The Educator

VOLUME XXXIII, ISSUE 1 JULY 2019

A Publication of

ICEVI

The International Council for Education of People with Visual Impairment

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CONTENTS

Message from
The President & CEO

Dear ICEVI Members, Partners and Colleagues,

Welcome to the July 2019 issue of The Educator. This year has been a productive one for the ICEVI community of members and partners at global, regional and national levels. Mani and I take this opportunity to thank members of the ICEVI Executive Committee (EXCO), including our Principal Officers, Regional Presidents and Regional Committees. Together with our partner members, we have maintained our focus on promoting and supporting the rights of persons with disabilities, and in particular, the rights of children and young people with visual impairment to equitable, inclusive, quality education.

We are pleased to revisit some of the 2019 highlights:

Open access, instructional mathematics videos

During the year, we launched over 170 instructional mathematics videos via the ICEVI dedicated YouTube Channel, https://www.youtube.com/watch?v=kyAMYBIwqYU. The purpose of the videos is to strengthen mathematics education for students with visual impairment. Please share the YouTube link with teachers and parents who support students with visual impairment. In releasing the videos, we acknowledge our international advisory committee of qualified and experienced professionals in the field of mathematics and visual impairment who supported the project from its inception in 2016.

Governance Framework

We are pleased to advise that the ICEVI Executive Committee has approved a Governance Framework that will guide ICEVI's management and initiatives at global and regional levels of the organisation. We acknowledge the substantial contributions of the Governance Committee in drafting the Framework through a series of teleconferences during the year. With EXCO approval for the Framework, the Governance Committee will now turn its attention to preparing a set of proposed changes to the ICEVI Constitution which will be tabled for approval at the ICEVI General Assembly in June 2020.

Regional development

Regional development has been a focus in 2019, with the successful registration of ICEVI Africa. Of our seven regions, ICEVI Latin America, Europe, Pacific and Africa are now registered legal entities, with regional constitutions. We congratulate the ICEVI Africa Regional Committee for their commitment and efforts to move forward with registration.

WBU-ICEVI Joint General Assemblies, June 2020

Arrangements are well underway for the Joint General Assemblies of the World Blind Union and ICEVI in Madrid, Spain, 19-24 June 2020. The event is hosted by ICEVI's partner member, ONCE, the National Organisation of the Blind in Spain. The Call for Papers for the ICEVI Paper Presentation Days has been well received, with approximately 200 abstracts submitted. The Program Committee is currently reviewing the abstracts and abstract selection letters will be sent out in due course.

We are pleased that Mr Yohei Sasakawa, Chairman of The Nippon Foundation, will inaugurate the ICEVI days. To register for the 2020 WBU-ICEVI general assembly, please visit ONCE's dedicated website, https://www.worldblindnesssummit.com/en.

Other initiatives

Other initiatives during 2019 included farewelling Marianne Riggio and welcoming Kay Ferrell to the position of Editor of The Educator; continued growth of the ICEVI-Nippon Foundation higher education and employment program; collaboration with UN agencies and global disability networks; implementation of the country champions program across ICEVI's seven regions; launch of the Burmese text-to-speech software; and regional and national conferences.

The ICEVI Annual Report for October 2018 – September 2019 presents additional information about the activities of members and partners at global, regional and national levels during the year – see http://icevi.org/reports/

We look forward to the General Assembly in Madrid, Spain, in June 2020. It will herald commencement of the 2020-24 quadrennium, and offers us an opportunity to welcome the new and continuing members of the global ICEVI community.

Frances Gentle
President

M.N.G. Mani
Chief Executive Officer

Message from **The Editor**

Dear Friends and Colleagues of ICEVI,

I underestimated the work ahead when I responded to President Gentle's request that I assume the editorship of *The Educator*. I knew little about what was involved, and probably should have consulted with Marianne Riggio, our very capable Editor from July 2015 to January 2019. But I follow in some pretty amazing footsteps. I looked back, to the extent I could, on who had previously served as Editor-in-Chief:

Marianne Riggio	July 2015 – January 2019
Aubrey Webson	July 2011 – July 2014
Harry Svensson	January 2007 – January 2011
Steve McCall	January 2003 – July 2006
Ken Stuckey	July 2002

I know there are others, and I plan to discover them all. I will need to channel everyone's best ideas for the issues ahead!

There have also been a number of Guest Editors and Thematic Editors (including me) who have served to supplement and support *The Educator:*

Kay Ferrell, *Thematic & Guest Editor*	January & July 2011, January 2015
Cay Holbrook, *Guest Editor*	January & July 2009
Jill Keefe, *Guest Editor*	July 2007
Susan LaVenture, *Guest Editor*	July 2014
Steve McCall & Paul Lynch, *Guest Editors*	January & July 2010
Pete Osbourne, *Guest Editor*	January & July 2012
Enrique Pérez, *Thematic Editor*	July 2005
Peter Rodney, *Guest Editor*	January & July 2008
Susan Jay Spungin, *Thematic Editor*	July 2002, January & July 2003

Many of these past editors I've known and admired. But it was the last name on the list that hit me, because I had not remembered that Susan Spungin had served as a Thematic Editor. It doesn't surprise me; she was always stepping in to help our professional and parent organizations in any way she could. Sadly, she passed away on February 14, 2019; you will read my tribute to her later in this issue.

I was also struck by the number of people who have written for *The Educator* in the past. I want to encourage all of our readers to contribute their thoughts and ideas in any form – short notes, abstracts, articles, analyses of policy and products – anything that would be of interest to our global readers. Send them to me at the email address below. We are planning several innovations in coming issues: columns on promising practices, research, parents, and technology, for example, that will be repeated in each issue. The first parent column appears in this issue.

The January 2020 issue will be devoted to materials that must be distributed in preparation for the General Assembly in Madrid, Spain, June 19-24, 2020 (more information inside). ICEVI will have two days devoted to ICEVI papers, and as a member of the Program Committee, I promise you a stimulating conference! We have received abstracts from all seven ICEVI regions, and acceptance letters will be sent early in 2020. Each region will be electing new officers at regional meetings held during the conference, and the nominations committee, chaired by Andrew Griffiths from Sightsavers, one of ICEVI's International Partners, will present its slate of nominees for the 2020-2024 quadrennium. The General Assembly will also consider changes to our governance structure.

But that's for the next issue. In this issue you will find minutes from the October 2019 Executive Committee meeting, an article on lessons learned from a large-scale evaluation study, a resolution recently passed by the United Nations General Assembly, and information on the Teacher Training Gateway.

Thank you all for your support of ICEVI, and please remember that the success of any organization is its members and supporters. Speak up, speak out, share your thoughts! You are important to all of us!

With all good wishes,

Kay Alicyn Ferrell
Broomfield, Colorado
USA

Stay informed about the WBU-ICEVI General Assemblies by visiting

https://www.worldblindnesssummit.com/en

(website also available in French and Spanish)

Update on WBU-ICEVI General Assemblies

The World Blind Union (WBU) and the International Council for Education of People with Visual Impairment (ICEVI) are gearing up for the conduct of the Joint General Assemblies to be held in Madrid, Spain on 19-24 June 2020 in partnership with our valued partner ONCE. We are expecting more than 1000 delegates attending these events. The broad theme of the General Assemblies is **"World Blind Summit: What it means to be Blind and Visually Impaired"** and the schedule of the full event is as follows:

- **Friday, June 19 to Saturday, June 20:**
  WBU Assembly proceedings
- **Sunday, June 21:**
  Joint WBU-ICEVI Days Inaugural session followed by Grand public event organised by ONCE
- **Monday, June 22:**
  Day 2 of joint WBU-ICEVI plenary and concurrent sessions, Gala Dinner
- **Tuesday, June 23:**
  ICEVI Paper Presentations – Day 1
- **Wednesday, June 24:**
  ICEVI Paper Presentation – Day 2, ICEVI General Assembly

Please visit the website at **https://www.worldblindnesssummit.com/en** for current information about the program, local arrangements and registration.

ICEVI Day Presentations

The theme of the ICEVI Days is **"Education for All Children with Visual Impairment: Turning SDG4 and UNCRPD Commitments into Action"**. Papers were invited on a range of topics relating to the overall theme, including, but not limited to, the following:

- Global Education Perspectives or Initiatives
- The Right to Education – Leaving No Child with Visual Impairment Behind

- Advocacy for Education
- Inclusion
- Innovation in Education
- Inclusive Technologies
- Effective Learning Environments
- Expanded Core Curriculum areas
- Teacher Preparation
- Sports and Recreation
- Education for Persons with Multiple Disabilities and Visual Impairment (MDVI)
- Parents as Partners
- Collaborative Partnerships, Networking of Service Providers
- Education for Empowerment – Voices of Youth
- Gender Equity and Inclusion
- Vision and Medical Interventions

Status on Abstracts

We have received 197 abstracts whereas we can accommodate a maximum of 120 presentations in the five concurrent sessions. Therefore, we have no option other than to classify some presentations under poster format. We have received more than required number of presentations for few topics and only a handful of presentations for specific topics. We have to look at the regional balance too in deciding the presentations for each session. Some presenters have sent multiple abstracts and in such cases we have accommodated only one abstract for oral presentation and the rest are listed under poster presentations. We value both the oral and the poster presentations equally and therefore the certificate of participation will not make a distinction between oral or poster presentations.

The deadline for preparing the ICEVI Days Program Schedule is 15th March 2020 and therefore, ICEVI will be able to include the presentations of those who register before 10th March 2020. **ICEVI will not be able to include those who register after 10th March 2020 in the Program schedule even if their abstracts are selected now**.

All the abstracts included in the final program schedule will be shared with the participants of the event in digital form. The presenters are also invited to submit a full paper to the

ICEVI Secretariat no later than **25th March 2020**. These papers will also be shared with the participants and posted on ICEVI website. The ICEVI publishes a biannual magazine *"The Educator"* which carries research and useful articles and the editor will contact the presenters in case their presentations are considered appropriate for one of the future issues of *The Educator*.

Guidelines regarding co-presenters

Our general guidelines regarding joint presentations are as follows:

1. The final program schedule will include the names of those who are physically present at the General Assembly. Therefore please ensure that all presenters in the case of joint presentations register for the General Assembly.
2. The time allotted for presentation is for the full paper and not for every speaker in the case of joint presentations. It is a general practice that the lead presenter presents, and the
   co-presenters add their points within the allotted time. The time allotted for each presenter can be decided by the co-presenters provided the total time limit is not exceeded.
3. The certification of participation will be same for all, and there will not be any distinction between the lead presenter and other presenters in the case of joint presentations.

Make Mathematics Easy for Blind Children

ICEVI

THE NIPPON FOUNDATION

www.icevi.org

ICEVI Mathematics Made Easy

We are extremely happy to inform you that the ICEVI Math Made Easy YouTube Channel (**https://www.youtube.com/channel/UCrmcpSzNg_9EXLbqExtVlAQ**) is being accessed by large number of teachers and parents of visually impaired children. As of today, the channel has 540 subscribers and the views are nearing about 8000. At present there are 176 videos on the channel and we are expecting more videos to be uploaded in the months to come. Many new topics are being added as per the suggestions of teachers and we have started preparing videos covering all branches of Mathematics which are prescribed at the primary level, secondary level and senior secondary levels. The 176 videos have been classified under the following broad playlists:

1. **Algebra**
   - (a+b) x (a+b)
   - (a+b) x (a-b)
   - (x+a) x (x+b)
   - (x+a) X (x-b)
   - (x-a) x (x+b)
   - (a + b + c) x (a + b + c)
   - (x-a) x (x-b)
   - (a-b) x (a-b)

2. **Basic operations in Mathematics**
   - Expanded Form of a number
   - Addition of numbers using Expanded Template
   - Complex addition using Expanded Form Template
   - Simple subtraction of numbers using Expanded Template
   - Complicated subtraction of numbers using Expanded Template

3. **Decimals**
   - Decimal multiplication - Part 1
   - Decimal multiplication – Part 2

4. **Fractions**
   - Least Common Multiple
   - Greatest Common Divisor
   - Fractions – General Concepts

- Whole to Fractions
- Proper Fraction
- Improper Fraction
- Converting Improper Fraction into Mixed Fractions
- Like, unlike and equivalent fractions
- Means extremes property
- Reducing fraction into lowest terms
- Multiplicative inverse
- Comparison of fractions

5. General

- ICEVI - Nippon Foundation Introduction
- Mathematics Video- teaching tips
- ICEVI Math Made Easy - Messages
- Adapting regular teaching aids
- Math Videos – Present Status and Future Plans
- Here is how we improvise teaching materials
- Drawing experience to Visually Impaired Children

6. Geometry

- Sum of angles of a quadrilateral equals 360°
- Angle formed on a semicircle equals 90°
- Sum of angles of a triangle is equal to 180°
- Major Angles - Part 1
- Sixteen folds and geometrical shapes
- Major Angles - Part 2
- Complementary and Supplementary angles
- Perimeter
- Exterior angle of a cyclic quadrilateral equals the interior opposite angle
- Centroid
- Centroid divides the median in the ratio of 1: 2
- Incentre
- Circumcentre
- Perimeter of a Semicircle
- Angles on Minor and Major segments
- Angle subtended at the centre
- Concentric Circles
- Area of a right angle triangle
- Circles touching internally
- Area of a Quadrilateral
- All about Triangles
- Forming all Types of Triangles
- Rectangular Pathways – Part 1
- Incircle of a right angle triangle
- Rectangular Pathways – Part 2
- Orthocentre
- Pi and r - Relationship between the Radius and the Circumference
- Perimeter of a Semicircle with Example
- Plane, Side and Vertex

7. Inequalities

- Inequalities - Additive property
- Inequalities – Multiplicative property
- Inequalities - commutative and associative properties
- Functions Characteristics
- One-to-One Function
- Many-to-One Function

8. **Lines**
   - Transversal – Part 2 – Vertically Opposite Angles through paper folding
   - Transversal – Part 1 - Angles
   - Transversal – Part 5 – Explanation through Paper folding
   - Transversal – Part 4 – Perpendicular Transversal
   - Transversal – Part 3 – Parallel Lines
   - Intersecting and non-intersecting circles
   - Line Segments
   - Skew lines
   - Intersection and bisection
   - Horizontal and vertical
   - Collinear and non-collinear points
   - Equidistance and Concurrent lines

9. **Matrices**
   - Matrices Introduction
   - Types of Matrices
   - Matrix addition
   - Scalar Matrix
   - Transpose of a Matrix
   - Negative of a Matrix
   - Symmetric Matrix
   - Matrix addition is commutative
   - Matrix Subtraction
   - Matrix subtraction is not commutative
   - Matrix Multiplication - General Concepts part 1
   - Matrix Multiplication - General Concepts part 2
   - Matrix Multiplication - General Concepts part 3
   - Matrix Multiplication - General Concepts part 4
   - Placement of elements in Matrix Multiplication part 1
   - Placement of elements in Matrix Multiplication part 2
   - Placement of elements in Matrix Multiplication part 3
   - Multiplication of 3X2 and 2X2 Matrix
   - Multiplication of 2X2 and 2X3 Matrix
   - Matrix multiplication involving negative numbers
   - Matrix multiplication (2X2) and (2X4) with negative numbers
   - Scalar Multiplication
   - Multiplication with an Identity matrix
   - Unit or Identity matrix

10. **Multiplication of numbers**
   - Multiplication of single digit numbers 8 and 5
   - Multiplication of a single digit number 3
   - Multiplication of a double digit number
   - Multiplier, multiplicand, Dividend, Divisor and Quotient
   - Multiplication of three digit number
   - Multiplication involving a four digit number
   - Multiplication of a 3 digit multiplier and 2 digit multiplicand
   - Multiplication of a 4 digit multiplier with a 4 digit multiplicand

- Multiplication of a 3 digit multiplier and 3 digit multiplicand
- Multiplication of a 4 digit multiplier with 3 digit multiplicand

11. Numbers

- Ascending and Descending order
- Number Line
- Twin primes
- Perfect Numbers
- Cardinal and Ordinal Numbers
- Odd and Even numbers
- Prime Numbers
- Composite Numbers
- Predecessor and Successor
- Natural numbers, whole numbers and integers

12. Set Theory

- A Intersection B – Demonstration with Objects
- A Union B – Demonstration with Objects
- Types of Sets
- An Identity in Set Language
- De Morgan's Law on Set Difference – Part 1 - A– (B ∩ C) = (A-B) U (A-C) - Through Shapes
- De Morgan's Law on Set Difference – Part 2 - A– (B U C) = (A-B) ∩(A-C) - Through Numbers
- Equal and Equivalent Sets
- A Union B – Demonstration with Numbers
- A Intersection B – Demonstration with Numbers
- De Morgan's Law on Set Difference – Part 2 - A–(B ∩ C) = (A-B) U (A-C) - Through Numbers
- De Morgan's Law on Set Difference – Part 1 - A–(B U C) = (A-B) ∩ (A-C) – Through Shapes
- A Union B – Demonstration with Tactile Materials
- A Intersection B – Demonstration with Tactile Materials
- Cartesian Product
- Power Set
- Roster Form and Set Builder Form
- Set difference and Symmetric difference
- Subset, proper and improper subsets
- De Morgan's Law on Complementation (A ∩ B)C = AC U BC - Through Shapes

13. Tests of divisibility

- Test of divisibility for number 2
- Tests of divisibility for numbers 5 and 10
- Test of divisibility for number 4
- Test of divisibility for number 3
- Test of divisibility for number 6
- Test of divisibility for number 9
- Tests of divisibility for number 11
- Test of divisibility for number 12
- Test of divisibility by number 15
- Test of divisibility by 8

14. Trigonometry

- Pythagoras Theorem
- Trigonometry - Introduction

- Trigonometric Ratios – Part 1
- Trigonometric Ratios – Part 2
- Trigonometric Ratios of Angle 30 Degrees
- Trigonometric Ratios of Angle 0 Degree
- Trigonometric Ratios of Angle 45 Degrees
- Trigonometric Ratios of Angle 60 Degrees
- Trigonometric Ratios of Angle 90 Degrees
- Cot Θ = Cos Θ / Sin Θ
- Sin square theta + Cos square theta =1
- 1+ tan square theta = sec square theta
- 1+ cot square theta = Cosec square theta
- Sec (90- Θ) = Cosec Θ and Cosec (90- Θ) = Sec Θ
- Trigonometric identities :– Sin Θ x Cosec Θ = 1
- Tan (90- Θ) = Cot Θ and Cot (90- Θ) = Tan Θ
- Trigonometric identities :- Tan Θ x Cot Θ = 1
- Tan Θ = Sin Θ / Cos Θ
- Trigonometric identities :- Cos Θ x Sec Θ = 1
- Sin (90 - Θ) and Cos (90 - Θ) when Θ is 30 and 60 degrees
- Sec (90 - Θ) and Cosec (90 - Θ) when Θ is 45 degrees
- Tan (90 - Θ) and Cot (90 - Θ) when Θ is 30 and 60 degrees

We request you to please share this information with the project partners in your regions and also teachers and parents who will make use of the techniques in teaching visually impaired children. We are pleased that Mathematics is getting its due attention now and with the availability of instructional videos like these we are sure visually impaired children can be taught Mathematics that will contribute to their effective inclusion in the mainstream programs.

We thank The Nippon Foundation for supporting this initiative and also our Technical Partner Overbrook School for the Blind for making this work a reality.

Dr. M.N.G. Mani
CEO, ICEVI

Parents' Perspectives

Susan LaVenture
President, International Association of Parents of Children with Visual Impairments
Email: laventuresusan506@gmail.com

Greetings to the International Community that devotes their purposes to promote equity of education and well being of people with visual impairment and blindness, including those with additional disabilities. The purpose of this recurring column is to promote awareness of the significant role parents play in their own children's lives and the impact they can make collectively through advocacy of parent associations. We thank ICEVI for giving parents a forum to share their perspectives and information about how they help improve education and services for their children at all levels on the grassroots locally, regionally, nationally, and internationally.

Some highlights to share with you focusing on Africa:

The 7th African Forum on Visual Impairment held in Addis Ababa, Ethiopia hosted a vibrant session on "Parental Involvement in Education," which included a report on the current status and coordinated research efforts regarding fathers of children with visual impairments and deafness to raise awareness and explore how fathers can impact their child's development and education, presented by Jerry G. Petroff, PhD, Professor at the College of New Jersey, USA. Also, Cashelle McLean of the Nikosinathi Foundation of and for the Blind and Partially Sighted People, South Africa, presented "Breaking the Barriers of Blindness for Children with Visual Impairment through Parental Empowerment." She shared how she incorporated within the development of their program to empower parents through a small business opportunity to give economic support that continues to grow. Additionally, Scovia Nansuwa, a graduate of the Perkins ELP Program, shared the cultural challenges of encouraging parental involvement in Uganda. Loire Brunei, a successful professional from Kenya who is blind, gave an inspirational presentation about how she was supported by her parents throughout her educational journey and the importance of having a firm support system in the home. She channeled her father's words, "I know with education you will conquer the world."

Of course, we know one of the most invigorating benefits of participating in a conference is to network among friends and colleagues and with parents, too. I had the opportunity to meet Jean Ntakirrutimana, a father of a blind child from Rwanda, who, upon his son's diagnosis, started to reach out to other families of children with visual impairments within his community. He now has started a school from his home. I was also able to reunite with a mother from Egypt, Doaa Mabrouk, co-founder of Baseera, an organization whose mission is for rehabilitation and education for individuals with visual impairments and their families.

Parent leaders from around the world look forward to the upcoming WBU-ICEVI Joint Assemblies to be held in Madrid, Spain, in June 2020, an opportunity for us to reconvene to share our accomplishments and to support and advise each other to continue our work to advocate and support equity in the development and education of our children.

ICEVI's Teacher Training Gateway

http://icevi.org/curriculum-development/

At its annual meeting in Pretoria in February, 2017, the ICEVI Executive Committee (EXCO) established a working group to address one of its priority goals for the quadrennium, **Promoting access to quality education for people with visual impairment including those with blindness, low vision, deafblindness, and additional disabilities.** The EXCO determined that the first step would be to develop a teacher training curriculum downloadable on mobile phones that would assist countries to train teachers of students with visual impairment. This activity supports the United Nation's Sustainable Development Goal (SDG) #4, Education:

> *By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes*

And specifically, the target to support SDG4,

> *By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states*

Our goal in developing the Mobile Teacher Training Curriculum was to support the enrollment of children who are blind and visually impaired (BVI) in the existing educational system of countries that do not yet educate children with disabilities, or who do so without a supporting system of teacher training. We imagined a simple course in developing countries as well as a complex course in developed countries. Our focus soon shifted to developing countries with limited resources, with the curriculum accessible by mobile phone.

Many of ICEVI's partners already conduct short- and long-term trainings designed to meet the needs of individual communities. This project is meant to complement the vital and ongoing work that our partners already do. Nor does this work does not supplant the work accomplished by faculty in institutions of higher education around the world. We are grateful that those programs exist, and we hope that teachers who go through our mobile curriculum are so excited about teaching children with visual impairment that they eventually pursue advanced training.

We determined that there were three types of teachers that we were interested in training: (a) Teachers of students with visual impairments for specialized schools; (b) teachers of students with visual impairments for inclusive schools; and (c) classroom teachers in inclusive schools. We were also concerned that general education teachers and ministers of education generally have little experience with children who are blind

and visually impaired, which often results in low expectations for them. We wanted to change that perception.

The Startup Mobile Phone Curriculum for Training Teachers of Students with Visual Impairments

The curriculum is designed to jumpstart training in those countries that have not yet developed the educational infrastructure or adopted standards to prepare teachers of students with visual impairments. It is intended to be delivered by mobile phone, with each topic comprising approximately one hour of deliberation by individuals who do not have access to other modes of training, although it might also serve as refresher courses for trained professionals. The curriculum may also serve as a national government mechanism for delivering teacher training in rural and remote communities, and has been presented to UNICEF as an innovative approach to teacher training curricula for education of children with visual impairment. The Mobile Phone Curriculum was a runner-up for the 2020 Zero Project Awards.

The emphasis in the Startup Curriculum is less skills-based than it is attitude-based – that is, it seeks to assist persons who are new to blindness to understand the possibilities, rather than the limitations of visual impairment. As with any beginning course, it is best delivered in conjunction with someone who is knowledgeable about blindness, so that statements can be explained, unpacked and reflected on, deliberated, debated, and pondered. The Mobile Phone Curriculum is divided into three sections: (a) Visual Impairment in Children, (b) Growth and Development, and (c) Curriculum Access. The modules are listed below and available in English and Spanish. (Gender pronouns alternate between modules. In each case, they should be assumed to refer to both genders.)

This Startup Curriculum is offered by ICEVI as a service, meant to stimulate thought and prepare individuals for educating children with visual impairments. It is a living document, meant to be revised periodically to reflect current practice. See the current version at **http://icevi.org/the-startup-mobile-phone-curriculum/**.

VISUAL IMPAIRMENT IN CHILDREN

- Functional Implications of Blindness & Low Vision
- Functional Implications of Blindness & Low Vision – Spanish
- Common Visual Disorders in Children
- Common Visual Disorders in Children – Spanish
- Simple Visual Testing
- Simple Visual Testing – Spanish
- Functional Vision Assessment
- Functional Vision Assessment – Spanish
- Correction; What Is It?
- Correction; What Is It? – Spanish
- Low Vision
- Low Vision – Spanish
- Utilizing Residual Vision
- Utilizing Residual Vision – Spanish
- Visual Impairment and Additional Disabilities

- Visual Impairment and Additional Disabilities – Spanish

GROWTH AND DEVELOPMENT

- Early Intervention
- Early Intervention – Spanish
- The Development of Tactile Skills
- The Development of Tactile Skills – Spanish
- Play
- Play – Spanish
- Orientation for Blind Children
- Orientation for Blind Children – Spanish
- Social Skills: Communication, Self Esteem, Personal Care
- Social Skills: Communication, Self Esteem, Personal Care – Spanish
- Sex and Relationships
- Sex and Relationships – Spanish
- The Importance of Role Models
- The Importance of Role Models – Spanish

CURRICULUM ACCESS

- Learning Media Assessment
- Learning Media Assessment – Spanish
- Building Literacy
- Building Literacy – Spanish
- On Non-Academic Competencies
- On Non-Academic Competencies – Spanish
- STEM & Geography for Blind Children
- STEM & Geography for Blind Children – Spanish
- The Preparation of Learning Materials
- The Preparation of Learning Materials – Spanish
- Accommodations and Modifications
- Accommodations and Modifications – Spanish
- Description for Teachers of Blind Children
- Description for Teachers of Blind Children – Spanish
- Digital Technology for Blind Children
- Digital Technology for Blind Children – Spanish
- Pre Vocational Skills for Blind Children
- Pre Vocational Skills for Blind Children – Spanish
- Sources for Learning Materials
- Sources for Learning Materials – Spanish

Teacher Training Programs and Policies in Developed Countries

Several countries and professional organizations already have standards for preparing teachers of students with visual impairments. When a country has the resources and infrastructure to develop degree programs for training teachers, we suggest consulting these websites. For those countries with the resources to do so, existing curricula found in developed countries can serve as models to create new or improved degree programs that embrace inclusive education. Standards are available for the following countries (links to each country are available at **http://icevi.org/teacher-training-programs-and-policies-in-developed-countries/**). Some countries also contain links to more advanced online training opportunities.

- **AUSTRALIA**
- **ENGLAND**
- **EUROPEAN UNION**
- **INDIA**
- **SCOTLAND**
- **UNITED STATES OF AMERICA**

Lessons from the Special Education Elementary Longitudinal Study: Global Relevance for the Education of Students with Visual Impairments

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Abstract:
The Special Education Elementary Longitudinal Study (SEELS) was conducted in the United States of America between 2000 and 2006 on a nationally representative sample of more than 11,000 children ages 8 through 15 years. A 2006 report has been widely cited as evidence that elementary students with visual impairment are doing better than peers with other disabilities. This article uses that report to discuss issues related to education of children with visual impairment across the world.

The United States Congress authorised a series of studies to evaluate the "effectiveness of State and local efforts to provide... a free and appropriate public education to children with disabilities" (§674(a)(1)) and to "[produce] information on the long-term impact of early intervention and education on results for individuals with disabilities through large-scale longitudinal studies" (Sec. 673(b)(2)(H)). Longitudinal studies emerging from this authorisation included the National Longitudinal Transition Study-2 (NLTS2) and the Special Education Elementary Longitudinal Study (SEELS). These two longitudinal studies included large samples of children with visual impairments (> 1000 in each study), far more than their actual proportion among all children with disabilities, and each study published reports that included children with visual impairments as part of the total group. At first glance, the study suggests that students with visual impairment demonstrated considerably better outcomes than students in other disability groups. While we submit that comparisons among disability groups are invalid to begin with, a deeper examination of the SEELS study reveals misconceptions about children with visual impairment and calls into question some of the study's conclusions.

The purpose of this article is to examine some of the issues raised by one report from

the SEELS study, *A National Profile of Students with Visual Impairments in Elementary and Middle Schools* (Marder, 2006) and to examine its implications for the education of children with visual impairment generally. While the report presents an optimistic perspective on the education of students with visual impairment, we urge caution in generalising the results to the larger population of *all* children with visual impairment, in the United States and the world, and recommend several corollaries to guide future research.

Definitions are Critical

The Marder (2006) report included a nationally representative sample of more than 1,000 children ages 8 through 15 years who received services for visual impairment under the Individuals with Disabilities Education Act (IDEA, 2004) between 2000 and 2004. Details about sample selection, national representation, and sample weights are included in the full report and elsewhere on the SEELS website (www.SEELS.net). Briefly, data were collected in three waves beginning in the 1999-2000 school year, ended five years later, and included parent interviews, direct assessments, student interviews, teacher surveys, school surveys , and transcript evaluations. While 1,000 students with visual impairments (VI) were selected for the study, data were not available for all children on every assessment. Still, the size of the sample of students with visual impairment, ranging from 168 to 729, depending on the measure being reported, was unprecedented in special education, both in terms of size and depth of information collected. (Although the SEELS data were carefully weighted to be representative of the population, we only discuss unweighted sample sizes here.)

In the United States there are two sources that count the number of children with visual impairment nationwide. One is the count by the U.S. Department of Education, which tallies the number of children served under IDEA in each state. In this count, visual impairment is broadly defined as any visual impairment that affects educational performance. The second source is the American Printing House for the Blind's (APH) federal quota census, which annually tallies the number of children who are eligible to receive its services (accessible books, materials, educational devices) under an 1879 statute that establishes an annual monetary appropriation by Congress (An Act To Promote the Education of the Blind, 1879). To be eligible for services under this 140-year-old law, children must be certified as meeting the definition of legal blindness (20/200 or less in the better eye with correction, or a field loss of 20 degrees or less).

The inaccuracies of the IDE Aannual count were first discussed by Kirchner (1983) and continue to be scrutinised even today, as the discrepancy between the IDEA annual count and the APH federal quota census continue

to grow. In 2017, the IDEA annual count totalled 24,428 children with visual impairment(ages 6-21) (U.S. Department of Education, 2018), while the American Printing House for the Blind federal quota count included more than twice as many students(63,501; APH, 2018). The numbers are not only contradictory, they are perplexing, because the definitions used by the two agencies are so radically different. The APH number, with its stricter definition of visual impairment, should be considerably less than the IDEA count. Kirchner and Diament (1999a, 1999b), however, projected the true population of children with visual impairment to be even larger, at 93,600,even then almost four times greater than the 2018 IDEA number and 47% greater than the APH number.

The students identified as visually impaired in the Marder (2006) report, because the evaluation was authorised by IDEA itself, likely represent only a portion of actual students with visual impairment, then and now. As carefully constructed as the SEELS sample was, the results can only generalise to the students who are reported by the states and school districts as having a vision impairment. Since IDEA requires an unduplicated count, a student cannot be reported as having both visual impairment and cerebral palsy, for example, because that would count the student twice. Furthermore, some states distribute special education funds based on disability category, with a more severe disability engendering more money. Faced with an opportunity to secure more funding, a school will report a student in the category that results in the most funding – which is not usually visual impairment. Those children who were reported in another disability category (such as multiple disabilities or autism) who also have a visual impairment were not included in the SEELS report.

Definitions are a common problem in any estimate of the population of children with visual impairment. Whenever reading an evaluation or research study, even one as carefully constructed as the SEELS study, how the sample is defined and generalised to the larger population of children with visual impairment is critical. The SEELS study provided valuable insights, but those insights are necessarily limited by the definitions found in the law.

Limitations Created by Demographic Changes

Obviously, a study that took place in the early 2000s no longer represents the current population of children in the United States. Marder (2006) reported that the ethnic composition of the sample of students with visual impairment was similar to the general population, with 64% white, 17% African-American, and 16% Hispanic. In 2018 population estimates, however, the general population of children is 50% white (a 22% decrease), 14% African-American (an 18% decrease), 25% Hispanic or Latino (a 56%

increase),and 5% Asian-American (Annie E. Casey Foundation, 2018), reflecting the 20-yearchanges in ethnicity in the US population first predicted by Pallas, Natriello, and McDill (1989). The Marder report also found more boys (58%) than girls with visual impairments, which again differs from current data that indicates that 51% of children in the general population are boys (Annie E. Casey Foundation, 2018). Race and gender differences challenge the representativeness of the SEELS sample.

Visual Impairment/Visual Function

Parents were asked to describe their children's visual ability as "a little trouble seeing" (33% of all children served as visually impaired), "a lot of trouble seeing" (51%), and "no sight at all" (18%). Marder (2006) classified the first two response categories as "low vision" and the last one as "blind," but this classification is subjective at best and grossly imprecise at worst. While it might be useful in preliminary analysis, it does not conform to other more widely accepted classifications, such as those of the World Health Organization (2019),or the National Center for Children's Vision and Eye Health (Ruderman, 2016). Hatton, Ivy, and Boyer (2013) found 60.2% of a sample of birth to three-year-olds (n = 5,931) were legally blind. Snyder (2018), using a sample of 588 children ages birth to three years, found 41% had low vision and 35% met or functioned at the definition of blindness. Once again, non-standard definitions make it difficult to compare trends in visual impairment status across studies, and some standardised classification systems would be useful. On the other hand, parents are reliable sources for their children's visual functioning (see, for example, Bussye, Smith, Bailey, & Simeonsson, 1993), but the problem is with the choices they were given (only three), and with condensing three categories into two. In visual impairment, "a little" and "a lot" of trouble seeing covers a broad range of visual functioning, and they cannot be considered discrete categories.

Understanding Additional Disabilities

Just over half (51%) of the SEELS sample of students with visual impairments had no additional disabilities; 23% had one additional disability, 11% had two, and 15% had three. The most common disabilities reported were speech/language impairments, health impairments (including ADHD), learning disabilities, and mental retardation (MR). (Current terminology used in the U.S. is intellectual disability instead of MR.) Marder (2006) found no relationship with other disabilities and visual impairments with regard to student outcomes, except for mental retardation or developmental delay (MR/DD). This relationship guided the remainder of the report, which examined major outcome variables by comparing students *without* MR/DD (82%), and those *with* MR/DD (18%). Interestingly, MR/DD appeared to be more prevalent among students who were totally

blind (38%) than it was among students with low visual impairments (14%) (as defined above).

More recent studies suggest that the population of children with disabilities in addition to visual impairment in the U.S. is much greater than 51%. Hatton et al. (2013) found that 65.3% had additional disabilities; Snyder found 68.5% of her sample reported additional disability. A Swedish study (de Verdier, Ulla, Löfgren, & Fernell, 2018)examining the same time period as the SEELS study found that 72% of the children had disabilities in addition to visual impairment. Clearly, the SEELS study underestimated the proportion of children with additional disabilities by including only those children identified as visually impaired under the IDEA definition.

The MR/DD diagnosis itself is an arbitrary one, given that so many children with visual impairment are often misdiagnosed with intellectual disabilities because of the inadequacies of tests normed on a sighted population (Ferrell, 2011). Additionally, the SEELS sample included students identified with a range of additional disabilities that may affect academic performance or social behaviors but who were nevertheless categorised into the *non*-MR/DD group. Creating a binary analysis may have made the reporting easier, but it did not make it less ambiguous. The distinctions between MR/DD and *non*-MR/DD groups blend together.

Accessing the Curriculum

Parents of students with visual impairment and school personnel were asked about the use of technology, devices, and other services that students received to access the curriculum. Marder (2006) reported that students who were blind or had low vision accessed the curriculum using a large range of methods or devices, depending on the severity of their visual impairment and the occurrence of MR/DD. Among students with low vision, more than two-thirds of the students in the *non*-MR/DD group used large print and low vision devices or magnifiers. About one-third to one-half of the students with lowvision *with* MR/DD used large print, books on tape, computer software, and low vision devices. Students in the U.S. apparently utilised a variety of high-technology and low-technology strategies to access the curriculum. In general, these data indicate a relatively lower proportion of computer and electronic device usage for students with visual impairment *without* MR/DD than might be expected.

It was promising to note that 93.8% of children who were blind *without* MR/DD were braille users and that 41.5% of those *with* MR/DD also used braille. But the proportion of students identified as blind ("no sight at all") was small and comprised only 18% of the total sample of student with visual impairments. For students classified as low vision, 20.8% of those *without* MR/DD were braille users and only

4.1% of those *with* MR/DD used braille. The total proportion of students with visual impairment in the SEELS study who used braille was thus 28.7%, larger than the American Printing House for the Blind's (APH) 15.2% proportion of readers who used braille in January 2017 (APH, 2018). Interestingly, while there may be more computer-based technology in use today, the use of braille by blind students, whether or not they had MR/DD, was encouraging, and it would be valuable to know if today's presumed greater use of computers and electronic devices has enhanced or reduced the use of braille.

Academic Performance

In the SEELS study, parents were the primary source of information regarding students' academic performance and outcomes. Marder (2006) reported that most students with visual impairment but with*out* MR/DD received "good grades": 47% received As and Bs and 30% received mostly Bs and Cs. Among those students who were visually impaired *with* MR/DD, the grades were considerably lower: 54% fell below the "mostly Bs and Cs" category vs. only 23% of students *without* MR/DD.

The Woodcock-Johnson III (WJ III; Woodcock, McGrew, & Mather, 2001) test was conducted as a standardised assessment of mathematics and reading with some of the SEELS students. The scores indicated that there were no significant differences between the performances of students who had low vision and those who were blind, but there were differences between the groups *with* and *without* MR/DD. Students *with* MR/DD overwhelmingly scored in the lowest quartile on the math (89%) and reading (94%) sections of the WJ III. However, a large proportion of students *without* MR/DD also scored in the lowest quartile in math (32%) and reading (45%). These test results may be related to the definition of visual impairment as well as to the imprecision of the MR/DD groupings.

Expectations are also a consideration regarding the apparent discrepancy between grades received and performance on the SEELS direct assessment (WJ III). Further investigation in this area would be warranted given the fairly high range of letter grades despite a relatively large portion of students with visual impairment falling in the lower quartiles on the WJ III assessment. In particular, a large proportion (45%) of students with visual impairment *without* MR/DD scored low in passage comprehension, suggesting the need to investigate literacy practices for students with visual impairment *with* MR/DD. These results mirror the smaller sample, but more detailed results, of the longitudinal Alphabetic Braille and Contracted Braille (ABC) Study conducted from 2002 through 2007. In that study, only 6 of 23 braille reading students for whom three years of data were available made expected gains of one year for every year of school in the area

of vocabulary. By grades 3 and 4, approximately 45% of the students for whom data were available were reading below grade level as measured by a reading inventory, which included consideration of comprehension (Emerson, Holbrook, & D'Andrea, 2009).

Orientation and Mobility Skills

Information about students' orientation and mobility (O&M) skills was provided by school personnel, who filled out a form of items selected from *Teaching Age-Appropriate Purposeful Skills* (TAPS; Pogrund et al., 1995). The sample size for O&M was comparatively small with data available for only 41 students who were blind and 141 students with low vision. For the most part, students with low vision had little trouble with O&M, performing the tasks "very well" or "pretty well" (72-98%). Students who were blind were reported to travel indoors and within school buildings using learned routes "very well" or pretty well" (87-93%), and many of them were able to build new routes and familiarise themselves within new environments "very well" or "pretty well" (34-72%).

O&M skills appear to be fairly well developed, but Marder's (2006) report indicated that the O&M assessment was completed by the "school staff member most familiar with the student" (p. 20). It would be helpful to understand the expertise of the school staff that performed the assessments, and how many O&M Specialists and/or Teachers of Students with Visual Impairment were involved, as well as to examine what parents thought about their child's O&M skills. Interpretation of the results are undoubtedly influenced by the training and experience of those who filled out the assessment. An investigation of the factors that contribute to higher ratings might provide insight into what practitioners should consider when working with students. While the SEELS results are promising, little is known about the training and expertise of the school personnel who provided the information, so we cannot evaluate the accuracy of these assessments. It would also be valuable to know if there was a correlation between O&M skills, MR/DD, and educational placement.

The Meaning of Inclusion

In the SEELS study, 51% of students with visual impairment attended general education classes, 26% were in both general and special classes, and 23% attended specialised schools (defined according to where the students received their language arts instruction). Students *without* MR/DD were more likely to attend general education classes, while students *with* MR/DD were almost equally likely *not* to attend general education classes. This may be particularly important in light of Sustainable Development Goal #4, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."Inclusive education is not meant only for those without additional disabilities

– it is meant to include all students, regardless of the extent of disability.

Recent data from 2018, however, indicates that, at least for children reported in the IDEA visual impairment category, inclusion has become more prevalent (see Table 1). But remember that the IDEA count for visual impairment severely underestimates the population of children with visual impairment, who are often reported in other categories, such as multiple disabilities, deafblindness, or autism. Children with additional disabilities in the United States are much more likely to be only partially included in the general education classroom.

Table 1. Educational environments reported under IDEA[1]

	Attend general education classes 80% or more of the school day	Attend general education classes less than 80% of the school day	Attend separate, private, or residential schools
SEELS children with visual impairment (2006)	51%	26%	23%
Children with visual impairment (2018)	68%	22%	10%
Children with multiple disabilities (2018)	13%	63%	20%
Children with deafblindness (2018)	24%	52%	24%
Children with autism (2018)	39%	52%	9%

Source: Marder, 2006; U.S. Department of Education, 2018.

Lessons Learns

The Marder (2006) report is a good source with which to gain some perspective about how students with visual impairment in the United States who were ages 6-12 in 1999 were performing in both academic and functional areas as measured by the SEELS data collection methods. From the perspective of size, the SEELS longitudinal database was a gold mine for the field of visual impairment. It contained a sample size typically unattainable in visual impairment research. The report provides an interesting look at the characteristics of

[1]*Numbers are rounded to the nearest whole percentage point. Some environments are excluded, so lines do not total 100.0%.*

children served in elementary and middle schools in the United States and describes differences the sample based on degree of visual loss, presence of additional disability, and placement.

There are, of course, limitations to the SEELS study. We summarise those limitations below as corollaries to future studies, whether you conduct the study, report it, or read it for information and guidance.

1. Use standard definitions, or acknowledge the limitations of the definitions used to categorise and describe students with visual impairment, especially those with additional disabilities. You can only work with what is available, but ground your definitions in your environment and experience, drawing parallels to internationally accepted terminology.
2. Understand who is evaluating students with visual impairment and their knowledge and experience.
3. Treat categories of intellectual disability with caution, depending on how defined, who categorised the student, the validity of the test used, and the age of the student.

Remember, too, that inclusion is more than placement. Placement in a general education classroom is not inclusion if the student has no access to the materials used in the classroom or no friends to play with outside of school. The United States has been practicing inclusion since the 1950s; as you can see from Table 1, we still have a long way to go. Educational environments and curriculum access are vital to making SDG4 a reality.

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Online professional development in braille

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Strong literacy and mathematics skills are essential for achievement in education and employment in the 21st Century. Students require instruction by teachers with expertise in curriculum content and an understanding of the connections between language, literacy and mathematics development. Students who use the medium of braille require instruction by teachers who are also knowledgeable of the braille code and braille teaching approaches. The ability of teachers to convert print-based materials and assessments into hard or soft copy braille will greatly enhance curriculum engagement and achievement for students who are blind or have severe vision impairment. In the area of mathematics, for example, students require teachers who possess the skills to incorporate braille into lessons involving reasoning, abstraction, generalisation and problem solving, together with use of braille symbols to communicate mathematical ideas and knowledge. Student success in the mathematics curriculum paves the way for success in the other STEM subjects of science, technology and engineering.

The Royal Institute for Deaf and Blind Children (RIDBC, Australia) has created a website that offers free, online training programs in braille literacy and mathematics using Unified English Braille (UEB) -

https://uebonline.org. The purpose of the website is to promote equitable information access and expression for children and young people who use the medium of braille. The target audience for the UEB training programs include educators, parents and families, allied health professionals and education administrators. The lessons are curriculum focussed, and include print-to-braille or braille-to-print exercises that progressively build braille knowledge and mastery of content. It is recommended that the literacy training modules be completed prior to commencing the introductory and extension mathematics modules.

The UEB Online registration process involves creating a personal profile and password using a Windows PC, Mac or laptop computer with an internet connection. Registration enables program users to complete, save and re-open their lessons. The website includes a high contrast mode for people with low vision and a non-visual access mode for people who use screen readers.

RIDBC promotes the rights of all persons with vision impairment to inclusion in education, employment and society on the same basis as sighted persons – leaving no-one behind. The braille training programs are offered free of charge, in recognition of the UN Convention on the Rights of Persons with Disabilities and the UN Education 2030 Agenda for Sustainable Development and the Sustainable Development Goals. RIDBC acknowledges with thanks the organisations and individuals who have contributed to the development of the braille literacy and mathematics training programs. Particular thanks are extended to the project funders, content authors, the website developer and RIDBC's professional learning and alternative format production teams.

For parent perspectives, please view https://youtu.be/zGSqMHUu-Vs

Publications of Interest

Countdown to 2030 Country Profiles covers 138 low- and middle-income countries and highlights progress made in the field of early child development as well as the significant gaps remaining – especially in collecting data on the youngest children and measuring services intended to improve nurturing care. The country profiles have been prepared by UNICEF in collaboration with the Nurturing Care for Early Childhood Development Metrics Joint Technical Working Group of the Countdown to 2030.

URL: https://data.unicef.org/resources/countdown-to-2030-ecd-country-profiles/

The new ***Formative Years*** brochure summarises UNICEF's work on measuring early child development and focuses on key global indicators for monitoring and reporting. It outlines UNICEF's efforts to enhance measurement tools for monitoring of Sustainable Development Goals, as well as data compilation, analysis and dissemination in vital areas of early child development.

URL: https://data.unicef.org/resources/the-formative-years-unicefs-work-on-measuring-ecd/

The State of the World's Children 2019 Statistical Tables. October 2019. Provides data on various aspects of children's health by country, including such topics as Adolescents, Child Mortality Demographics, Early Child Development, and Education. Comparisons to regions of the world.

URL: https://data.unicef.org/resources/dataset/sowc-2019-statistical-tables/

The ***Eye Care Service Assessment Tool (ECSAT)*** (2015) provides guidance for assessing the status and functionality of a country's eye care service on the basis of the six areas of the World Health Organization framework for strengthening health systems. It is intended to help eye care planners and decision-makers to identify gaps in eye care service provision, in order to strengthen access to high-quality, comprehensive, integrated eye care service. ECSAT is also intended to assist implementation of evidence-based interventions, as its periodic completion can provide data and information for assessing the impact of interventions and identify trends and newly emerging needs. These findings can assist in refining and updating national plans and strategies for eye care provision.

URL: https://www.who.int/blindness/publications/ECSAT_EN.pdf

Report of the United Nations Secretary General: Progress of Sustainable Development Goal 4 in 2019

[Editor's note: This statement is part of the Secretary General's report to the United Nations High-Level Segment: Ministerial Meeting of the High-Level Political Forum on Sustainable Development, convened under the auspices of the Economic and Social Council, July 24-26, 2019. It is reprinted from **https://sustainabledevelopment.un.org/sdg4**.]

Despite the considerable progress on education access and participation over the past years, 262 million children and youth aged 6 to 17 were still out of school in 2017, and more than half of children and adolescents are not meeting minimum proficiency standards in reading and mathematics. Rapid technological changes present opportunities and challenges, but the learning environment, the capacities of teachers and the quality of education have not kept pace. Refocused efforts are needed to improve learning outcomes for the full life cycle, especially for women, girls and marginalized people in vulnerable settings.

- In 72 countries with recent data, approximately 7 in 10 children aged 3 and 4 were developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development and learning.
- In 2015, an estimated 617 million children and adolescents of primary and lower secondary school age worldwide – more than 50 per cent – were not achieving minimum proficiency levels in reading and mathematics. Of these, about two thirds were attending school but were not learning in the classroom, or dropped out school.
- Some 750 million adults – two thirds of them women – remained illiterate in 2016. Half of the global illiterate population lives in South Asia, and a quarter live in sub-Saharan Africa.
- Many developing countries still lack basic infrastructure and facilities to provide effective learning environments. Sub-Saharan Africa faces the biggest challenges: at the primary and lower secondary levels, less than half of schools have access to electricity, the Internet, computers and basic drinking water.
- ODA for scholarships amounted to $1.3 billion in 2017. Australia, France, Japan, the United Kingdom of Great Britain and Northern Ireland and institutions of the European Union accounted for nearly two thirds of this total.
- Globally, there has been little progress in the percentage of primary school teachers who are trained: it has been stagnating at about 85 per cent since 2015. The proportion is lowest in sub-Saharan Africa (64 per cent).

Source : Report of the Secretary-General, ***Special edition: Progress towards the Sustainable Development Goals,*** *Retrieved at* ***https://undocs.org/E/2019/68***

Key Recommendations for the 2019 UNGA Resolution on the Rights of the Child with a Focus on Children without Parental Care

[Editor' Note: ICEVI was one of the first of 256 agencies, organizations, and networks that endorsed these recommendations more than six months ago, prior to the adoption of the Resolution on the Rights of the Child by the United Nations General Assembly on December 18, 2019. The Resolution integrated many of these Key Recommendations. The full text of the recommendations, with explanatory footnotes, can be found at ***https://drive.google.com/file/d/18-XnD_N3jUUx5LcxPIrmHHP9-38r5HYj/view****.*

Read the resolution: *The 2019 Resolution on the Rights of the Child can be found on pages 7-21 of the Third Committee Report on the Promotion and protection of the rights of children.]*

1. **Recognize and prioritize the role of families**

   a) Recognizing that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, has the primary responsibility for the nurturing and protection of children and should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community; and that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding;

   b) Recalling that the UN Convention on the Rights of the Child (CRC) and the UN Convention on the Rights of Persons with Disabilities (CRPD) recognize a child's right to family life and, as far as possible, the right to know and be cared for by his or her parents or, where applicable, members of the extended family or community as provided by local custom;

   c) Welcoming progress in strengthening child care, welfare and protection systems, including global efforts to redirect policies and services towards family-based care and reduce the use of institutional care, since the adoption of the CRC, CRPD, and the Guidelines for the Alternative Care of Children;

   d) Profoundly concerned that millions of children worldwide continue to grow up deprived of parental care,

separated from their families, or institutionalized as a result of poverty, discrimination, violence, abuse, neglect, trafficking and other forms of exploitation, humanitarian emergencies, conflict, disaster, climate change, migration, substance abuse, death or illness of a parent, and lack of access to education, health, and other family support services;

e) Noting with concern that children are often denied the right to family life due to discrimination on the basis of disability, nationality, ethnicity, gender, sexual orientation, immigration status, and other forms of discrimination;

f) Recognizing the harm caused to children by the unnecessary separation from their families and noting that children living without nurturing and protective family care are more vulnerable to violence, trafficking and other forms of exploitation, abuse, neglect, as well as lack of stimulation and toxic stress, all of which can have a profoundly negative effect on their physical, cognitive, and social-emotional development throughout the life-course;

g) Deeply concerned that, despite the clear obligation of States to ensure that removal of a child from the care of the family is a measure of last resort and should, wherever possible, be temporary and for the shortest possible duration,children continue to be unnecessarily separated from their parents for extended periods;

h) Recognizing that the vast majority of children without parental care live with extended families and kin, many of whom require support to provide appropriate care in the best interests of the child;

i) Underscoring that to truly eradicate inter-generational poverty, end violence, foster equity, and to seriously put children at the heart of the global development agenda, the critical role that families play in ensuring children's health, physical, social, and emotional development, education, and protection must be acknowledged and supported;

j) Recognizing that services delivered to children—whether primary health and nutrition, early childhood care and development, education, or protection—do not work in a vacuum but are most effective when they consider the vital role of family in children's lives and well-being;

k) Understanding that children’s well-being suffers across domains without the consistent, nurturing and protective care of parents and families;

l) Recalls the State's primary responsibility in promoting parental care, preventing unnecessary child-family separation, facilitating family-child reintegration where separation has occurred, where appropriate; and in all matters protecting the best interests of the child.

2. Support families and prevent unnecessary family-child separation

a) Calls upon States to prioritize family empowerment and develop and strengthen family-centered policies, including parental leave; affordable, quality child care services; and parenting support. Efforts should be made to support work-family balance, engage fathers, and promote the equitable sharing of family responsibilities between men and women;

b) Urges States to address the drivers of separation through programs that support and strengthen families in their caregiving role by providing full protection of children's civil, political, economic, social and cultural rights without discrimination of any kind; universal health coverage; free, safe, inclusive, equitable, and enabling learning opportunities and environments; child-sensitive social protection policies and services; and effective measures to prevent all forms of violence against children;

c) Underlining that efforts should be primarily directed to enabling the child to remain in or return to the care of his/her parents or, when appropriate, other family members, by ensuring that they have access to forms of support in the caregiving role and are able to provide safe, stable,16 nurturing care for their children;

d) Urges States to provide early and comprehensive information, services and support to children and their families without discrimination based on disability, parental status, socio-economic status, nationality, ethnicity, gender, sexual orientation, immigration, or any other basis, with a view to preventing concealment, abandonment, neglect and segregation and to ensuring they have equal rights with respect to family life;

e) Encourages States to strive to change attitudes, beliefs and norms that condone or normalize violence against children, child abandonment, neglect, separation and unnecessary placement in alternative care, and instead build on positive social norms and practices that promote safe and nurturing family care to ensure child well-being and development;

f) Calls on States to promote family reunification and reintegration procedures that recognize that reintegration is not a single event but a longer process requiring preparation, support and follow-up measures that reflect the child's age, needs, evolving capacities, the cause of separation, and past experiences or trauma, and updating children and their caregivers on the process of family tracing and reintegration.

3. Protect children without parental care and ensure high-quality, appropriate alternative care

a) Recognizing that children living without parental care include those living in child-headed households, institutions, foster care, residential care, detention, on the street, as well as those who are trafficked, associated with armed groups, unaccompanied children seeking asylum, or separated from their families as a result of poverty, parental death, disease, disability, discrimination, substance abuse, violence, neglect, abuse, conflict, disaster, or migration;

b) Recognizing also that children in need of alternative care have diverse and complex needs that should be met through a comprehensive child care, welfare and protection system offering a range of high-quality options for children;

c) Underscoring that formal alternative care should always be a temporary measure whilst permanent solutions are sought, and should have the clear purpose of offering children a stable, protective, and nurturing environment;

d) Deeply concerned that many children continue to be placed in unregistered, unregulated alternative care in violation of international standards of care and that many children in such circumstances are placed in inappropriate alternative care environments without proper assessment, care plans, and review processes in place;

e) Calls upon all States to implement the Guidelines for the Alternative Care of Children in conformity with the CRC and CRPD and all relevant international conventions and human rights treaties, reviewing and, where necessary, developing or reforming national laws and policies so that they prioritize the care of children in a safe, nurturing, and permanent family environment;

f) Reaffirms that no child should have to give up his or her family connections to receive care,

supportive services, treatment, or education;

g) Recalls that States should ensure that all decisions, initiatives and approaches related to children without parental care are made on a case-by-case basis, with a view, notably, to ensuring the child's safety, security, and participation, and grounded in the best interests and rights of the child concerned, in conformity with the principle of non-discrimination and taking due account of the gender perspective;

h) Underlines that for children at risk of separation, or already separated, a range of alternative care options should include access to quality community-based alternative care that allows children to live in a family setting within a community, including kinship care, foster care, kafalah, cross-border reunification, and adoption. Where the separation of parents and child is long-term, the alternative care arrangement should give the child a sense of security, continuity, stability and belonging by providing certainty on where the child will live for the rest of childhood and who the child's parents or legal guardians will be;

i) Recognizes that in specific cases it may be necessary to provide quality, temporary, specialized, care in a small group setting organized around the rights and needs of the child in a setting as close as possible to a family, and for the shortest possible period of time. The objective of such placement should be to contribute actively to the child's reintegration with his/her family or, where this is not possible or in the best interests of the child, to secure his/her safe, stable, and nurturing care in an alternative family setting or supported independent living as young people transition to adulthood;

j) Calls upon States to establish rigorous screening procedures through national and local authorities to ensure that only appropriate admissions to such facilities are made and that placement decisions do not perpetuate social norms that discriminate against children based on disability, parental status, socio-economic status, nationality, ethnicity, gender, sexual orientation, immigration, or any other basis, are strictly authorized by a mandated administrative or judicial body and regularly reviewed to enable transition to longer term care solutions in line with a child's right to family life and to being included in the community;

k) Recalls that alternative care placement decisions must be taken within a child-sensitive due process framework in accordance with international human rights principles, including the child's rights to be heard, to have access to justice and to challenge before a judge any decision that could deprive him or her of liberty;

l) Underlines that when a child is placed in any form of alternative care, connections with his/her family, as well as with other persons close to him or her, such as friends, neighbors and previous carers, should be encouraged and facilitated, in keeping with the child's protection and best interests. The child should have access to information on the situation of his/her family members in the absence of contact with them;

m) Recognizes that in some cases older adolescents may make the informed choice to live in a community-based, supported living arrangement as part of their transition to adulthood;

n) Urges States to ensure that young people leaving or aging out of alternative care are properly supported as they return to families or transition to independent living;

o) Calls upon States to, at minimum, establish registration, oversight, and accountability mechanisms and licensing systems for all formal alternative care options; assess the quality of care and status of children in all facilities and formal placements; conduct a planned, time-bound process to register; and develop and implement a plan for the safe, phased closure of those unable or unwilling to fulfill requirements for registration and licensing within a set period; prohibit the establishment of new institutions; and ensure effective gatekeeping and referral mechanisms are in place;

p) Calls upon States to invest in robust co-operation mechanisms internationally, regionally and bilaterally, including through local level cross-border working groups where appropriate, to facilitate cross-border case management, family tracing, and appropriate care placements. These mechanisms should ensure that children's rights are protected by all relevant States, including the new state of habitual residence, and not discriminated against in this process due to their immigration status or that of their caregiver(s);

q) Urges States to take appropriate measures to prevent and respond to family-child separation in

humanitarian contexts. In particular, contingency plans should be put in place in preparedness and response phases to keep families together and facilitate rapid family reunification, especially in the context of population movements;

r) Calls on States to develop policies and implement programs in humanitarian contexts to support family unity in non-detention settings; prohibit the establishment of new residential facilities for long-term care; establish standard operating procedures to delineate roles and responsibilities for those involved in the care, reunification, and legal status determination of separated and unaccompanied children; and support eligible families to host separated and unaccompanied children until they can be reunified with their parents or extended families as appropriate.

4 Recognize the harm of institutional care for children and prevent institutionalization

a) Recognizing the harm of institutionalization and institutional care to children's growth and development across domains and throughout the life-course, including increased risk of violence, exploitation, and abuse;

b) Noting that most children in institutions have living parents and family members;

c) Encourages States to replace institutionalization with appropriate measures to support family and community-based services and, where the immediate family is unable to care for a child, undertake every effort to provide alternative care within the wider family and, failing that, within the community in a family setting, bearing in mind the best interests of the child and taking into account the child's will and preferences;

d) Urges States to phase out institutionalization and adopt a strategy and a concrete plan of action for de-institutionalization, including the duty to implement structural reforms, to improve accessibility within the community and to raise awareness among all persons in society about inclusion within the community. No new institutions may be built, nor may old institutions be renovated beyond the most urgent measures necessary to safeguard residents' physical safety. Institutions should not be extended and new residents should not enter in place of those that leave;

e) Underscoring that de-institutionalization requires a

systemic transformation of the child care, welfare and protection system, including the establishment of a range of individualized support services, individualized plans for transition with budgets and time frames as well as inclusive support services, and a coordinated, cross-government approach which ensures reforms, budgets and appropriate changes of attitude at all levels and sectors of government;

f) Concerned that well-meaning support for institutions through donations, orphanage volunteering or tourism, and faith-based missions can lead to unnecessary family-child separation and undermine de-institutionalization and care reform efforts;

g) Urges States to enact and enforce the necessary legislative or other measures, to prevent children from being trafficked into or exploited in residential care facilities, and to exercise due diligence in investigating, prosecuting and punishing offenders where residential care facilities fail to comply with the legislative and regulatory frameworks with respect to registration, recruitment, admissions and operations.

5. Strengthen child welfare and protection systems and services

a) Recognizing that comprehensive child welfare and protection services are essential components of an effective social service system, supporting national efforts to reduce child poverty, risk and adversity, while complementing and leveraging the work of the health, education, and justice sectors;

b) Urges States to take all appropriate legislative, administrative, social, and educational measures to protect children from all forms of violence, exploitation, abuse, and neglect while in the care of parents, legal guardians, or any other person who has the care of the child;

c) Calls on States to develop policies and services, including the organizations, structures, people, activities, data, and resources, with a primary intent to reach vulnerable families and provide child centered support services that reduce or eliminate risks factors, promote safe, stable and nurturing relationships and environments, provide concrete support in times of need and improve families' economic security and stability, and foster parental and child resilience including through increased access

to social support and coping strategies.

d) Encourages States and all actors to develop and strengthen community-based, national, and cross-border child protection systems that have the capacity to assess the unique needs of vulnerable children and families, determine the best interests of the child,35 make referrals to local resources (formal or informal), age- and gender-sensitive programs and services, and include rigorous assessment, gatekeeping, and monitoring. These systems should seek to provide a continuum of care – from prevention to response – that will secure child welfare and protection, including during the transition to adulthood.

6. Ensure adequate financial and human resources

a) Recognizing that funding for institutions can exacerbate unnecessary family-child separation and the institutionalization of children, States should ensure that public or private funds are not spent on maintaining, renovating, establishing building or creating any form of institution or institutionalization;

b) Urges States, to the maximum extent of their available resources and, where appropriate, within the framework of development cooperation, to allocate human and financial resources to ensure the optimal and progressive implementation of the Guidelines for the Alternative Care of Children, in conformity with the CRC, CRPD, and all relevant international conventions and human rights treaties, throughout their respective territories in a timely manner. States should facilitate active cooperation among all relevant authorities and the mainstreaming of child and family welfare issues within all ministries directly or indirectly concerned;

c) Urges States to adequately resource care strengthening and reform and redirect public and private resources towards a range of suitable high-quality community-based care options and the safe transition from institutional to family-based care in the community. States must ensure that their funds are used to support child care reform both nationally and through international cooperation;

d) Urges States to strengthen and provide adequate funding for a trained, qualified, accredited, mandated and supported social service workforce to work directly with children and families and to oversee the quality of care provided.

7. **Improve data collection and regular reporting**

a) Recognizing that all children count, but not all children are counted and noting that the 2030 Agenda does not include a systematic process to identify the most vulnerable, including children without parental care;

b) Underlining that the bold vision of the 2030 Agenda and its aim to "leave no one behind" will not be achieved if children without parental care continue to be neglected within the Sustainable Development Goals framework and related funding and programmatic implementation;

c) Recognizing the importance of rigorous data collection, particularly by national authorities, and the urgent need to enhance international cooperation to this end, including through capacity-building, financial support and technical assistance. Data collection must be consistent with national legislation on data protection and international obligations related to privacy, as applicable;

d) Urges States to close existing data gaps, develop national and global baselines, and invest in quality, accessible, timely and reliable disaggregated data related to children living without parental or family care in all settings and situations. Ethical data collection mechanisms to assess the situation of children living without parental care should include processes to determine where and with whom children are living, the type of care arrangement, and the quality of care they are receiving, ensuring data privacy protections, especially for children under 18;

e) Calls on States to ensure that data and information is disaggregated systematically across all sectors, including with respect to housing, living arrangements and social protection schemes as well as access to independent living and support and services. The information should allow for regular analyses of how deinstitutionalization and transition to support services in the community have progressed. It is important that indicators reflect the particular circumstances in every State party;

f) Urges States to ensure that comprehensive and up-to-date records are maintained regarding the administration of alternative care services, including detailed files on all children in their care, staff employed and financial transactions. The records on children in care should be complete, up to date, confidential and secure, and should include

information on their admission and departure and the form, content and details of the care placement of each child, together with any appropriate identity documents and other personal information. Information on the child's family should be included in the child's file as well as in the reports based on regular evaluations. This record should follow the child throughout the alternative care period and be consulted by duly authorized professionals responsible for his/her current care;

g) Encourages States to track longitudinal data to measure progress over time on the implementation of the UN Guidelines for the Alternative Care of Children, including changes in legislative and policy frameworks, administrative and statistical data on the provision of alternative care services, social service workforce capacity and development, funding and budgetary provisions, and perspectives and recommendations from children, young people, parents and families connected with the care system;

h) Urges States to commit to ensure this data fosters research, guides coherent and evidence-based policy-making and well-informed public discourse, and allows for effective monitoring and evaluation of the implementation of commitments over time.

8. Ensure full participation of children without parental or family care

a) Reaffirming the right of all children to express themselves freely, to be consulted and to have his/her views duly taken into account in accordance with his/her evolving capacities, and on the basis of his/her access to all necessary information. Every effort should be made to enable such consultation and information provision to be carried out in the child's preferred language;

b) Urges States to establish and strengthen mechanisms for the effective participation of children in planning, implementation, monitoring and evaluation relating to matters that affect them directly in their daily lives as well as in relation to polices and services, such as health, the environment, education, social and economic welfare, protection against violence, abuse and exploitation, and disaster response;

c) Calls on States to support children and their families to participate in decisions that affect them, including individual care arrangements and placement in alternative care. Ensure that the preparation, enforcement and

evaluation of a protective measure for a child should be carried out, to the greatest extent possible and with respect to the child's best interests and safeguarding, with the participation of his/her parents or legal guardians and potential foster carers and caregivers, with respect to his/her particular needs, convictions and special wishes. At the request of the child, parents or legal guardians, other important persons in the child's life may also be consulted in any decision-making process;

d) Urges States to establish a competent monitoring mechanism, such as a children's ombudsperson, commissioner or inspectorate, to monitor compliance with the rules and regulations governing the provision of care, protection and treatment of children in alternative care with unimpeded access to residential facilities to hear the views and concerns of the child directly, including through a confidential and safe complaint mechanism, and to monitor the extent to which his or her views are listened to and given due weight.

9. Follow-up

a) Decides to convene a one-day high-level dialogue of the plenary of the General Assembly, within existing resources, on strengthening care and protection systems for children without parental care, during United Nations High-Level Week in September 2020 or on the International Day for the Protection of Children; and that the high-level dialogue shall comprise an opening plenary meeting and an interactive panel discussion with the meaningful participation of children.

A Tribute to **Susan Jay Spungin**

*[**Editor's note:** This tribute was presented by the Editor at a luncheon following a memorial service to Dr. Susan Jay Spungin, on July 20, 2019, in New York City. Dr. Spungin served as Vice President of ICEVI, as Chair of the North American-Caribbean Region, and as Treasurer of the World Blind Union. She worked for many years at the American Foundation for the Blind and was a hero, mentor, teacher, friend, and colleague to many across the world.]*

I have not wanted to write this. I kept putting it off. Maybe I never thought I would have to write it, that somehow Susan would always be there. I had actually decided that I wasn't going to say anything today, that I would "hold my sorrow gently."

Yesterday, my husband, Richard, and I made our first visit to the 9-11 Memorial and Museum in New York. Amid all the emotions, amid all the artifacts, amid all the commemorative art work, was Finch's installation, "Trying to Remember the Color of the Sky on that September Morning," composed of 2983 individual watercolor drawings in 2983 unique shades of blue, a metaphor on memory and perception and how everyone sees the same thing differently. Part of the installation, which takes up a huge space at the bottom of the Survivors' Stairs in Memorial Hall, includes a quote from Virgil, "No day shall erase you from the memory of time." The letters of the quotation are forged from steel salvaged from the World Trade Center.

And I thought, that's it. None of us will forget her.

Our memories of her – each as unique as the color of the sky on that September morning – are integrally tied to our personal and professional lives.

My memories of Susan began at Teachers College, where I was a Master's student and she was a doctoral student, heavily pregnant with Meredith and Jesse. My advisor, Bob Bowers, told me to watch and learn from her.

- Later she organized a workshop on children with multiple disabilities for teachers in Virginia, where I was then working as an itinerant teacher.

- Next she organized "Help Me Become Everything I Can Be," the first preschool blind national conference since the days of Polly Moor, in Minneapolis.
- She invited me to present on my use of the **Sonicguide**™ with babies at three conferences in San Francisco, San Diego, and Los Angeles (where I first met Jennifer – Susan invited my daughter to accompany Jennifer to one of the theme parks. I've long forgotten which theme park, but my daughter hasn't).

About 1979, Susan brought together a small task force to define the role, function, and qualifications of a National Consultant in Early Childhood for the American Foundation for the Blind, a position she felt was important to resurrect. (It was once a position held by Polly Moor.) She asked me to come to New York to serve on that committee, while I was still a pretty unknown, nondescript teacher in Virginia. One of the things I was pretty adamant about is that the Early Childhood Consultant should have a doctorate. And then I went and got one, because National Consultant in Early Childhood was my dream job. I also made sure I met every other qualification for the position, even though it was not approved and open for applications until three years later. I interviewed with Susan, who was then Director of National Consultants. By the time I started the job, Susan had been promoted by Bill Gallagher to a Vice-President at AFB. Still, her role in my career and her integral relationship with my family continued:

- She suggested that my husband Richard write and produce the slide tapes that accompanied *Reach Out and Teach* (1986), and from then on called him her "boyfriend."
- She suggested that I come live with her and Peter in Jamesport one summer, to revise (drastically, I might add) *Reach Out and Teach*. She read every chapter as I wrote it, pushed me to the next chapter, and the book was far better for it.

For years, I wanted to grow up to be just like her, even if I wasn't working directly under her. In those early days at AFB we were working to expand infant and preschool services to children with visual impairment, to assist the National Association for Parents of Children with Visual Impairment in its early efforts, to support our professional organizations to make them stronger, and to initiate the international work that continues today.

- I remember the aborted ICEVI meeting in Kenya, when Susan's hotel was under gunfire while we awaited a cable from her in New York.
- I also remember a postcard I received from Josephine Taylor after Susan was elected as Vice President of ICEVI – she was so proud! Later, she became Treasurer of the World Blind Union – another first.
- She arranged for Anne Corn, Cay Holbrook, George Zimmerman, and me to accompany her to the Soviet Union during the period of glasnost initiated by Mikhail Gorbachev. I have so many memories of that trip:

- ★ Anne Corn was surrounded by armed guards when she pulled out her telescope to get a closer look at Lenin's body. We all froze. Not Susan.
- ★ We found Susan's earlier gift of low vision devices on display in a museum.
- ★ At the conference in Minsk where each of us presented, my speech on what was then a resurgence of RLF (now known as retinopathy of prematurity) perplexed the audience because at that time, preterm babies were a rarity in the Soviet Union. The participants apparently had no idea what I was talking about.
- ★ The President of the Association of Blind Persons, Anatoly Netulkhin, introduced Susan usually as "Dr. Susan Spungie" – the /n/ sound in her name disappeared.
- ★ At meals, our hosts repeatedly filled our glasses with vodka and/or champansky and the toasts flowed freely and rapidly.
- ★ At one celebration at Anatoly's dacha (summer home), Susan sang *Summer Time* – the first and last time I heard her singing voice.
- ★ By the way, the morning after one of these meals, we had trouble rousing George from sleep and almost missed our regional flight back to Moscow.

Many other trips followed, including ICEVI's General Assembly in the Netherlands in 2002, where we celebrated Susan's Mary K. Bauman award from the Association for Education & Rehabilitation of the Blind and Visually Impaired at a restaurant located along the shoreline – the first of many awards recognizing her multitude of contributions.

She introduced me to so many greats in our field – Josephine Taylor, Geraldine Scholl, Kenneth Jernigan, Max Wooley, Carson Nolan, Tuck Tinsley, Mary Ellen Mulholland, Carl Augusto. She included me in meals with all these people and many more. The only way I could have ever repaid her for these courtesies was to recommend Kathleen M. Huebner to her – Kathy was finishing her dissertation at the University of Pittsburgh when I was starting my doctoral degree program. Kathy took me aside to let me know what to expect and what to resist. Later, when AFB was recruiting for a National Consultant in Education, I recommended Kathy, then at Geneseo State University. Kathy was hired, and the rest – their long friendship and mutual admiration, their sisterhood – is history.

So much of my professional identity comes from the professional that Susan taught me to be. Susan – by example, by encouragement, by stimulation, and sometimes even by direct command – made me what I am today.

So, while I may have wanted to "hold my sorrow gently," Susan would want me to hold my sorrow *fiercely*, because that is what she would do. She was forged from steel, never one to sit back, to see a wrong and not right it, to see an injustice and not fight it, to tell me if I was wrong, or to edit my words into a more perfect and precise meaning.

Remember Virgil's words: **"No day shall erase you from the memory of time."**

No day will erase Susan from my memory, from your memory, ever.

ICEVI Fact Sheet

Mission

In recognition of the continuing global challenges in achieving access to quality education for the millions of out-of-school children with blindness and partial sight, the International Council for Education of People with Visual Impairment (ICEVI) is a membership organisation with a mission to promote access to inclusive, equitable, and quality education for all people with visual impairment.

Goals

Goal 1 : Promoting access to quality education for people with visual impairment including those with blindness, partial sight, deafblindness and additional disabilities.

Goal 2 : Influencing governments' and relevant stakeholders' implementation of the SDGs and UNCRPD in the area of education of people with visual impairment.

Goal 3 : Improving networking, information sharing and collaboration at national, regional and global levels.

History of the Organization

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

ICEVI Regions

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

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

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

Networking with other organizations

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

Publications

ICEVI's biannual magazine "The Educator" is available in electronic version in both English and Spanish and is also posted on our website www.icevi.org. ICEVI also publishes a biannual electronic newsletter that is currently distributed to more than 4000 individuals and organizations.

Website of ICEVI

www.icevi.org

International Partner Members

CBM
www.cbm.org

Light for the World
www.light-for-the-world.org

ONCE
www.once.es

Overbrook School for the Blind
www.obs.org

Perkins School for the Blind
www.perkins.org

Royal Institute for Deaf and Blind Children
www.ridbc.org.au

Royal National Institute of Blind People
www.rnib.org.uk

Sightsavers
www.sightsavers.org

The Norwegian Association of the Blind and Partially Sighted
www.blindeforbundet.no

Royal Dutch Visio
www.visio.org

Organisational Members

American Printing House for the Blind
www.aph.org

Canadien National Institute for the Blind
www.cnib.ca

Federazione Nazionale Delle Istituzioni Pro Ciechi
www.prociechi.it

Hadley School for the Blind
www.hadley.edu

LES DOIGTS QUI REVENT (Typhlo & Tactus)
www.tactus.org

Lions Clubs International Foundation
www.lcif.org

Round Table on Information Access for People with Print Disabilities
www.printdisability.org

WORLD BLINDNESS SUMMIT
MADRID•2020

World Blind Union

ICEVI

ONCE

WBU-ICEVI Joint Assemblies 2020

19-24 June 2020 * Marriott Hotel, Madrid, SPAIN

https://www.worldblindnesssummit.com/en

(website also available in French and Spanish)