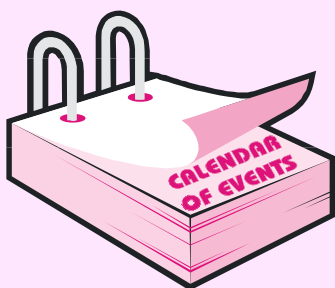
Millian, Madeline and Erin, Jane. (2001). ***The Influence of Race, Gender, Religion, and Ethnicity on the Individual***. New York: American Foundation for the Blind Press.

Provides a timely look at social diversity among people who are blind or visually impaired discusses how cultural, social, and religious factors play an important role in the way an individual perceives and copes with a visual impairment.

Overbrook School for the Blind (2001) ***Technology for All: Assistive Technology in the Classroom***. Philadelphia, PA: Overbrook School for the Blind, Tower Press.

If you have any recent publications, no later than 2001, that you wish to be considered for this section please send a copy to the editor, Ken Stuckey.





26- 29 June

Virtual Vision 2: Exchange of Methods and Experiences in Teaching New Technology to Visually Impaired Students in Vocational Training, Helsinki (Finland)
www.arlainst.fi/vv2/

27 June - 1 July

RESNA 25th International Conference on Technology & Disability, Minneapolis (USA)
www.resna.org/conferences/index.html

8 - 10 July

Assets 2002, Edinburgh (UK)
www.acm.org/sigcaph/assets02/

15 - 20 July

8th International Conference on Computers Helping People with Special Needs ICCHP '02, Linz (Austria)
www.aib.uni-linz.ac.at/icchp02.html

17 - 21 July

AER - Association for Education and Rehabilitation of the Blind and Visually Impaired, Toronto (Canada)
www.aerbvi.org

21 - 25 July

7th International Low Vision Conference, Goteborg (Sweden)
www.congrex.com/vision2002

27 July - 2 August

11th International Council for Education of People with Visual Impairment (ICEVI) World Conference, Noordwijkerhout (The Netherlands)
www.icevi.org

10 - 15 August

Wonderful Communication, 10th International ISAAC Conference, Odense (Denmark)
www.isaac2002.dk

18 - 24 August

68th IFLA General Conference and Council, Glasgow (UK)
www.ifla.org/IV/ifla68/index.htm

15 - 19 October

20th Annual Closing The Gap Conference, Minneapolis (USA)
www.closingthegap.com

23 - 25 October

6th International Scientific Conference - Research in Education and Rehabilitation, Zagreb (Croatia)
www.erf.hr/erf_english/institute/zn_skup.htm

2003

19 - 22 February

Vision Loss in the 21st Century - Everybody's Business, Beverly Hills (USA)
www.visionloss2003.org

30 March - 4 April

IMC 11 - 11th International Mobility Conference, Stellenbosch (South Africa)
www.guidedog.org.za

1 - 9 August

69th IFLA General Conference and Council, Berlin (Germany)
www.ifla.org/IV/ifla69/index.htm

4 - 7 December

Getting In Touch With Literacy, Vancouver, Canada
cay.holbrook@ubc.ca

*Contributions to The Calendar
 should be sent to:
harry.svensson@sit.se*

Project for the Blind in Tibet

Out of a population of 2.5 million, the official figure for the number of blind in the Tibetan Autonomous Region (TAR) is 10.000, compared with most regions in the world this is extremely high. The cause of this anomaly is both climatic and hygienic: dust, wind, high UV Light, soot in houses from burning coal and yak-dung, lack of vitamin A, inadequate medical care in remote areas. Blind children in the TAR currently have no access to education. They live on the margin of society and only in rare instances do they experience any amount of integration. Cataracts are widespread, the Red Cross and several private organisations set up eye-camps where medical operations are being performed and local doctors are taught to do the procedure. However there are many cases of blindness in the TAR that can not be helped in this way. It was for this group that the Project for the Blind, Tibet was established.

Background

In the summer of 1997 Sabriye Tenberken, blind herself, travelled within the T.A.R to investigate the possibility of providing training for Tibetan blind and visually impaired people. Sabriye realised that there were not any programs educating and rehabilitating blind people within the TAR. She then took the initiative to found the present project. For the start of the project she received help from a local school in Lhasa which provided space. A local counterpart took care of all the official paperwork.

Tibetan Braille

Initially for her own use in her study of Tibetology at Bonn University, Sabriye developed a Tibetan script for the blind. This script combines the

principles of the Braille system with the special features of the Tibetan syllable-based script. This script for the blind was submitted for close examination to an eminent Tibetan scholar, Loden Sherap Daggyab Rinpoche, who found it to be readily understandable, simple, and easy to learn. As Tibetans until now had had no script for the blind, he suggested to Sabriye that she let blind Tibetans take use of it.

Future plan

Since the population of blind people in the T.A.R. is very widespread, it has been decided to board the children in Lhasa and train them there. From a financial and organisational perspective it would simply be too complicated to set up an individual training program in these very remote areas. With blind people boarding in the school, training and education can be given much more effectively. Being taken out of their familiar surroundings for a certain period of time, they will have to adjust to a new environment. This helps them to accept and learn the techniques for the blind more easily. Additionally the blind have the opportunity to communicate with other blind people and exchange experiences and problems they face in their particular home situations. During their one or two years of training, they hopefully will gain enough self-confidence to cope with daily life independently, with the goal of integrating the children into local elementary schools by the end of this period. Four programs are planned at the Training Centre for the Blind in the T.A.R.

1. School for the Blind:

The school for the Blind provides classes and housing for children aged between 7 and 13.

Tibetan, Chinese, English and mathematics are the school subjects. Chinese and Tibetan Braille, mobility training and daily livings skills are taught. At present 21 blind children receive education.

2. Vocational skills training:

This is a large program that will be set up in small steps. The following are possible professions that could be performed by blind people in the T.A.R.:

- ✍ *Tibetan and Chinese traditional medical massage, medicine, nursery, pulse diagnosis, acupressure.*
- ✍ *Animal husbandry: Milk, Yoghurt, and Cheese-production*
- ✍ *Agriculture: Cultivating vegetable and grains.*
- ✍ *Handicraft: Knitting, Carpentry, Weaving, Pottery, Basket making.*
- ✍ *In the future blind people with an education could also be trained in office work, English, accounting, basic computing, bookkeeping programs.*

3. A workshop for the production of Tibetan Braille educational materials.

To provide educational materials for the children that attend the school for the blind, a workshop for the production of Tibetan Braille schoolbooks will be established. A computer program to convert written Tibetan into Tibetan Braille has been developed by a German blind mathematician, Eberhard Hahn. Tibetan texts can be typed into a computer through Wylie transliteration, and the program converts this transliteration into Tibetan Braille, which then can be printed with the use of a Braille printer.

4. Re-Integration Project / Training of Teachers:

Re-Integration Project

After re-integration into local elementary schools, the children will receive regular supervision by fieldworkers from Lhasa. These fieldworkers record their progress and deliver all necessary special equipment for the blind such as: Braille typewriters, schoolbooks and paper. Adults and adolescents who receive vocational training in Lhasa will be integrated into working life in their villages.

Training of Teachers:

Special trainers will train and co-ordinate the fieldworkers. Fieldworkers will learn the basics of Tibetan and Chinese Braille, orientation techniques and daily living skills for the blind. The fieldworkers assist village teachers who integrate blind children into their classes. These village teachers receive a short intensive training in basic Tibetan and Chinese Braille system, as well as basic orientation techniques and daily living skills for the blind.

Situation as of August 2001

- ✍ *The "Project for the Blind, Tibet" has been officially recognized by the government of the PR China.*
- ✍ *The project for the blind is co-operating with the Tibet Disabled Person's Federation, a sub-organisation of the famous and successful handicapped organisation of the PR China. This organisation was founded in the 80s by Deng Pu Fang, a son of Deng Xiao Ping, who is himself handicapped.*
- ✍ *21 Children, 8 Girls and 13 boys, receive education in four separate classes: 2 regular*

elementary school classes, one music class and a medical massage training class.

- ✍ *A start has been made on the production of Tibetan Braille school materials.*
- ✍ *A new building is at present being built. This building will hold a medical massage-training facility, a Braille school materials production facility, three classrooms, toilets, showers, infirmary and some staff-quarters.*
- ✍ *Two trainers, both blind, started the training program in traditional Chinese and Tibetan medical massage in combination with the traditional Tibetan herbal bath therapy (Nov. 2000). One of the blind trainers has managed a local medical massage-hospital in Lhasa for the past 10 years. At present 2 trainees are being trained to become future trainers for the centre. In May 2001 a blind physiotherapist from Switzerland, Monique Assal, came over to train the trainers and trainees in the basics of physiotherapy.*
- ✍ *In the autumn of 2001 four Tibetans will be trained at the Blista in Germany in special techniques for the blind and in daily living skills aimed to living conditions within the TAR.*
- ✍ *In the summer of 2001 six students will be integrated into regular elementary schools. 15 new students will be admitted to the project, which brings the total to 30.*

The program coordinators

Sabriye Tenberken: (30, German)

Sabriye studied Central Asian Studies at Bonn University. In addition to Mongolian and modern Chinese, she studied modern and classical Tibetan in combination with sociology and philosophy. As no blind

student had ever before ventured to enroll in these kind of studies, she could not fall back on any experiences of anyone else so had to develop her own methods to come to terms with her course of studies. It was thus that a Tibetan script for the blind was developed. Sabriye will coordinate and counsel the project. She will be responsible for the training of teachers and trainers for the blind and initially she will also teach the children herself. Further she selects and supervises all staff-members. Sabriye will also be responsible for fundraising, communication with official and sponsor organisations.

Paul Kronenberg: (33, Dutch)

Since May 1998 Paul has been working as a volunteer for the Project for the Blind, Tibet. He also worked part-time on the construction of a new disaster relief centre for the Swiss Red Cross in Shigatse. Paul has a technical background. He graduated in the following studies: mechanical engineering, computer science, commercial technology and communication system science. For several summers during his studies Paul worked for different organisations in development projects in Africa, Eastern Europe and Tibet. Paul will be responsible for all-technical and maintenance aspects in the program. He will train people in bookkeeping, office work and the use of computers. Next to communication and fundraising Paul will start up the production of Tibetan Braille books.

More information can be found at website:

www.ropacomputer.nl