

The Educator



VOLUME XIX, ISSUE 2

JANUARY 2007

Education For All - Special Issue



EFA-VI Global Campaign Launched

A Publication of



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

PRINCIPAL OFFICERS

PRESIDENT

Lawrence F. Campbell

Overbrook School for the Blind
6333 Malvern Avenue
Philadelphia, PA 19151-2597
USA
larry@obs.org

SECOND VICE PRESIDENT

Harry Svensson

Swedish Institute for
Special Needs Education
Box 12161, SE- 102 26
Stockholm, SWEDEN
harry.svensson@sit.se

FIRST VICE PRESIDENT

Jill Keeffe

Centre for Eye Research Australia
University of Melbourne
Department of Ophthalmology
Locked Bag 8
East Melbourne 8002
AUSTRALIA
jillek@unimelb.edu.au

TREASURER

Nandini Rawal

Blind People's Association
Jagdish Patel Chowk
Surdas Marg, Vastrapur
Ahmedabad 380 015,
INDIA
bpaceviad1@sancharnet.in

SECRETARY GENERAL

Mani, M.N.G.

No.3, Professors' Colony, Palamalai Road,
Jothipuram Post, Coimbatore 641 047, INDIA
sgicevi@vsnl.net

REGIONAL CHAIRPERSONS

AFRICA

Wilfred Maina

African Braille Centre
P.O. Box 27715, 00506
Nairobi, KENYA
maina@nbnet.co.ke /

EAST ASIA

Prof. Datuk Dr. Ismail Md Salleh

International University College of
Technology, Twintech Holdings
SDN BHD (260301-A)
Level 6, Block E,
Sri Damansara Business Park
Persiaran Industri,
Bandar Sri Damansara
52200 Kuala Lumpur, MALAYSIA
drismail@iuctt.edu.my

EUROPE

Hans Welling

Visio, Amersfoortsestraatweg 180
1272 RR Huizen
THE NETHERLANDS
hanswelling@visio.org

LATIN AMERICA

Lucia Piccione

Urquiza 2659 - 5001 Cordoba,
ARGENTINA
lpiccione@arnet.com.ar

NORTH AMERICA / CARIBBEAN

Kathleen M. Huebner

Graduate Studies in Vision
Impairment, NCLVI,
Pennsylvania College of Optometry
8360 Old York Road, Elkins Park,
PA. 19027, USA
kathyh@pco.edu

PACIFIC

Frances Gentle

The Renwick Centre
Royal Institute for Deaf
and Blind Children
Private Bag 29
Parramatta, NSW 2124
AUSTRALIA
frances.gentle@ridbc.org.au

WEST ASIA

Bhushan Punani

Blind People's Association
Jagdish Patel Chowk
Surdas Marg, Vastrapur
Ahmedabad 380 015,
INDIA
blinabad1@sancharnet.in

FOUNDING ORGANISATIONS

American Foundation for the Blind

Susan Spungin

11 Penn Plaza, Suite 300
New York, NY 10001
USA
spungin@afb.net

Perkins School for the Blind

Steven M. Rothstein

175 North Beacon Street
Watertown
MA 02472
USA
president@perkins.org

Royal National Institute of the Blind

Colin Low

105 Judd Street
London WC1H 9NE
UNITED KINGDOM
colin.low@rnib.org.uk

NON-GOVERNMENTAL DEVELOPMENT ORGANIZATIONS

Asian Foundation for the Prevention of Blindness

Clive Oxley

c/o The Hong Kong Society
for the Blind
248 Nam Cheong Street
Shamshuipo, Kowloon
HONG KONG
genadmin@hksb.org.hk

Christoffel-Blindenmission

Allen Foster

Nibelungenstrasse 124
64625 Bensheim
GERMANY
overseas@cbm-i.org

Norwegian Association of the Blind and Partially Sighted (NABPS)

Arnt Holte

P.O. Box 5900
Majorstua 0308 Oslo
NORWAY
arnt.Holte@blindeforbundet.no

Organización Nacional de Ciegos Españoles

Luz Laine Mouliá

C/ Prado N° 24, 28014 Madrid
SPAIN
llm@once.es

Sight Savers International

Peter Ackland

Grosvenor Hall
Bolnore Road
Haywards Heath
West Sussex RH16 4BX
UNITED KINGDOM
packland@sightsavers.org.uk

INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS

Deafblind International

Michael Collins

Hilton/Perkins Program
Perkins School for the Blind
175 North Beacon Street
Watertown, MA 02172 USA
collinsm@perkins.pvt.k12.ma.us

World Blind Union

William Rowland

c/o South African
National Council for the Blind
P.O. Box 11149
Hatfield 0028, Pretoria
SOUTH AFRICA
rowland@sancb.org.za

International Agency for the Prevention of Blindness

Richard Porter

London School of Hygiene &
Tropical Medicine
Keppel Street
London WC1E 7HT
UNITED KINGDOM
rporter@v2020.org

Visit us at:

www.icevi.org

**ICEVI****INTERNATIONAL COUNCIL FOR EDUCATION OF
PEOPLE WITH VISUAL IMPAIRMENT****BECOME A MEMBER OF ICEVI !****QUADRENNIUM MEMBERSHIP CONTRIBUTION FORM**☐**CATEGORY 1 : US \$ 100 - Four-Year Membership Contribution**☐**CATEGORY 2 : US \$ 150 for Four-Year Membership Contribution which
includes 8 hard Copy issues of The Educator**

Full Name : _____

Position : _____

Address : _____

City/Town : _____

State/Region : _____

Country : _____

Postal Code : _____

Telephone : Home _____ Work _____

Fax : _____ E-mail _____

I am enclosing herewith a Cheque / Draft for US \$ drawn in favour of Treasurer, ICEVI.
(Please send it to the Treasurer at the following address)

Mrs. Nandini Rawal, Blind People's Association,
Jagadish Patel Chowk, Surdas Marg, Vastrapur, Ahmedabad - 380 015, INDIA

Signature :**Date :**



www.indexbraille.com

Complete Product Range

Index Basic-D, Everest, 4X4 PRO and 4Waves PRO is a complete range of modern embossers, from a personal aid to heavy braille production.

Easy to Use

Index embossers are controlled by an ink and braille labelled front panel. Combined with speech feedback, they are easily operated by both blind and sighted users.

WinBraille Editor included

Index embossers are delivered ready to emboss. WinBraille is included free of charge and support contracted braille, tactile graphic, maths etc. It is easy to install.

Math Support

Translate maths directly into Braille from a mathematic expression in Word without knowledge in Braille maths.

Tactile Graphic

Convert images to tactile graphics and paste Braille text where you want it. WinBraille include Windows image control and support standard image formats.

Two Years Warranty

Index embossers are the most reliable on the market and will easily cope with continuous use. The product comes with two years warranty.

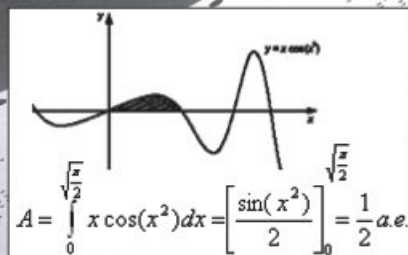
INDEX
BRAILLE

Make Braille Maths directly in Word

Simply create the maths by using the Equation Editor included in Word and WinBraille translates it automatically. No prior knowledge of braille maths is required.

Supports:

- Equation Editor 3.0 included in MS Word
- Translation to braille maths in: Latex, Swedish, Nemeth, BAUK
- Mathematic +, -, /, *, (), integral, derivative, matrices, vectors etc
- Index Braille embossers
- Free download



www.indexbraille.com

INDEX
BRAILLE

Editor**Harry Svensson**

Swedish Institute for Special
Needs Education
Box 12161
SE- 102 26 Stockholm
SWEDEN

Editorial Committee**Harry Svensson****Larry Campbell****M.N.G. Mani****Publications Committee****Harry Svensson****Peter Rodney****Cay Holbrook****M.N.G. Mani****Our International Partners****Typesetting and Printing****ICEVI Secretariat**

No.3, Professors Colony
Palamalai Road
Jothipuram Post
Coimbatore – 641 047
INDIA

Phone : 91-422-2469104

Fax : 91-422-2693414

e-mail : sgicevi@vsnl.net

CONTENTS

| | |
|---|----|
| 1. Message from the President | 2 |
| 2. Message from the Editor | 3 |
| 3. The 12 th World Conference – Lasting Impressions | 4 |
| 4. Convention on the Rights of Persons with Disabilities | 7 |
| 5. Global Campaign on Education For All Children with Visual Impairment (EFA-VI) launched | 10 |
| 6. EFA-VI Global Campaign – A shared challenge – Larry Campbell | 11 |
| 7. Country selection for the first phase of the campaign | 16 |
| 8. Implementation of the Global Campaign: Guidelines for Countries | 17 |
| 9. Implementing EFA-VI Campaign: Materials being developed | 20 |
| 10. Education For All – Fast Track Initiatives | 21 |
| 11. UNESCO's EFA Global Monitoring Report 2007 <i>Facts and Suggestions</i> | 23 |
| 12. EFA-VI News | 26 |
| 13. Origin of Education For All : Jomtien Conference | 28 |
| 14. 14 th Deafblind International World Conference | 32 |
| 15. The Salamanca Statement and Framework for Action on Special Education | 33 |
| 16. Education for All Goals as per Dakar Declaration 2000 | 36 |
| 17. IBSA in KL and future sports events for blind youth and students - Michael Barredo, IBSA President | 37 |
| 18. International Association of Parents of Children with Visual Impairments (IAPVI) Founded at ICEVI World Conference in Kuala Lumpur - Susan LaVenture, Executive Director, NAPVI, USA | 38 |
| 19. Guidelines for ICEVI World Conference Bidders | 39 |
| 20. Here and There | 40 |

Message from the President



Larry Campbell
President

Dear Colleagues:

This relatively quiet period between the Christmas and New Years holiday provides a wonderful opportunity to reflect on the achievements of the past year and to look at the many exciting challenges that face us in the year ahead.

Certainly, 2006 has been a busy and productive year for ICEVI with our 12th World Conference coming right at the midpoint. There is always an extra dose of frenzy during the years when a world conference is scheduled; and this year was no exception. However, all of the extra effort paid off with a conference that broke all previous attendance records both for the number of participants (Over 1000) and the number of countries (96) represented. We were also pleased to see that among those participating were a record number of blind and low vision persons.

I believe that everyone who attended agrees that our Malaysian hosts did a splendid job; in fact so splendid that they may have scared away some countries who were thinking of bidding for the 2010 World Conference; we hope that will not be the case.

However, 2006 will go down in our record book for another reason. It is the year that ICEVI and its partner the World Blind Union embarked on a journey that we hope will dramatically increase school enrollment for children with visual impairment in the under-resourced countries of the world in the years.

December 27, 2006

Already 10 international non-government organization along with UNICEF and UNESCO are actively involved in helping to move the Global Campaign forward.

There has been much talk in past issues of The Educator of this "pending" campaign. Well, we can dispense with the word "pending". The global campaign is now a reality and for this reason we have decided to devote this issue of The Educator to helping all of you to better understand this initiative.

We hope that this issue will not only help you understand the Global Campaign but will motivate you to become actively involved. We know that the only way we can achieve our goal of educational equity for all children with visual impairment is if each and every one of us stands up in solidarity with children, parents and teachers in the developing world to make it clear that the current status quo is totally unacceptable and one that we will change.

I hope that you will make a personal commitment to helping us to reach the goal of educational equity for every child with a visual impairment. Become a member of ICEVI, encourage your school or agency to become a member and write to your regional chairperson to find out how you can get involved on a personal level.

Larry Campbell
President, ICEVI

Message from the Editor



Harry Svensson
Editor

Dear colleagues:

In a letter six years ago I had the privilege to introduce a new format of *The Educator*. Among the novelties were a new layout, a thematic approach and standing columns. We can still see this structure in the issues published in 2006. There is however a noticeable difference between the journals of 2001 and 2006.

The 2001 issue looks today to me as a piece of rock brought directly from the mine. During the last quadrennium the rock has been polished into a glittering diamond by the editor Steve McCall and his Publications Committee supported by the production team in India led by Secretary General M.N.G. Mani.

Back on the arena I feel like a high jumper preparing to pass the qualification height in the Olympic Games. I hear thousands of people shout of joy. The tall Brit from Birmingham has just passed the bar with a wide margin.

I'm next. Will I manage the height? I know that I'm not alone. Today neither athletes nor editors are lone wolves. Behind them there is a hard working team. As the new editor of *The Educator* and Second Vice President responsible for the publications portfolio I will have the support of a small but highly qualified team. Later more people may be appointed as permanent members of the team or on an ad-hoc basis.

I'm happy to inform you that Cay Holbrook and Peter Rodney have accepted to become members of the Publications Committee together with Secretary General Mani and me. Cay is an internationally recognized specialist in literacy and professor at the University of British Columbia, Canada. Peter, employed by the Institute for the Blind and Partially Sighted in Denmark, is a psychologist and educational consultant. Cay and Peter are well connected with ICEVI through their involvement in our regional work in North America/Caribbean and Europe.

When the Principal Officers met in late 2006 we spent considerable time discussing the budget and how to use our resources in the best possible way. Looking at our expenses it is clear that *The Educator* represents a major commitment. We can not afford to publish a journal that looks like a newsletter. News is important, but ICEVI E-News and our website are better channels than *The Educator* for this kind of information.

Each issue of *The Educator* must have a much longer useful life than a newsletter. The thematic approach was one step in this direction. We have decided to take a further step. In the future we will invite a guest editor to take responsibility for a major part of the journal. We are moving from a thematic to a monograph type of journal.

As there are readers who do not have access to E-mail or the Internet we will continue to use approximately one quarter of the journal for ICEVI news and information from our partners. The remaining space will be the monograph section, a section that hopefully can be used as a part of textbook for a number of years.

In the next issue of *The Educator* you will meet Dr Jill Keffe as the guest editor of an issue devoted to low vision.

The issue you now have in your hand is something between a thematic and a monograph issue. This time the focus is on the global campaign Education for all Children with Visual Impairment (EFA-VI). The content is prepared by Dr. M.N.G. Mani, the Secretary General of ICEVI and the Executive Director of the campaign.

Sincerely,

Harry Svensson
*ICEVI Second Vice President and
Editor, The Educator*

THE 12TH WORLD CONFERENCE – LASTING IMPRESSIONS



The 12th World Conference of ICEVI was held from 16 to 21 July 2006 at the Putra World Trade Centre, Kuala Lumpur, Malaysia.

The title of the conference ‘Achieving Equality in Education: New Challenges and Strategies for Change’ encompassed four major aims. These were:

- To promote dialogue at the highest level on the international issues reflecting the key issues of the theme of the conference
- To facilitate an exchange of perceptions, experiences, practice and research during formal and informal interactions.
- To provide a current international overview of the equality of access to education and rehabilitation for children and young people with a visual impairment.
- To enable participants to hear, question and work alongside respected international experts in the field of visual impairment as they respond to the conference theme.

The above aims were addressed through

- high quality plenary speakers using different formats each day;
- stimulating papers, interactive workshops, new video and CD ROM materials as part of the 6 concurrent sessions in 17 different rooms/halls;
- regional selected papers
- two regional meetings

- a choice of 17 half-day focus day workshops;
- poster sessions on 2 separate days;
- 3 x 2 day post conference workshops

Inaugural Session

The highly impressive inaugural session was graced by Y.B. Dato’ Sri Hishammuddin Bin Tun Hussein, the Hon. Minister of Education, Government of Malaysia. Prof. Ismail Sallah, President, Malaysian Association for the Blind welcomed the international gathering and Larry Campbell, President, ICEVI delivered the presidential address. In his address, he appreciated the partnership between ICEVI and the World Blind Union and stressed the importance to stay together to expand educational services for children with visual impairment throughout the world.

Following the inaugural session, three visually impaired children of Malaysia and the Minister of Education launched the global campaign



in the presence of Larry Campbell, President, ICEVI, William Rowland, President, World Blind Union and over 1000 participants representing 96 countries.

Technical Sessions



The participants of the conference had the opportunity to

- attend 4 plenary sessions with representatives from each ICEVI regions with a good gender and disability representation;
- choose from over 100 concurrent sessions on 19 different topics – many of the presentations given by eminent international people;
- examine and question 90 poster presenters;
- take part in a half-day focus workshop led by international experts.

Four of the rooms had interpretation into English, Spanish, Chinese and Japanese.

Poster Presentations



They were mostly of an adequate quality and presenters were pleased with the contact they made with the participants of the conference. It was pleasing

that both the concurrent and poster sessions attracted participation from all regions of the ICEVI - many of the presenters having received sponsorship to enable their participation.

Focus Workshops



The Wednesday half day Focus Workshops enabled delegates to work alongside international experts. Workshop co-ordinators had been chosen well in excess of 18 months previously and had diligently prepared an interactive workshop of high quality. Most of them had co-opted colleagues from other ICEVI regions to make a contribution so that there was a good balance of experience and perspectives. The range of topics available was exciting and offered a wonderful opportunity for delegates to learn new skills or improve knowledge.

ICEVI Awards

The following individuals and organisations were honored with the ICEVI International Leadership Award for outstanding contributions to education of children with visual impairment and to ICEVI.



Individual Awards:

Larry Campbell

North America and Caribbean Region

Heather Mason

Europe Region

Lucia Piccione

Latin America Region

K. Piyasena

West Asia Region



Organisation Awards:

- Christoffel Blindenmission
- Sight Savers International



ICEVI also recognised Bill Brohier, the Immediate Past-President, Steve McCall, Vice-President, and Grace Chan, J. P., Treasurer of ICEVI for their dedicated services to ICEVI.

Presentation of Marga Schulze Award



The first M a r g a - S c h u l z e Award for the promotion of h i g h e r education among blind girls was presented to

Mr. J.L. Kaul, General Secretary, All India Confederation of the Blind (AICB), New Delhi, India during the world conference. The Marga-Schulze Foundation is also encouraging organisations to organise intensive training programs to develop skills of blind girls. ICEVI thanks the Marga-Schulze Foundation for promoting higher education of blind girls and hopes the Foundation will play an important role in the EFA-VI campaign.

Conference Materials

Each participant also received a CD-ROM containing most of the full presentations plus a comprehensive programme book and separate abstracts book.

Social Programmes

In addition to the 'formal' programme, the conference centre facilities and social programme

arranged by the Malaysian Hosts enabled plenty of informal interaction and networking.

Post Conference Workshops

The following three post-conference workshops were organised for the benefit of selected participants from the developing countries:

1. Early Childhood Intervention by Lea Hyvarinen
2. MDVI by Nandini Rawal
3. Low Vision by Jill Keffe

These workshops were supported by the Light for the World, Austria, ICEVI, and the Hong Kong Society for the Blind.

Office Bearers for the Quadrennium

Mr. Larry Campbell, USA was re-elected international President of ICEVI for the period 2006-2010.



Also elected were First Vice President, Dr. Jill Keffe, Australia, Second Vice-President Mr. Harry Svensson, Sweden, Treasurer, Mrs. Nandini Rawal, India. ICEVI functions through seven regions, each headed by a Regional Chairperson, Deputy Regional Chairperson(s) and a regional committee. For the quadrennium 2006-2010 ICEVI's Regional Chairpersons are Mr. Wilfred Maina, Africa; Prof. Dr. Ismail Salleh, East Asia; Mr. Hans Welling, Europe; Mrs. Lucia Piccionne, Latin America, Dr. Kathy Huebner, North America/Caribbean; Mrs. Frances Gentle, Pacific and Dr. Bhushan Punani, West Asia.

In short, the 12th World Conference was a memorable one. The momentum created at the conference is upbeat and this augurs well for the better implementation of the global campaign on education for all children with visual impairment.



Convention on the Rights of Persons with Disabilities

Kicki Nordstrom, Immediate Past-President, World Blind Union

On 13 December 2006 the United Nations General Assembly unanimously adopted the 8th Human Rights instrument named The Convention on the Rights of Persons with Disabilities.

This is the greatest moment in the history of persons with disabilities, who have suffered from exclusion, marginalization, neglect, murder and denial, since mankind started to write history!

Being a Human Rights Convention, the new convention will ensure persons with disabilities full and equal human rights, fundamental freedom and non-discrimination. As such the convention will become an international law which States must follow after the ratification.

After the ratification States must enact national laws and take other measures to guarantee full human rights and fundamental freedom for persons with disabilities. States must also abolish legislation, customs and practices that discriminate against persons with disabilities.

The negotiations took five years. It is thereby the most rapid negotiated international law in the history of the UN!

The convention will be open for signature and ratification on 30 March 2007, and will enter into force once it has been ratified by 20 countries.

The target group of this convention is the 650 million people living with disabilities in the world. 160 million of them are blind or partially sighted.

The convention is very much needed because of the well-known fact that there is a strong link between blindness and poverty. Blind people tend to be amongst the poorest in all societies.

Blind people generally face exclusion and isolation. This is sometimes the result of an explicit policy to keep us hidden, but it can also be the result of architectural, physical, social, legal and attitudinal barriers, which make it impossible for us to participate as equal citizens in the society we belong to.

This attitude and exclusion result in denial of blind persons to attend schools for instance. Without any education and social inclusion, we are deemed to poverty and exclusion.

To rectify a situation like this, we have to start a campaign on education. The target is various stakeholders, such as governments, decision makers and the general public. Until the attitudes are changed, it will be difficult to bring all blind and partially sighted people to school, despite any international law or convention.

We need this convention, which constitute an international law, as a “weapon” in our fight for human rights, equality, non-discrimination and equal opportunities. We need the convention as a tool for educating the society on our rights as human beings.

The basis for the new convention is to stress what is already formulated in the United Nations Universal Declaration of Human Rights from 1948, Article 26:1: “Everyone has the right to education”.

We all know that the reality of the right to education is different from what is stated in many existing UN documents and conventions. It is currently estimated that the average rate of literacy skills among persons with disabilities is about 3 per cent among persons with disabilities in developing countries.

In 2000 the UN General Assembly unanimously agreed on a goal of access to education for all children by 2015 - Education for All (EFA). UNESCO got the authority to implement this goal.

Despite the adoption of EFA goals in 2000 not much has happened to persons with disabilities in the field of education since the Universal Declaration of Human Rights was adopted. If we should continue with this slow speed, we may not be able to live up to the agreement of 1948 and the EFA goals in 700 years from now!

The purpose of the new convention is to put an end to exclusion of persons with disabilities that exists worldwide, both as obstacles in the educational system and as lack of real political will among Governments and authorities.

Education for persons with disabilities is unfortunately not seen as a part of the general educational system. Many States do not refer the responsibility to the Ministry of Education, but to the Ministry of Social Affairs or the Ministry of Health.

The responsibility for providing education to all is in this convention put firmly on the States Parties, not on persons with disabilities or charity organizations. Education of persons with disabilities must be under the supervision of the Ministry of Education and be a part of the

general curriculum and school system in the country.

In the introduction of article 24 on Education it is stated that:

1. *States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life-long learning, directed to:*

a) *The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;*

This text refers to the fact that, no matter the cause of disability or the time for the onset of the disability, the person should be provided with appropriate education in order to achieve her human rights.

Furthermore it puts the responsibility for providing education, on the States Parties, not on the person herself.

Equal opportunities should be provided to each person regardless of her status, gender and financial situation in society.

Paragraph 2 states:

2. *In realizing this right, States Parties shall ensure that:*

a) *Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and*

compulsory primary education, or from secondary education, on the basis of disability;

b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

c) Reasonable accommodation of the individual's requirements is provided;

This second paragraph is more specific with regard to the education as such. It stresses the right for persons with disabilities to obtain free and compulsory primary education and secondary education of good quality on the basis of equal opportunities with others.

Paragraph 3 is the result of the strong advocacy of the World Blind Union. We have been really successful in including the right to Braille. This is in the first time in history that Braille is recognised as a right for blind, deafblind or visually impaired persons, and it is an international law which States have to follow!

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, in environments which maximize academic and social development.

Paragraph 4 is directed to teachers:

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

This paragraph ensures that States Parties make provision of education of teachers with special skills who are able to teach blind, deaf and deafblind students.

It is only in article 24 on Education that the need of a particular disability group is mentioned. In all other articles, specific needs are drafted in a neutral language without any specific references to a particular group!

Article 24 Education, is a shining star in this good convention!

◆◆◆◆◆

Note from the editor :

The full text of the convention is available on:

www.un.org/disabilities/convention/conventionfull.shtml



Global Campaign on EDUCATION FOR ALL CHILDREN WITH VISUAL IMPAIRMENT (EFA-VI) Launched



The **Education for All Children with Visual Impairment (EFA-VI)** is a global campaign and program of the International Council for Education of People with Visual Impairment (ICEVI) acting in partnership with the World Blind Union (WBU) and endorsed by the UNESCO and UNICEF to ensure that girls and boys with blindness and low vision enjoy the right to education. The campaign was formally launched by Y.B. Dato' Sri Hishammuddin Bin Tun Hussein, the Hon. Minister of Education, Government of Malaysia in Kuala Lumpur, on July 16, 2006. The Honorable Minister was assisted by three children with visual impairment and the Presidents of ICEVI and The World Blind Union.

The campaign is being implemented at two levels. A Global Task Force (GTF), chaired by the President of ICEVI has developed the overall framework for the campaign including its guiding principles and a business plan. Currently the following organizations are members of the Global Task Force:

- ✉ Christoffel Blindenmission
- ✉ Deafblind International



- ✉ Hilton-Perkins International Program
- ✉ International Agency for the Prevention of Blindness
- ✉ International Council for Education of People with Visual Impairment
- ✉ Light for the World
- ✉ Norwegian Association of the Blind and Partially Sighted
- ✉ Royal Visio International
- ✉ The National Organization of the Spanish Blind (ONCE)
- ✉ Sightsavers International
- ✉ World Blind Union

The campaign will work within the framework of the general and special education systems of countries and will create a demand for education of children with visual impairment. Provision of appropriate support in educational settings and creation of alternative settings to reach out to the un-reached are also key aspects of the campaign.

“EFA-VI GLOBAL CAMPAIGN - A SHARED CHALLENGE” ACHIEVING EDUCATIONAL ACCESS FOR ALL CHILDREN WITH VISUAL IMPAIRMENT

Larry Campbell, President, ICEVI

(In this article, Larry Campbell, President, ICEVI presents the need for the global campaign, how it was conceptualised, the objectives of the campaign, and implementation procedures)

The current situation of the estimated 6 million children with a disabling visual impairment is disturbing. Eighty percent of these children, or 4.8 million live, in a developing country. On average less than 10% of these children currently have access to education. This means that today there are an estimated 4.4 million preschool and school-aged children who live without access to a basic human right, the right to education. Time and again research has shown the link between poverty and illiteracy. For these 4.4 million children this cycle of poverty and illiteracy is likely to repeat itself unless some dramatic interventions are made immediately.

In 1990, Ministers of Education from throughout the world gathered for a global summit in Jomtien, Thailand. Out of this summit came the UN and World Bank supported Education for All program. The document that emerged from this EFA summit called for universal enrollment in primary education for all the world's children by the year 2015. EFA has become a household word in the field of development and one of the eight United Nations Millennium Development Goals.

However, from the outset, the needs of children with disabilities were barely acknowledged. Had it not been for the tireless work of Bill Brohier, then President of ICEVI, and Lal Advani, then regional president of the World Blind Union there would have been no reference to persons with disabilities in the final EFA summit document. In the end, there was one fleeting reference to the needs of disabled persons; and since then the term “fleeting reference” aptly describes the situation since 1990.

The Education for All program of UNICEF, UNESCO and The World Bank has had some impressive results for non-disabled children. School enrollment and literacy rates have risen in almost all countries. Today, some 24 countries are part of what is referred to as the Fast Track Initiative (FTI). Countries included in the FTI have agreed that in return for debt relief they will put work intensively in achieving universal primary education enrollment. In these countries large investment in technical and financial support are stimulating accelerated effort toward this objective. So, for non-disabled children the picture is looking brighter.

However, to date, the same cannot be said for children with disabilities. Despite the numerous meetings and declarations that have followed over the past 16 years progress has certainly not matched intent. However, there are, at last some encouraging signs.

In 2004 The World Bank convened a meeting on “disability and development”. At that meeting, then World Bank president James Wolfensjn frankly admitted that the World Bank had come to the table very late in addressing the needs of persons with disabilities within its mainstream development initiatives. He also conceded that with an estimated 600 million disabled persons worldwide, achievement of the UN millennium development goals could not be met unless the needs of persons with disabilities were more effectively addressed. He pledged that The World Bank would from this point on take the issue of disability more seriously, a promise the World Bank seems to be keeping. Over the past two years we have noted that The World Bank is taking this issue more seriously at both the central and country levels.

The recent appointment of a dynamic South African lawyer who is herself disabled as The World Bank's Advisor on Disability is a step in the right direction and ICEVI and WBU are trying to capitalize on these changes. Recently I had the opportunity to present the ICEVI-WBU global campaign to a group of high level officials at The World Bank. One of these officials summarized these changes. He said most governments had moved from a position of ignoring the issue to developing a more "want to" attitude. He explained that the time is now right to help governments with the "how to" of assuring that all children with disabilities enjoy the same basic right to education as do non-disabled children. The ICEVI-WBU Global Campaign on Education for All Children with Visual Impairment is just that type of a "how to" initiative.

The global campaign launched by ICEVI in partnership with the World Blind Union in July of this year evolved over a three-year period beginning in 2003. The campaign grew out of the frustration that many organizations active within ICEVI were experiencing. While there has been some success with pilot programs in a number of developing countries there has been a general failure in scaling up these programs to reach large numbers of children in a sustainable manner. Often governments have been only marginally involved leaving the bulk of responsibility to non-government organizations as a charitable initiative rather than as a rights based program. It became clear to all involved in this dialog that unless a bold new strategy was devised we were likely to see only small incremental progress in addressing the needs of these "forgotten children". As ICEVI and WBU and our respective constituencies were grappling with this challenge we were witnessing the results of a very successful global campaign led by the International Agency for the Prevention of Blindness which was making significant strides in reducing avoidable blindness in the developing world.

This led the ICEVI Executive Committee to wonder whether a similar global initiative in the field of

education could be that bold step that was needed to result in significant impact on the current situation of blind and low vision children in the developing world. Over a three-year period, which included much consultation with our regions and our international partners, the Global Campaign on Education for Children with Visual Impairment emerged. The framework for the global campaign has been shaped by a Global Task Force consisting of representatives of ICEVI, WBU and most of the major international non-government organizations working on matters concerning blindness and low vision.

The global campaign that has emerged is built upon a rights- based foundation, recognizing that every child has a basic human right to education. The campaign addresses three of the UN Millenium Development Goals, namely:

- *Achieving universal primary education*
- *Promoting gender equality and empowerment of women*
- *Developing a global partnership for development*

The campaign's foundation is constructed on a set of guiding principles that include:

First, a demand for education needs to be created as a basic foundation for the campaign.

Second, the campaign will work within the framework of the general and special education system of countries selected for implementation.

Third, girls and boys with visual impairment should be included in the general education system with appropriate support.

Fourth, alternative educational approaches need to be considered for those children with specific needs such as those who are deafblind and multiply disabled and require more highly specialized services. Of course there is a great temptation to allow any such initiative to become all things to all people thus diluting impact and diminishing results. However, the

global task force has made a conscious decision to keep the campaign focused on two major targets:

- *Early identification and intervention of preschool children with visual impairment and*
- *formal and non-formal education of all school-aged children and youth with visual impairment, including those with multiple disabilities.*

ICEVI and WBU are certainly not naïve enough to assume that achieving our goal of educational equity will be easy. We anticipate a number of challenges in the years ahead that I will review shortly in hopes that we can engage educators and parents very actively in this global campaign.

One of the reasons we believe progress has been so limited in expanding educational access to children with visual impairment is attributable to our own failure to conduct basic research on best practice. While there is no shortage of strong personal opinion on which approach is most effective in meeting the needs of children within the context of developing countries; these opinions are rarely backed up with good empirical data. Consequently we have placed ourselves and the children and families we are suppose to serve in a very vulnerable position. Those that formulate policy, make decisions and allocate resources to a wide variety of competing priorities in developing countries are looking for evidence to support decisions on such resource allocations. While we can speak passionately about the needs and abilities of children with visual impairment we must also be able to back up this rhetoric with data that convinces politicians and planners of the value of investing in education for children with visual impairment. Unless we approach these decision makers armed with data that supports the value and impact of our work we are likely to find ourselves at the back of a long queue of those requesting governmental support and involvement.

For this reason basic research will be an integral component of all initiatives of the global campaign. I am very pleased that Prof. Jill Keeffe, ICEVI's 1st Vice

President is chairing our research task force that will build this body of evidence to support and guide the global campaign. Jill and her committee are already involved with global mapping exercises to help assure that the global campaign takes advantage of existing research findings and develops the right questions that our research efforts will address in the years ahead to support the expansion of this global effort.

While the ICEVI-WBU Global Campaign will focus intensively on the under-resourced regions of the world; educational equity is an issue that involves every region and every country.

As the Global Campaign gets underway this year with a plan that calls for a phasing in intensive work in 14 countries over the next four years and less resource intensive, yet very important work, in many other countries we anticipate at least six additional areas that we will need to focus attention on.

The first three of these areas form a kind of “trinity” with each linked to, and dependent on, the strength of the other. This trinity includes: -a sound situation analysis, -development of active national task forces and -demand creation.

Efforts in any country where the campaign will focus its attention must start with a sound “situation analysis” that provides us with a kind of “snapshot” of the current situation of the general education system and that of children and youth with visual impairment. Unless we gather sound baseline data we will find it difficult to measure the progress we achieve. Without a clearly marked “starting line” we shall never know how far we have run, or how much longer we need to run to reach the finish line.

A sound situation analysis leads us to the second important area, the development of National Task Force consisting of representatives of all major stakeholder groups.

Although the framework of this global campaign has been shaped by a Global Task Force, the key to the

success of this campaign rests at the country level. A commitment will be required of both the government and non-government sectors working in collaboration with blind individuals, their organizations and what we hope will be a growing and active movement of parents and their organizations. In some cases a national task force on UN-World Bank Education for All program will already be in place. In these instances we hope to work with and build upon those infrastructures rather than developing unnecessary parallel systems.

The third element in this so called “trinity” is one that might come as a bit of a surprise to some; the need to “create demand” for education for children with visual impairment. Why, you may be asking yourself, do we need to create demand when the problem is so large. After all, don’t 4.4 million children with visual impairment with out access to education represent enough of a demand?

Unfortunately, for far too long educators have spent most of their time addressing what I refer to as the “supply side” of the equation. That is to say, we assume that if we train teachers and provide materials the students will suddenly appear. In countries where awareness of the abilities and potential of persons with a disability are widely understood this approach may work. However, in much of the developing world this represents a flawed assumption. It ignores traditional beliefs and prejudices toward persons with a disability that are reflected in the attitudes of parents who assume that education of a child with a visual impairment is not possible or worthwhile.

The global campaign will need to address these misconceptions with advocacy and public education efforts shaped and delivered wherever possible by blind persons themselves and their organizations. Here, our partner, the World Blind Union, has a key role to play.

We need to educate families and demonstrate through positive role models of successful blind individuals that indeed education is not only possible but is highly desirable. As such demand is created we believe the

formation of organizations of parents of children with visual impairment can follow. These parent organizations in partnership with local organizations of the blind have the potential to become a powerful political force in achieving change.

The next two areas of concern are ones that will be familiar to most of us. These are the areas of human resource development and the provision of support services and accessible materials. I think I need not dwell on these other than to say that if we are to achieve our objective of educational equity we will need to focus considerable attention on preparing administrative personnel and regular classroom teachers to accommodate children with a visual impairment. We also need to explore innovative and cost effective ways of making the best possible use of specialist personnel in the field of visual impairment to support children in inclusive environments.

In recent years most governments in the developing world have embraced the concept of inclusive education. Sometimes inclusion has been embraced because they believe it is a sound approach and in some instances because of political pressure to do so. In general, however, this movement toward inclusion is a positive development. However, it is also one that has the potential to backfire as can be seen today from recent trends in the Nordic countries.

With government endorsement, moving children into local community schools is reasonably easy to do. Assuring that these same children actually receive an education in those classrooms with teachers who understand their unique learning needs and have the training and the educational materials to make real education possible is the bigger challenge.

We believe this is a challenge that can be managed but without appropriate measures to develop the human resources needed we risk a generation of children who attend school but remain uneducated.

For all too long programs serving children with visual impairment in underserved areas of the world have had to rely on expensive imported materials. Often

this means that those materials are in very short supply. We must create a fundamental change in this situation if we are to succeed.

This global campaign envisions “centers of excellence” that will address this challenge by producing these materials at the local or sub-regional level. The production of Braille books, Braille writing frames, abacuses, Braille paper, long canes and other educational materials can and should be done at a local or sub-regional level.

The sixth area that requires attention concerns benchmarks to measure our success. While the research task force will move well beyond the four measures the Global Task Force has identified the following four areas have been identified as benchmarks of progress. These benchmarks have been purposely kept relatively simple and straightforward and include:

- ☞ First, have education enrollment rates of children with visual impairment increased?
- ☞ Second, have dropout rates among children with visual impairment decreased?
- ☞ Third, do children with visual impairment have access to the support services and learning materials they need to allow them to compete on an equal basis with their sighted peers? and
- ☞ Fourth, is the performance of children with visual impairment on par with those of non-visually impaired children?

ICEVI and WBU have recognized from the outset that this global campaign to create educational equity can only succeed if it is a campaign that educators, parents and consumers throughout the world take on as their own.

I would like to conclude my remarks by suggesting some very concrete ways that each of you can become engaged in this global initiative to assure that the basic right to education is one that is guaranteed to all children with visual impairment, no matter where they live in this world.

First, express your personal solidarity with fellow educators, parents and blind individuals by standing up and loudly declaring wherever the opportunity arises that it is totally unacceptable during the first decade of the 21st century that worldwide, over 70% of children with visual impairment are being denied a basic human right..the right to education! The vast majority of these children are in the developing world.

Second, use the collective influence and voice of the organizations that you represent to pressure your governments development assistance agencies to include within all development assistance funding a provision that assures that the needs of persons with disabilities are formally addressed. Over the past twenty years we have seen the positive impact such measures have had on issues such as women’s rights and environmental impact. It is time that the needs of persons with disabilities are formally addressed within all of our government’s development assistance initiatives. A development assistance program that does not include an impact statement addressing how the needs of persons with disabilities will be addressed is a development assistance program that should not receive taxpayer support.

Third become a member of ICEVI and encourage your own school or agency to become an organizational member. As we go about raising the needed resources to implement this global campaign it will be most helpful in approaching corporations and foundations to demonstrate that this initiative has the grassroots support of as many organizations concerned with the needs of blind children and youth as possible.

There is much that needs to be done in the years ahead if we are to assure all children with visual impairment their right to education. This cannot be done by ICEVI and WBU alone. We can only serve as catalysts for this global initiative.

If the needs of the “forgotten children” are to be met it will require a personal commitment from each and every educator, parent and consumer in all regions. Working together we can unlock those schoolhouse doors for the 4.4 million children that are today without access to education.

COUNTRY SELECTION FOR THE FIRST PHASE OF THE EFA-VI CAMPAIGN

During the first phase of the campaign (2006-2010), 14 countries will get focussed attention. These countries will be spread throughout the developing regions and the final list will be decided in consultation with the regional committees of ICEVI. In order to assist the regional chairs and their committees to make a decision on two countries that can be selected for each region during the first phase, the Global Task Force of the EFA-VI campaign has developed the following nine criteria as the most important to be considered in the selection of countries.

- ✦ *Presence of a functioning organisation(s) of the blind*
- ✦ *Programs for EFA already in place*
- ✦ *Availability of facilities for human resource development (such as teacher training)*
- ✦ *Evidence of Government's commitment to fulfil the Millennium Development Goals*
- ✦ *Presence of Non-Government Development Organisations (NGDOs) actively working in the country in the area of education (local and International Non-Government Organisations)*
- ✦ *Existing capacity to support the education of children with visual impairment (such as braille production centres)*
- ✦ *Focus on inclusive education in respect to Poverty Reduction Strategy Paper*
- ✦ *Implementing Blindness Prevention Programs (such as the Vision 2020 program)*
- ✦ *Potential to make impact on other countries within the region*

Though two countries will be the focus in each region, it does not mean that other countries within the region will not be involved in EFA-VI. The regional chairs along with the country representatives will plan activities that would promote educational opportunities for children with visual impairment in those countries. There are some countries, which are already active in implementing services for children with visual impairment and ICEVI and WBU will work with these countries to strengthen the efforts of the national bodies. In some other countries, assistance may be necessary for organising capacity building programmes, technical support, etc. Therefore, the global campaign activities will be carried out in as many countries as possible, whereas intensive activities will be planned in the 14 countries, which come under the first phase implementation.

IMPLEMENTATION OF THE GLOBAL CAMPAIGN: GUIDELINES FOR COUNTRIES

GUIDING PRINCIPLES

The EFA-VI campaign will be guided by the following fundamental principles:

1. There is a need to create a demand for education for children with visual impairment
2. The campaign will work within the general framework of education and special education of countries selected for implementation.
3. Girls and boys with visual impairment should be included in the general education system with appropriate support
4. Alternative educational approaches are also necessary considering that some children with specialised needs such as those who are deafblind and multiple disabilities require specialised services.

The country level task forces will be oriented to take stock of the existing situation in each country before projecting a national plan for implementation.

COMPOSITION OF EFA-VI NATIONAL TASK FORCES AND TERMS OF REFERENCE

The National Task Forces are the most vital units in the implementation of the EFA-VI campaign and programme. They should consist of all stakeholders of special needs education who have their contribution directly or indirectly to the development and implementation of national plans. The National Task Force may comprise the following:

- ☞ *Government Ministries of Education and other Ministries concerned for the overall Education For All campaign*
- ☞ *Organizations of Persons with Visual Impairment and parent organisations where exist*
- ☞ *National and international Non-Governmental Organizations working in the area of visual impairment and EFA*

- ☞ *UN Specialized Agencies concerned at the national level.*
- ☞ *Special teachers and other professionals working in the area of visual impairment*
- ☞ *Professionals in the eye-health care/Vision 2020 programme*
- ☞ *Teacher Preparation Institutes including universities, which train teachers for regular schools and for children with visual impairment*

The **Terms of Reference** of the National Task Force should include:

- ☞ *Working within the overall framework of existing national education plans to ensure that the educational issues of girls and boys with visual impairment including those who are deafblind and multiply disabled are adequately addressed*
- ☞ *Making situation analysis and collecting data at the national level*
- ☞ *Developing long-term and short-term goal-oriented strategic plans for implementing educational services for all visually impaired children*
- ☞ *Suggesting legislations and regulations for adoption, where not existing, and ensuring that any existing discriminatory clauses are eliminated*
- ☞ *Establishing linkages for the purpose of networking and advocacy*
- ☞ *Suggesting development of appropriate curricula*
- ☞ *Mobilizing and sharing of resources towards convergence of services in order to achieve the EFA goal.*

The National Task Force should meet at least twice a year to review the implementation of the EFA campaign and assess its progress for suggesting mid-term refinement, if any. The existing

infrastructure of regional meetings of ICEVI and WBU may be used as forums for the National Task Forces to report the progress of the campaign at the national level.

The following tasks need to be taken up by the NTFs in the process of implementation of the campaign.

- 1. Making a situation analysis:** The countries should make a situation analysis to determine the availability of legislation / policies, statistical information on children to be served, human resource development programmes, material production centres, evaluation mechanisms, etc., which will steer the work of the NTF.
- 2. Development of national plans:** Following the situation analysis, it is essential for the NTF to develop a national plan which will serve as a blueprint in the implementation of the campaign and programme. The national plan should mention how the strategy adopted by the National Task Force will create a demand for the education of girls and boys with visual impairment.
- 3. Strengthening human resource development:** In implementing this important campaign, many stakeholders such as the policy makers, teacher educators, teachers, educational administrations, parents, and so many other persons are involved and therefore short-term and long-term training programmes have to be planned and conducted regularly. The NTF is expected to list the types

of training programmes required in the country to make the EFA-VI successful.

- 4. Maintaining enrolment data:** The NTF needs to keep a record of the student enrolment data and also information on how many teachers are serving, inservice programmes conducted, etc., for keeping track of the success of the programme. Necessary formats have to be developed by the NTF of the country for coding this information.

The work plan of the countries may be reviewed once in two years to suggest necessary refinements on the basis of experiences gained.

CAMPAIGN CENTRES OF EXCELLENCE (CCE)

As the National Task Force is just a committee, it needs assistance from some organisations at the local / regional level where these activities can be organised. Therefore, certain organisations working in the countries / regions may be identified as centres of excellence. University departments involved in special education teacher preparation, organisations involved in production of assistive devices, etc., may be ideal locations for these centres of excellence. While building centres of excellence would incur huge capital expenses, it is preferred to upgrade existing institutes to serve as the Campaign Centres of Excellence. There may be a need for one or two centres of excellence in large countries whereas there may be regional centre of excellence in regions which include a large number of small countries.

TARGETS TO BE ACHIEVED

The NTF should project the targets to be achieved during the first phase of the campaign beginning 2007.

| S.No. | Activity | Year 1 2007 | Year 1 2008 | Year 1 2009 | Year 1 2010 | TOTAL |
|--------------|-------------------------------------|----------------|----------------|----------------|----------------|-------|
| 1 | Teachers to be trained | | | | | |
| 2 | Parents to be oriented | | | | | |
| 3 | Meetings for the Policy makers | | | | | |
| 4 | Children to be enrolled | | | | | |
| 5 | Centres of Excellence to be created | | | | | |
| TOTAL | | | | | | |

BUDGET FOR THE NATIONAL LEVEL CAMPAIGN

The *local Governments*, which have a mandate to provide universal primary education are the main stakeholders in the EFA campaign at the country level. The *local voluntary/non-governmental organizations*, *International service organizations* like the Lions Clubs International Foundation, Rotary

International, etc., *International Non-Governmental Development Organizations*, *corporate houses* and *public sector industries* may be involved at the country level for supporting the EFA campaign. The Task Forces for the country need to draw a budget for each country keeping in mind the long-term sustainability.

The budget estimate for each region will be prepared as per the following classifications:

| S.No. | Activity | Year 1 | Year 2 | Year 3 | Year 4 | TOTAL |
|-------|---|--------|--------|--------|--------|-------|
| 1 | Organising leadership programs (please list) | | | | | |
| 2 | Creation of centres of excellence / upgrading existing institutions at the regional level | | | | | |
| 3 | Facilitating local production of assistive devices | | | | | |
| 4 | Meeting of the National Task Forces | | | | | |
| 5 | Contingencies | | | | | |
| | TOTAL | | | | | |

The budget under each category should have clear description of the projected item of expenses and how much funds are likely to be raised locally.

ASSESSMENT OF THE SUCCESS

The success of the EFAVI campaign may be measured against the following four major parameters.

1. *Have education enrolment rates of children with visual impairment increased?*
2. *Have drop-out rates among children with visual impairment decreased?*
3. *Do children with visual impairment have access to the support services and learning*

materials they need (in the appropriate format) to allow them to compete on an equal basis with their sighted peers.

4. *Is the performance of children with visual impairment on par with those of non-visually impaired children?*

The Global Task Force will develop formats for documenting the above indicators of success. The Research Committee of ICEVI will also carry out research to find out the efficacy of the implementation of programmes at the country level.

Special Stamps



Source :
www.blindianastamps.com

IMPLEMENTING EFA-VI CAMPAIGN: MATERIALS BEING DEVELOPED

The global task force of the campaign has suggested that campaign materials may be prepared for five types of target audiences as per the following objectives and key communication approaches:

| Target group | Key Change Objectives | Communication Approaches |
|--|---|--|
| Beneficiaries: Visually impaired children & their parents | 1) To create demand by: <ul style="list-style-type: none"> i) enhanced understanding, particularly amongst poor communities of benefits and importance of teaching VIC. ii) breaking down prejudice and overcoming negative stereotypes | Most approaches will involve work at the community level: <ul style="list-style-type: none"> i) Influencing community leaders and gatekeepers ii) Disabled Peoples' Organisations (DPOs) can help lead work in the community iii) Using ambassadors iv) Getting successful VIC to tell their stories v) Case stories for radio, local theatre, etc. Some global materials may be useful but most of this strategy will have to be developed at the national level or even at more local levels. |
| Education professionals: Head-teachers, mainstream teachers, administrators, special needs teachers and institutions | 1) Convince mainstream educationists that they need to educate VIC – win their hearts and minds 2) Subsequently be clear as to what support they can expect and access. | <ul style="list-style-type: none"> i) Using their peers who have positive experiences to spread the word ii) Publications and videos etc. showing successful VIC and their teachers & schools. iii) Providing teaching support materials and/or advising where they can get them iv) Support to curriculum development & teacher training |
| Decision Makers and the Media Politicians, ministry of education officials and the media | 1) Inclusion of EFA-VI in government policy and getting them to treat it as a priority. | <ul style="list-style-type: none"> i) Brochures/concept papers that explain EFA-VI campaign ii) Global information to show magnitude of the task and what is needed. iii) Briefing notes that outline the key facts and advocacy points. iv) Briefing notes on "rights based issues" e.g. link to EFA; the second MDG and the UN conventions on the rights of the child and on disability v) Production of media kits. vi) Using the media to spread news of our campaign and to help advocate vii) Identification of key spokespersons and champions in each country viii) Make link to international funding already available for EFA and potential for success |
| Funding Agencies Individuals; Corporate Bodies, Trusts & Foundations, Multi and Bilateral donor institutions. | 1) To raise funds to support the campaign. 2) To ensure funding is available in countries to implement EFA-VI | <ul style="list-style-type: none"> i) development of a fundraising strategy The different types of funding agencies will need very different types of materials and communication strategies to get them to provide funding support. |
| Partner organisations Other development agencies, UNESCO, UNICEF, DPOs etc. | 1) To mainstream the teaching of VIC in general development programmes 2) To co-ordinate and share information | <ul style="list-style-type: none"> i) Similar materials used in points i, ii, iii and iv for the decision makers. ii) The national plans prepared for each EFA-VI country |

The EFA-VI Secretariat has already started preparing general campaign materials which will be available soon for circulation and will also be posted on the ICEVI website.

EDUCATION FOR ALL – FAST TRACK INITIATIVES

The Global Task Force of the EFA-VI campaign has suggested that the countries covered under the Fast Track Initiatives of the World Bank may be considered for inclusion in the first phase of the EFA-VI campaign in order to achieve faster results. The write-up below describes the concept of the FTI and how it can be used effectively at the country level by the National Task Forces of EFA-VI to augment services for children with visual impairment.

What is EFA-FTI?

The Education For All – Fast Track Initiative is a global partnership between developing countries and international donors in order to ensure universal completion of quality primary education by 2015. Though the term disability is not mentioned in the objectives, the word ‘equity’ is mentioned in the EFA-FTI, which includes children with disabilities too. Therefore, the EFA-VI campaign can work well with the EFA-FTI as both function with the common ideology of increasing educational opportunities.

Target group

The FTI document states that more than 100 million children are out of school of which 58 million are girls. The EFA-VI document states that approximately 6 million children with visual impairment are not having access to education of which 4.5 million are from developing nations. As the target projected by the EFA-VI is 6% of the target of the EFA-FTI, there is ample scope for collaboration between these two initiatives. Both the initiatives have laid special emphasis on education of girl children.

Key indicators of success

While international donors and a few governments raise resources for the EFA-FTI campaign, the partner countries are expected to develop good education programmes and demonstrate results on performance indicators, which are similar to the EFA-VI campaign. Government spending on education, pupil-teacher ratio, average repetition rate, and annual hours of instruction are listed as some of the key indicators of the EFA-FTI campaign whereas

the EFA-VI campaign lists increased enrolment, provision of support, reduction of dropout rate and academic performance as the main indicators of success.

National level agency

The EFA-FTI is suggesting nomination of a Coordinating agency at the national level to coordinate with the Ministry of education and other government agencies, which is similar to the concept of a National Task Force (NTF) suggested by the EFA-VI campaign. The EFA-FTI expects that the country has prepared a poverty reduction strategy and an education sector plan whereas the EFA-VI campaign suggests nine criteria for a country to qualify for the implementation of the campaign. Therefore, both initiatives follow similar strategies for country selection.

Resource mobilisation

Once the resource-requirements of the countries are known in the EFA-FTI initiatives, the donor agencies will mobilise resources. The EFA-VI campaign is also adopting the same strategies. The EFA-FTI emphasises adequacy of the knowledge base, strategy towards achievement of the Millennium Development Goals, ownership by the stakeholders, and financial sustainability, which are similar to the EFA-VI approach. The EFA-FTI contemplates on identification of key areas for capacity building, strategies for monitoring and evaluation, etc., which are similar to the EFA-VI campaign. Therefore, both initiatives adopt similar strategies for identifying key areas, major performance indicators, etc., and therefore, the EFA-VI campaign can make use of the EFA-FTI initiative wherever it is present.

Catalytic Fund

In addition to resources generated from the donors present in the country of implementation and inviting new donors to join the initiative, the EFA-FTI also has a Catalytic Fund, which is a multi donor trust fund operated by the World Bank. This fund is used for providing grants to countries where donor

presence is limited. Many countries from Europe have pledged for the catalytic fund, which amounts to nearly 680 million US dollars. There are plenty of opportunities for EFA-VI campaign to work with the EFA-FTI in specific areas such as research, creation of centres of excellence, local production of assistive devices, etc. Proposals may also be sent through the National Task Forces for specific grants under these categories.

Countries covered under Fast Track Initiatives:

Many countries in the developing world are included under the Fast Track Initiatives. The following countries have endorsed programmes with education sector plans.

1. Burkina Faso
2. Djibouti
3. Ethiopia
4. Gambia
5. Ghana
6. Guinea
7. Guyana
8. Honduras
9. Kenya
10. Lesotho
11. Madagascar
12. Mauritania
13. Moldova
14. Mozambique
15. Nicaragua
16. Niger
17. Tajikistan
18. Timor Leste
19. Vietnam
20. Yemen

Countries expected to have endorsed plans in 2006

1. Albania
2. Benin
3. Bhutan
4. Burundi
5. Cambodia
6. Cameroon
7. Mali
8. Mongolia

9. Rwanda
10. Sao Tome and Principe
11. Senegal

Expected to endorse plans in 2007

1. Angola
2. Bangladesh
3. Chad
4. Congo (DRC)
5. Congo, Republic
6. Georgia
7. Guinea-Bissau
8. Haiti
9. Kiribati
10. Kyrgyz Rep
11. Sierra Leone
12. Solomon Islands
13. Vanuatu
14. Zambia

Countries whose dates of endorsements are yet to be made

1. Bolivia
2. Central African Republic
3. Eritrea
4. India
5. Indonesia
6. Lao PDR
7. Liberia
8. Malawi
9. Nigeria
10. Pakistan
11. Sri Lanka
12. Tanzania
13. Uganda
14. Togo

Therefore, 59 countries are likely to be brought under the Fast Track countries within two years and the EFA-VI campaign can make use of the EFA-FTI initiatives in these countries. Using EFA-FTI programme is going to be beneficial for the EFA-VI programme in terms of capacity building, resource mobilisation, achieving the indicators of success, emulating examples, and research.

UNESCO's EFA Global Monitoring Report 2007

FACTS AND SUGGESTIONS

The summary of the EFA Global Monitoring Report 2007 published by UNESCO starts with the following statement: "Time is running out to meet the EFA goals set in 2000. Despite continued overall global progress at the primary level, including for girls, too many children are not in school, drop out early or do not reach minimal learning standards. By neglecting the connections among early childhood, primary and secondary education, and adult literacy, countries are missing opportunities to improve basic education across the board – and, in the process, the prospects of children, youth and adults everywhere."

The report by title, "*Strong Foundations: Early childhood care and education*" reviews the progress of EFA goals adopted in Dakar in 2000. The first goal "Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children" has been dealt with in detail and the report clearly points out measures to be undertaken by Governments and stakeholders to address the goals in order to achieve the desired results.

The following extracts from the Global Monitoring Report 2007 help us to understand the status of general EFA and how the future campaign should proceed:

- The world net enrolment ratio stands at 86%. While grade 1 enrolments rose sharply, too many children who start school still do not reach the last primary grade.
- Data from household surveys show that many children enrolled in school do not attend regularly.
- Early Childhood Care Education staff in developing countries typically have minimal education and pre-service training, and are often relatively poorly remunerated.
- One of the strategies to reach ECCE goal is by "increased and better-targeted public funding of ECCE, with particular attention to poor children, children living in rural areas and those with disabilities.
- The target date for achieving the EFA goals and the Millennium Development Goals is 2015. If all children are to complete a good-quality primary education by then, those of the appropriate age must be enrolled in grade 1 by 2009. For this to happen, both domestic and external spending on basic education must increase to provide more places and more teachers.
- Girls are benefiting from the global upward trend in enrolments.
- Once in school, girls tend to stay there longer and to do as well as or outperform boys.
- Out of roughly 77 million out-of-school children in 2004, 7 million had dropped out of school, 23 million were likely to enroll late and 47 million were unlikely ever to enroll without additional incentives.
- In some countries, households contribute over 40% of total spending on education in the form of costs such as fees, textbooks, uniforms and transport.

- Unsurprisingly, children from rural areas and poor households are most likely to drop out of school early, whatever the child's gender.
- Amid the growing demand, access to secondary education remains highly inequitable. Marginalized children (the poor, certain ethnic groups, the disabled and, often, girls) are mainly excluded.
- Recent cross-national studies of pupil achievement continue to underscore the fact that students from poorer and culturally excluded families tend to perform less well than those from better-off families belonging to the cultural mainstream.
- Improving the quality of education matters most for children from poor and disadvantaged backgrounds.
- Without sufficient secondary education opportunities, the EFA and Millennium Development Goals of universal completion of good-quality primary education are unlikely to be met.
- Since the late 1990s, major multilateral donors have encouraged governments to develop poverty reduction strategy papers (PRSPs) as a basis for discussion with donors on policies and programmes.
- Multilateral donors allocated 11.8% of their total aid to education in 2003-2004. Of this, 52% went to basic education. After the World Bank's International Development Association (IDA), the European Commission is the biggest multilateral donor.
- Donor presence is uneven across the world's seventy-two poorest countries. Ethiopia, Mali, Mozambique and the United Republic of Tanzania each has between ten and twelve donors in the education sector. At the other extreme, thirty-six countries have two donors at most.
- Countries are pursuing efforts to increase the effectiveness of aid, in the spirit of the Declaration on Aid Effectiveness signed by over 100 donors and developing countries in 2005. The Fast Track Initiatives (FTI) is increasingly seen as the principal education sector vehicle, consistent with the declaration.
- Donors are more likely to honour their aid promises if they see evidence that countries are using aid effectively.
- It is all the more important to develop mechanisms with a global focus – such as an improved FTI Catalytic Fund – to channel aid to the countries where the need is greatest.
- With over thirty donors involved, the FTI has become an important coordinating mechanism for donor agencies.
- So far the amounts in the Catalytic Fund remain relatively small and a number of countries have benefited.
- As of August 2006, total donor payments into this fund came to almost US \$230 million, though a further US \$ 450 million has been pledged to the end of 2007. The Netherlands, the European Commission and the United Kingdom are responsible for 85% of the pledges.
- Disbursements so far amount to only US \$ 96 million to eleven countries. The number of donors to the Education Programme Development Fund increased from two to eight over the past year and commitments for 2005-2007 are US \$ 46

million, of which almost half is from Norway.

- Worldwide, about 86 of every 1000 children born in recent years will not reach age 5. Every day 1800 children are born infected with HIV.
- Research in diverse places consistently finds that the most disadvantaged children are the ones who draw the greatest benefit from ECCE programmes.
- Noble laureate James Heckman observes, ‘It is a rare public policy initiative that promotes fairness and social justice and at the same time promotes productivity in the economy and in society at large. Investing in disadvantaged young children is such a policy.’
- Some 738 million children – 11% of the total world population – are in the 0 to 5 age group. Their number is expected to reach by 2020.
- Local communities also play a key role in supporting young children and their families through home or community-based child care.
- As many as 85% of all children with special needs live in developing countries where the incidence of sensory problems such as childhood blindness and hearing impairment is disproportionately high.
- For disadvantaged, vulnerable and disabled children, the lack of a national ECCE policy represents a truly missed opportunity. Where ECCE does get attention, it is usually for age 3 and up, so that the opportunities for younger children are also missed.
- Non-government actors – community-based groups, NGOs, faith-based organisations

and for-profit entities – play a large role in ECCE in many countries.

- ECCE programmes’ greatest potential is among vulnerable and disadvantaged children. But these are precisely the children least likely to have access.
- Universal Primary Education (UPE) has captured domestic and international agendas, but governments are not taking public responsibility for adult literacy – a staggering one in five adults lives without basic literacy skills – and ECCE.

The report ends with a caution, which is as follows: “EFA requires a more comprehensive approach and more sustained efforts. We must not let interest and momentum flag. EFA means education for all, not just education for some. It means all six goals, not just those related to primary school. It means paying particular attention to the early years, when effective steps to offset disadvantage can be taken at lowest cost, and when strong foundations are most easily laid. Failing the youngest generation today not only violates their rights, it also sows the seeds of deeper poverty and inequalities tomorrow. The challenges are clear, the agenda too. The time for action is now.”

“EFA means education for all, not just education for some” is really the concern of organisations such as the International Council for Education of Persons with Visual Impairment (ICEVI) and the World Blind Union (WBU), which reiterate that the education for all campaign should include children with visual impairment too. With this view, ICEVI acting in partnership with the WBU has launched a global campaign on education for all children with visual impairment (EFA-VI), which will work within the overall EFA framework in countries.



EFA-VI News

EFAVI meeting in Delhi

The EFA-VI orientation meeting was held in Delhi, India on 9 October 2006. The meeting was hosted by Rehabilitation Council of India, a government body. Representatives of Government, CBM, SSI and voluntary organisations attended the meeting. The radio network programme of the “Eyeway” run by George Abraham will be effectively used for demand creation in the campaign. The group will prepare a country plan for implementing EFA-VI activities.

UNESCO Meeting

Larry Campbell, President and Mani, M.N.G., Secretary General, ICEVI met with Dr. Kenneth Eklindh, Head of the Division dealing with inclusive education at UNESCO on 20 October 2006 to brief him on the EFA-VI campaign and seek UNESCO support. Following is a summary of the discussions.

- ☞ UNESCO is happy to be involved in the campaign
- ☞ It recognises specific initiatives such as EFA-VI under the general EFA framework
- ☞ UNESCO's support for the campaign may be mentioned in EFA-VI documents
- ☞ UNESCO hopes to attend future meetings of the Global Task Force
- ☞ Formal endorsement of UNESCO allowing the campaign to use the UNESCO logo needs to be pursued and ICEVI will follow-up on this matter.

Meeting with the World Bank

Larry Campbell met with Ms. Charlotte McClain Nhlapo, Bob Prouty and Raisa Venalainen at the World Bank on 6 November 2006 and discussed the ICEVI global campaign activities. The meeting raised hopes for the ICEVI-WBU initiative to work

closely with the colleagues at The Bank. It is good to know that in some countries where ICEVI-WBU will be initiating the program it may be possible to access support from the Catalytic Fund for areas such as research/data collection, capacity building and materials development.

ICEVI has taken particular note of the fact that providing Braille is something that is of real concern to so many. Perhaps one of the issues the EFA-VI campaign can address is the development of some materials that will help countries to understand and be better able to deal with such issues and to make them seem a bit less formidable. ICEVI also wants to work closely with the World Bank on this issue.

East Asia - Meeting with key leaders from China

The ICEVI world conference in Malaysia had a strong contingent from China including its Director of Special Education Mr. Xie. The President of ICEVI met with Mr. Xie, Director of Special Education, MOE China, Ms. Tang, Vice-President of China Disabled Peoples Federation, and Ms. Peng, Deputy Director for Special Education, China National Institute for Educational Research who is also the new ICEVI Deputy Regional Chairperson for East Asia and stressed the need for strengthening ICEVI activities in China during the current quadrennium. In continuation of that meeting, the Principal officers of ICEVI meet with the officials in Beijing, China on 2-3 December 2006 and further discussed the strategies. The ICEVI China chapter is proposing to conduct a situational analysis highlighting what needs are to be addressed in the country in terms of inclusive strategies, human resources development, curriculum, etc.,



to expand educational services for children with visual impairment who do not have access at present.

The meeting of the Principal officers of ICEVI was also held in Beijing during the same time to prepare specific strategies for the quadrennium. On 4 December 2006, Larry Campbell and Mani attended the workshop organized in Tianjin, China for the teachers from special schools who are involved in teaching technology and mathematics to children with visual impairment. ICEVI is happy that China, which has significant population of children with visual impairment is moving forward to realize the goals of education for all these children. More information on the initiatives of China will be reported in the subsequent issues of The Educator.

Use of Africa Forum

The Africa Forum to be held in Nairobi from 6-11 May 2007 will be used as a platform to launch EFA-VI in the Africa region. Although a few countries have been suggested by the regional committee of the Africa region for inclusion in the EFA-VI campaign the final country selection for the first phase of the campaign will be made in consultation with the country representatives at the Africa Forum. ICEVI is now working with the organizers of the Africa Forum and the ICEVI regional committee of specific presentations and activities that can be built into the program of the Forum or through pre or post-Forum activities.

Perkins's assistance to EFA-VI campaign

Perkins is interested in finding ways to integrate some of its efforts in both the area of Braille maintenance and repair and in publications into the EFA-VI. Perkins is working on a number of publications that may either in current or adapted form be of use to the campaign.

Meeting with the Officials from Pakistan

A meeting to discuss the forthcoming regional conference of ICEVI West Asia region in Pakistan and also to explore the possibilities of implementing EFA-VI campaign in Pakistan was held at the Blind People's Association, Ahmedabad, India on 29 December 2006. Mr. Naeem Khan, Federal Secretary, Ministry of Social Welfare and Special Education, Government of Pakistan, Mr. Khalid Naeem, Director of Special Education and Inclusive Education, Dr. Bhushan Punani, Regional Chairperson of ICEVI West Asia Region, Mrs. Nandini Rawal, Treasurer, ICEVI and Dr. Mani, Secretary General, ICEVI attended the meeting. Pakistan is going to host the West Asia regional conference in Islamabad, Pakistan during the last week of November/first week of December 2007. The exact dates with the first notification of the conference will be released soon and the information will also be posted on ICEVI's website. Pakistan is also keen to use that opportunity as a launching pad for its EFA-VI activities.



Origin of EDUCATION FOR ALL

The EFA-VI campaign will work within the overall framework of Education For All movement. Though the focus of EFA-VI campaign is children with visual impairment, it is echoing the global principles of fundamental human rights, human resources development, etc. The following sections provide summaries of historical documents at the international level that talk about the EFA movement. We believe these will be valuable resources for professionals and policy makers who venture into EFA in general and education for all children with disabilities in particular.

THE JOMTIEN CONFERENCE

The Education For All movement originated from Jomtien, Thailand in 1990. Since then Governments and international organisations have reiterated the need for providing universal primary education in various forums. Though new classes and categories emerged, the basic document on Education For All remains the same. The ten articles of the declaration are as follows:

ARTICLE I MEETING BASIC LEARNING NEEDS

1. **Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs.** These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic

learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.

2. The satisfaction of these needs empowers individuals in any society and confers upon them a responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world.
3. Another and no less fundamental aim of educational development is the transmission and enrichment of common cultural and moral values. It is in these values that the individual and society find their identity and worth.
4. Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training.

EDUCATION FOR ALL: AN EXPANDED VISION AND A RENEWED COMMITMENT

ARTICLE II SHAPING THE VISION

To serve the basic learning needs of all requires more than a recommitment to basic education as it now exists. What is needed is an “expanded

vision” that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices. New possibilities exist today which result from the convergence of the increase in information and the unprecedented capacity to communicate. We must seize them with creativity and a determination for increased effectiveness.

As elaborated in Articles III-VII, the expanded vision encompasses:

- *Universalizing access and promoting equity;*
- *Focussing on learning;*
- *Broadening the means and scope of basic education;*
- *Enhancing the environment for learning;*
- *Strengthening partnerships.*

The realization of an enormous potential for human progress and empowerment is contingent upon whether people can be enabled to acquire the education and the start needed to tap into the ever-expanding pool of relevant knowledge and the new means for sharing this knowledge.

ARTICLE III UNIVERSALIZING ACCESS AND PROMOTING EQUITY

1. **Basic education should be provided to all children, youth and adults.** To this end, basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.
2. For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.
3. The most urgent priority is to ensure access to, and improve the quality of, education

for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated.

4. An active commitment must be made to removing educational disparities. Underserved groups: the poor; street and working children; rural and remote populations; nomads and migrant workers; indigenous peoples; ethnic, racial, and linguistic minorities; refugees; those displaced by war; and people under occupation, should not suffer any discrimination in access to learning opportunities.
5. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.

ARTICLE IV FOCUSSING ON LEARNING

Whether or not expanded educational opportunities will translate into meaningful development - for an individual or for society - depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values. The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organized programmes and completion of certification requirements. Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement.

ARTICLE V BROADENING THE MEANS AND SCOPE OF BASIC EDUCATION

The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates broadening and constantly redefining the scope of basic education to include the following components:

- **Learning begins at birth.** This calls for early childhood care and initial education . These can be provided through arrangements involving families, communities, or institutional programmes, as appropriate.
- **The main delivery system for the basic education of children outside the family is primary schooling.** Primary education must be universal, ensure that the basic learning needs of all children are satisfied, and take into account the culture, needs, and opportunities of the community. Supplementary alternative programmes can help meet the basic learning needs of children with limited or no access to formal schooling, provided that they share the same standards of learning applied to schools, and are adequately supported.
- **The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems.** Literacy programmes are indispensable because literacy is a necessary skill in itself and the foundation of other life skills. Literacy in the mother-tongue strengthens cultural identity and heritage. Other needs can be served by: skills training, apprenticeships, and formal and non-formal education programmes in health, nutrition, population, agricultural techniques, the environment, science, technology, family life, including fertility awareness, and other societal issues.

All available instruments and channels of information, communications, and social action could be used to help convey essential knowledge and inform and educate people on social issues. In addition to the traditional means, libraries, television, radio and other media can be mobilized to realize their potential towards meeting basic education needs of all.

These components should constitute an integrated system - complementary, mutually reinforcing, and of comparable standards, and they should contribute to creating and developing possibilities for lifelong learning.

ARTICLE VI ENHANCING THE ENVIRONMENT FOR LEARNING

Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education. Knowledge and skills that will enhance the learning environment of children should be integrated into community learning programmes for adults. The education of children and their parents or other caretakers is mutually supportive and this interaction should be used to create, for all, a learning environment of vibrancy and warmth.

ARTICLE VII STRENGTHENING PARTNERSHIPS

National, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. New and revitalized partnerships at all levels will be necessary: Partnerships among all

sub-sectors and forms of education, recognizing the special role of teachers and that of administrators and other educational personnel; partnerships between education and other government departments, including planning, finance, labour, communications, and other social sectors; partnerships between government and non-governmental organizations, the private sector, local communities, religious groups, and families. The recognition of the vital role of both families and teachers is particularly important. In this context, the terms and conditions of service of teachers and their status, which constitute a determining factor in the implementation of education for all, must be urgently improved in all countries in line with the joint ILO/UNESCO Recommendation Concerning the Status of Teachers (1966). Genuine partnerships contribute to the planning, implementing, managing and evaluating of basic education programmes. When we speak of “an expanded vision and a renewed commitment”, partnerships are at the heart of it.

EDUCATION FOR ALL: THE REQUIREMENTS

ARTICLE VIII DEVELOPING A SUPPORTIVE POLICY CONTEXT

1. **Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilization of basic education for individual and societal improvement.** The provision of basic education for all depends on political commitment and political will backed by appropriate fiscal measures and reinforced by educational policy reforms and institutional strengthening. Suitable economic, trade, labour, employment and health policies will enhance learners' incentives and contributions to societal development.
2. Societies should also insure a strong intellectual and scientific environment for basic education. This implies improving higher education and developing scientific research. Close contact with contemporary technological and scientific knowledge should be possible at every level of education.

ARTICLE IX MOBILIZING RESOURCES

1. **If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources, public, private and voluntary.** All of society has a contribution to make, recognizing that time, energy and funding directed to basic education are perhaps the most profound investment in people and in the future of a country which can be made.
2. Enlarged public-sector support means drawing on the resources of all the government agencies responsible for human development, through increased absolute and proportional allocations to basic education services with the clear recognition of competing claims on national resources of which education is an important one, but not the only one. Serious attention to improving the efficiency of existing educational resources and programmes will not only produce more, it can also be expected to attract new resources. The urgent task of meeting basic learning needs may require a reallocation between sectors, as, for example, a transfer from military to educational expenditure. Above all, special protection for basic education will be required in countries undergoing structural adjustment and facing severe external debt burdens. Today, more than ever, education must be seen as a fundamental dimension of any social, cultural, and economic design.

ARTICLE X STRENGTHENING INTERNATIONAL SOLIDARITY

1. **Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities.** All nations have valuable knowledge and experiences to share for designing effective educational policies and programmes.
2. Substantial and long-term increases in resources for basic education will be needed. The world community, including intergovernmental agencies and institutions, has an urgent responsibility to alleviate the constraints that prevent some countries from achieving the goal of education for all. It will mean the adoption of measures that augment the national budgets of the poorest countries or serve to relieve heavy debt burdens.
3. Creditors and debtors must seek innovative and equitable formulae to resolve these burdens, since the capacity of many developing countries to respond effectively to education and other basic needs will be greatly helped by finding solutions to the debt problem.
3. Basic learning needs of adults and children must be addressed wherever they exist. Least developed and low-income countries have special needs which require priority in international support for basic education in the 1990s.
4. All nations must also work together to resolve conflicts and strife, to end military occupations, and to settle displaced populations, or to facilitate their return to their countries of origin, and ensure that their basic learning needs are met. Only a stable and peaceful environment can create the conditions in which every human being, child and adult alike, may benefit from the goals of this Declaration.



14th Deafblind International World Conference

25th – 30th September 2007

Burswood Entertainment Complex, Perth, Western Australia

Come to the 14th Deafblind International World Conference for a professionally stimulating, and diverse conference and see Perth, the capital of Western Australia, and one of Australia's most stunningly beautiful cities. With pristine beaches, pleasant Mediterranean climate, clean environment and open relaxed lifestyle, Perth, Western Australia is the place to be in September 2007.



CALL FOR PAPERS CLOSING 31st JANUARY 2007!



"Dear members and friends of the Deafblind International community

It is with great pleasure and pride that I invite you to the State of Western Australia to attend the 14th Deafblind International World Conference in September 2007.

*By attending the conference you will have a wonderful opportunity to exchange ideas and information on issues of mutual interest and work towards **"Breaking the Isolation"** and forming **"Worldwide Connections"** with others involved in the highly valued work that you do.*

On behalf of all West Australians, I invite you to experience our hospitality, our vibrant city and our wonderful natural environment and to join us in Perth in September 2007, for a worthwhile conference and a wonderful visit."

Alan Carpenter, Premier, Western Australia

www.dbiconference2007.asn.au ✧ conference@senses.asn.au

THE SALAMANCA STATEMENT AND FRAMEWORK FOR ACTION ON SPECIAL EDUCATION

Following the World Declaration on Education For All, the Salamanca Framework (1994) stressed “Schools For All” with a focus on educating children with special needs in the mainstream. This write-up provides gist of the Salamanca Framework and the priority areas emphasised in it with reference to various aspects of disability related services.

Introduction

The international conference organized by UNESCO in collaboration with the Government of Spain from 7 to 10 June 1994 in Salamanca brought together more than 300 participants from 92 Governments and 25 international organizations, who emphasized the need for improving enabling schools where every child including children with special needs has a place to acquire learning experiences. This approach to education in the case of children with disabilities was called as inclusive education. The Salamanca statement in principles, policies and practices in special needs education and a framework for action was adopted by the participants at this conference. As Government representatives signed this historic declaration, the Governments are bound to create educational opportunities to these children in order to ensure educational equity. As a follow-up of this declaration, national level legislations were also enacted in many developing countries. The actual statement made at the conference conveys the true spirit of “Schools For All” concept, which does not look at the differences between children but considers that every child is a special child and a better school system can address the educational needs of most of the special children who are currently un-reached.

The Salamanca Framework for Action – A Practical Approach

The questions of why, what and how inclusion are addressed in the Salamanca Framework for Action. The Dakar Declaration states that education for all should be achieved by the year 2015 and in this context, providing education for all children with special needs as advocated in the Salamanca Framework for Action becomes vital. The actions required at the national level are presented under the following categories:

1. Policy and Organisation
2. School Factors
3. Recruitment and Training of Educational Personnel
4. External Support services
5. Priority Areas
6. Community Perspectives
7. Resources Requirements

The document clearly provides guidelines on how national level initiatives have to be undertaken for the education of these children. Some of the salient features of the Framework for Action under different sections are as follows:

Policy and Organisation

This section deals with the entire gamut of educational options that are needed for ensuring education for all children with special needs. It works on the premises that integrated education and community based rehabilitation are complementary and mutually supportive approaches to serve persons with special needs. Some of the important points made in this section for implementation at the national level are summarized as follows:

- The legislation should recognize the importance of equality of opportunity in all levels
- The inclusion policy should be adopted in the fields of health, social welfare, vocational training, and employment as well.
- Educational opportunities should be created in the local schools as far as possible.
- Special attention is needed to provide educational opportunities to girl children with special needs and those with severe and multiple disabilities.
- The special communication needs of children with special needs, for example, sign language in the case of hearing impairment children, should be addressed in the process of inclusion.
- Community based rehabilitation should be treated as a part of community development and all stakeholders including that of people with disabilities should be involved in creating the right opportunities for persons with special needs in the community.

Creation of barrier free environments, inter-departmental linkages, and provision of funding, etc., are some of the other salient features in terms of policy planning to facilitate inclusion.

School Factors

The Framework for action indicates that changes in curriculum, buildings, school organization, pedagogy, assessment, school ethos and extra-curricular activities have to be addressed at the school level for the success of inclusive education.

Some of the important observations made in this section are as follows:

- Curriculum adaptations are necessary to enable the child with special needs to learn in inclusive settings.
 - The need of specialist staff may be enlisted to provide maximum learning opportunities for children with special needs with the support of the general classroom teachers.
 - Use of appropriate and affordable technology should be promoted to help children with special needs learn effectively.
 - Formative evaluation system should be in place to provide timely intervention to children with special needs.
 - The school personnel should be sensitized to the educational needs and learning characteristics of children with special needs so that their inclusion in the school system becomes effective.
 - Special needs education should be integrated into the research and development programmes of research institutions and curriculum development centres.
 - Parental involvement is necessary at all levels of the inclusion of children with special needs in general school settings.
 - As the above are school related factors, changes in the general education system itself will have an overall impact on the quality of education of children with special needs.
- The skills required to respond to special educational needs should be taken into account during assessment of studies and teacher certification.
 - Inservice training should be provided to all teachers to help them understand the learning characteristics of children with special needs in inclusive settings.
 - Specialized training in special needs education leading to additional qualifications should normally be integrated with or preceded by training and experience as a regular education teacher in order to ensure complementarity and mobility.
 - A non-categorical approach encompassing all types of disabilities should be developed as a common core, prior to further specialization in one or more disability-specific areas.
 - Universities have a major advisory role to play in the process of developing special needs education, especially as regards research, evaluation, preparation of teacher trainers, and designing training programmes and materials.

External Support services

Inclusion is a collective responsibility and therefore, all stakeholders should be involved for the success of the education of children with special needs. The Salamanca Framework for Action states that provision of support services is of paramount importance for the success of inclusive educational policies. It states that the teacher education institutes and outreach staff of special schools should provide support to ordinary schools for the successful implementation of inclusion. Use of the services of personnel like psychologists, speech and occupation therapists is also insisted in the Framework for Action.

Priority Areas

With regard to the priority areas, the Framework suggests that Early Childhood education, Girls Education, Preparation for Adult Life, and Adult and Continuing education should be given special emphasis in the implementation of inclusion. Inclusion is a concept which should start from the early years of the child with special needs and therefore, personnel involved in early intervention programmes should be oriented to the identification process of disability symptoms, intervention strategies, etc. The pre-school staff should be oriented on disability management so that they can provide timely and appropriate intervention when the child is identified.

Recruitment and Training of Educational Personnel

- With regard to the recruitment and training of educational personnel, the Framework for Action lists the following:
- Pre-service training should provide sufficient orientation on disability related issues and learning techniques.

Girl children in general are not on par with boys when it comes to literacy levels and the discrepancy should be narrowed down in general and children with disabilities in particular. As many un-reached disabled children are over aged, formal education is of little help for them and therefore, implementation of adult and continuing education becomes imperative to provide them educational experiences.

Community Perspectives

Parent partnership, community involvement, services of voluntary organizations, and public awareness are the four areas stressed by the Framework for Action for the success of inclusion of persons with special needs. Some of the salient features under this section are as follows:

- The education of children with special educational needs is a shared task of parents and professionals. A positive attitude on the part of parents favours school and social integration.
- Both parents and teachers may need support and encouragement in learning to work together as equal partners.
- A co-operative, supportive partnership between school administrators, teachers and parents should be developed and parents regarded as active partners in decision-making.
- Governments should take a lead in promoting parental partnership, through both statements of policy and legislation concerning parental rights.
- Local administrators should encourage community participation by giving support representative associations and inviting them to take part in decision-making.
- Community involvement should be sought in order to supplement in-school activities, provide help in doing homework and compensate for lack of family support.
- Various partners in the community, including organizations of persons with disabilities and other non-governmental organizations, should be empowered to take responsibility for the community based rehabilitation programme.
- Voluntary organizations and disabled people's organizations should be supported and they should be involved in decision making process.
- Policy-makers at all levels, including the school level, should regularly reaffirm their commitment to inclusion

and promote positive attitudes among children, among teachers and among the public-at-large towards those with special educational needs.

- Media should play a constructive role in facilitating inclusion and ensuring the rights of persons with special needs.

Resources Requirements

Resources become a vital component of any programme development. The Salamanca Framework for Action says that the Education for All movement should be treated as a key Government policy and resources allocated accordingly. The inclusion should be regarded as a mass movement if it is to be successful. Specific recommendations of the Framework with regard to the resources requirements are as follows:

- The distribution of resources to schools should take realistic account of the differences in expenditure required to provide appropriate education for all children, bearing in mind their needs and circumstances.
- In the generalization of inclusive education, the level of support and expertise will have to be matched to the nature of the demand.
- Resources must also be allocated to support services for the training of mainstream teachers, for the provision of resource centres and for special education teachers or resource teachers.
- Appropriate technical aids to ensure the successful operation of an integrated education system must also be provided.
- Pooling the human, institutional, logistic, material and financial resources of various ministerial departments (Education, Health, Social Welfare, Labour, Youth, etc.), territorial and local authorities, and other specialized institutions is an effective way to maximize their impact.

The Road Ahead

The paradigm shift from "child as a student" to "child as a human resource" in the classroom paves way for comprehensive inclusion where every child has a place to perform. Inclusion of children with disability certainly paves way for a true inclusive setting where every child is treated as a special child and the teacher becomes a facilitator of learning. Inclusion is all about effective education as narrated in the Salamanca Framework for Action.

Education for All Goals as per Dakar Declaration 2000

Following the Salamanca Framework, the most practical document which addressed education for all children has been the Dakar Declaration. As per this document, education for all children is expected to be achieved by the year 2015 and this should naturally include children with visual impairment too. ICEVI and the WBU reiterate that the national EFA campaigns should focus on children with visual impairment too so that the true spirit of Salamanca Framework and the Dakar Declaration may be achieved. The six goals of the Dakar Declaration are as follows:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The Jomtien declaration, Salamanca Framework, and the Dakar declaration underline the fundamental rights of education for all children, and the EFA-VI campaign is an attempt to ensure these rights to children with visual impairment.

IBSA in KL and future sports events for blind youth and students

Michael Barredo, IBSA President

IBSA at ICEVI World Conference

It is great to see IBSA-ICEVI co-operation is strengthening. Since the original Memorandum of Understanding was signed in February 2004, confirmation and further implementation was renewed in an accord signed by Larry Campbell and me at the end of last year, and we have taken a number of initiatives to use ICEVI networks and publications to promote sport, physical education and recreational activities for blind and partially sighted students and youth.

The first major step was the July 2005 issue of *The Educator*, devoted to “sport and leisure” and featuring articles on many sports for the blind as well as information on IBSA’s structure, medical classification and sports rules.

Shortly after publication, we received an invitation from ICEVI to lead a focus workshop session at your World Conference in Kuala Lumpur in July of this year. We were delighted to take up this challenge and I am happy to report the workshop in Malaysia, as many of you will recall, was a resounding success.

The session was named “Capable of Everything – Integration and Personal Realisation through Blind Sports” and was attended by delegates from all over the world. Following an overview of IBSA’s structure and the fifteen sports we govern, there was time for an interesting exchange of views on how to get young visually impaired boys and girls involved and active in sports.

As a result of the discussions we identified seven priority areas for action, and we are now developing these points in liaison with ICEVI and other IBSA partners such as the World Blind Union. The conclusions and recommendations coming out of the workshop are:

- 1 Ensure sport and recreational activities for children and students with disabilities, and in particular for those with a visual impairment, is an integral part of the curriculum.
- 2 Guarantee the inclusion of adapted physical education as part of all teacher training schemes and curricula.
- 3 Engage national and international sporting icons, both with and without disabilities, to promote sport for people with a visual impairment.

- 4 Include sport and recreational activities as an integral and key element of the Education For All Children with Visual Impairment programme (EFA-VI).
- 5 Analyse ways and means of further developing the IBSA-ICEVI Memorandum of Understanding.
- 6 IBSA Continental Delegations shall invite ICEVI representatives to their meetings as expert resource persons on children, students and youth.
- 7 IBSA shall lobby worldwide, in partnership with other international blindness organisations, to secure the inclusion of sports and recreational programmes for visually impaired children and students in all education programmes.

We are grateful to ICEVI for giving us the opportunity to take part in its conference and we look forward to continuing our partnership.

Upcoming events for visually impaired youth and students

IBSA is committed to providing as wide a range of sporting opportunities as possible to blind and partially sighted young people and students worldwide. As a result, we are gradually building up a strong programme of championships to enable them to compete with their peers. Among the key upcoming events for this group of athletes are the following championships:

- ◆ **IBSA Youth and Student World Games - Colorado Springs, USA, 11th-17th July 2007 (Athletics, Goalball, Judo, Powerlifting, Swimming)**
- ◆ **IBSA African Youth and Student Games 2007 (dates tbc) – Nairobi, Kenya (Athletics)**

IBSA is also holding the third edition of its showcase event, the IBSA World Championships and Games, in Brazil from the 28th July to the 8th August 2007.

For more information on IBSA activities and upcoming events visit www.ibsa.es or e-mail : ibsa@ibsa.es

International Association of Parents of Children with Visual Impairments (IAPVI)

Founded at ICEVI World Conference in Kuala Lumpur

By **Susan LaVenture**, Executive Director
National Association for Parents of Children with Visual Impairments, Inc. (NAPVI) (USA)

The International Council for the Education of People with Visual Impairments' world conference held in Kuala Lumpur, Malaysia this summer provided a forum for parent leaders of national parents' associations and parents who are interested to be a part of a parent community to convene. The parent participants were intrigued with the overall conference aims; to promote dialogue at the highest level on international issues reflecting the theme of the conference "Equality in Education: Challenges and Strategies", to facilitate an exchange of perceptions, experiences, practice and research, and to provide a current international overview of the equality of access to education and rehabilitation for children and young people with a visual impairment.

With the growing participation and interest of parents attending ICEVI World Conferences that began in Sao Paulo, Brazil and continued into the Netherlands, the ICEVI Program Committee had the foresight to support the momentum by including a Focus Day workshop on "Parents Mobilizing Parents for Advocacy" to be organized by experienced parent leaders, Paul Manning, Executive Officer of the national parents' association in New Zealand, PVI, Guila Seidel, founding president of the national parents' association in Israel "Ofek Liyladenu", and myself representing NAPVI the parents' association in the United States. Each parent leader shared their experiences in leading and organizing national parents' associations and the impact these associations have in their prospective countries for changes and improvements in the delivery of services and policy in health, education and welfare for children with visual impairments. The purpose of the Focus Day was to encourage the development and organization of parent associations and their ability to mobilize positive changes and improvements within their own countries. Because the conference was in Asia, parents mainly from the Philippines, China, Malaysia were able to attend; other parent

representation was from Netherlands, Denmark and England. There was rich dialogue and interaction amongst participants of the parent meeting. One of the points of discussion was the realization by observation at the ICEVI conference; parents do not have an "international parent voice" in facing global issues. As a result the international parent leaders formed the first founding governing Board of the International Association of Parents of Children with Visual Impairment (IAPVI) and presented the following Resolution that was accepted at the ICEVI General Assembly:

Resolution

"It is hereby resolved that in order to enhance and facilitate the work of ICEVI and the Global Campaign, ICEVI hereby endorses its partnership with the newly established "International Association of Parents of Children with Visual Impairment (IAPVI)" and the formation of parent organizations in every country. The ICEVI Regional Chairs are hereby asked to collaborate with IAPVI and other such organizations in their regions, so that all regions are represented."

The main purposes for the newly established IAPVI will be to encourage the development of parents' associations and to be a representative voice for parents on international issues that impact the education and welfare of children with visual impairments and their families. IAPVI looks forward to collaborating with members and partners to fulfill the goals and objectives of ICEVI's Global Campaign.

Interested parents, parents' associations, or individuals and agencies to be included in the IAPVI network, please forward your contact information to:

IAPVI

c/o NAPVI

PO Box 317, Watertown, MA 02471, USA

Susan.laventure@perkins.org

Guidelines for ICEVI WORLD CONFERENCE BIDDERS

ICEVI is looking for an all-in-one conference centre for conducting the 13th World Conference. The bidders are requested to go through the following requirements for making a decision on the venue and other logistics:

1. The host country should not have any restriction for all nationals of the world to attend the conference.
2. A plenary hall needs to accommodate nearly 1000 participants.
3. Approximately 15 rooms are needed for organising concurrent sessions. The capacity of each room may be 50-60.
4. Availability of three booths for simultaneous translation in the plenary hall and in at least three concurrent session rooms.
5. Availability of technology support such as laptops, and LCD projectors for the plenary and concurrent sessions.
6. Accommodation for at least 700 persons from other countries. Some may prefer to have shared accommodation but availability of about 500 double rooms is advisable.
7. Availability of an organisation, which can serve as the host organisation for the conference.
8. Nomination of one key person from the organisation who can coordinate with ICEVI Programme Committee in planning the programme.
9. Ability to raise funds for the conference (including the cost towards translation) should there be a need in addition to what is raised through registration *(ICEVI will try to sponsor as many persons as possible from developing countries but no funds will be provided to the host organisation towards the conduct of the conference)*
10. Availability of online registration facility
11. Availability of at least 50 - 100 volunteers to attend to the logistics of the conference.
12. Printing facility to print the conference materials
13. Braille material production facility before and during the conference.
14. The city of the conference should be well connected by air from all regions of the world.
15. The city of the conference should not be too expensive so that more participants can attend.

HERE AND THERE

Helen Keller & Anne Sullivan Award presented to Grace Chan

The Tokyo Helen Keller Association presented the Helen Keller & Anne Sullivan Award to Grace Chan, Former Treasurer of ICEVI on 22 September, 2006, during the 8th World Blind Union Asia Pacific Regional Massage Seminar for the Blind held in Tsukuba, Japan. This award was founded with the intention to express blind people's gratitude to sighted people who have made contributions to their self-independence in the fields of education, social welfare and culture. Congratulations Grace!

European Regional Committee Meeting

The European regional committee meeting of ICEVI was held in Athens, Greece on 17 and 18 November 2006. Hans Welling (Regional Chairman), Eberhard Fuchs, (Past Regional Chairman), Harry Svensson (First Vice-President of ICEVI-World), Liliya Plastunova, Luz Laine Mouliá, Elena Gastón Lopez, Karsten Hohler, Peter Rodney (Treasurer), Mary Lee (Secretary), Catharine Thibault, Terezie Hradlikova (Vice-chairman), Betty Leotsakou, William Stuart, Director of Planning St. Joseph's Services for the Visually Impaired in Dublin, Ireland and Elly Aardoom attended the meeting. Among various issues such as teacher preparation, strengthening network in the region, and newsletter, etc., discussed at the meeting, the committee also deliberated at length a new ICEVI-Europe approach for professional work with visually impaired people and the implications on the organisational structures of institutions and services. Members of the regional committee will encourage more organisations and individuals to become members of ICEVI.

News website of ICEVI

By the time you get this issue of The Educator, ICEVI would have launched its new website with more information of the regions, the global campaign on education for all children with visual impairment, links to leading organisations involved with services to persons with visual impairment throughout the world, etc. Log onto www.icevi.org and enjoy the wealth of information.