

# ICEVI HIGHER EDUCATION NETWORK

Creating inclusive and welcoming university environments for students with disabilities

## ANNUAL REPORT

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## EXECUTIVE SUMMARY

**I**t is fair to say that when this project began with a modest initiative in two cities in Indonesia in 2006 none of us anticipated the enthusiasm with which this effort would be greeted or how quickly the effort would expand beyond the pilot sites to other areas of Indonesia and now to four additional ASEAN countries.

Currently, what began as a small pilot program has expanded into a regional network that is changing the face of higher education for persons with disabilities in Southeast Asia.

In addition to expanding the number of qualified blind and low vision students accessing higher education, we are also witnessing -dramatic reductions in drop-out rates, -expansion in the areas of study being pursued by blind and low vision students and a dramatic increase in the number of welcoming inclusive universities enrolling qualified students with disabilities.

The story of how each of the participating countries is addressing the challenges it has identified and the accomplishments made over the past project year are detailed in the pages that follow.

However, the individual country stories present only a partial view of the total picture. It has been the remarkable collaboration and cooperation between the countries participating in this regional network that has unleashed an energy and motivation that is allowing each country to move beyond its initial targets of providing encouragement and support to disabled university students to ground-breaking work in changing university and public policy; thus truly reshaping the landscape in of higher education.

Beyond the satisfaction we take in the individual and collective accomplishments detailed in this annual report we end the current project year with two new countries about to become part of this dynamic and expanding network.

As a new project year begins Myanmar has already developed an ambitious national plan that will officially be launched with a pre-university training program in September, 2013. In July and August, 2013 an initial assessment of needs will be undertaken in Laos and we are confident that later in this new project year they will become an active partner country.



## Introduction:

The progress that has taken place in Cambodia over the past two decades is nothing short of remarkable. Consider the fact that until 1992 education of persons with disabilities in Cambodia simply did not exist. In just twenty short years a foundation has been established to provide basic primary and secondary education for children who are blind through Krousar Thmey, Cambodia's first NGO; more recently assisted by the Assn of the Blind In Cambodia (ABC) which was established in 2000.

In the past few years the Royal Cambodian Government has taken increasing interest in and provided financial support for the educational needs of children with disabilities. The cover photo of this year's annual report tells that story better than any words can.

Today, twenty-six blind and low vision individuals have been enrolled in university education with a remarkably low (7.6%) drop out rate. Additionally, with each passing year more universities are becoming inclusive of students with disabilities and the range of subjects being studied by blind and low vision students is gradually expanding.

On the pages that follow the reader will learn more about the training programs that have been conducted, the awareness raising efforts undertaken, the materials produced that support the projects work and the benefits derived as described by the beneficiaries themselves.



### 1. Training conducted during the period

**15-16 April 2012:** Mr. Vorn Vy, Deputy Coordinator of Blind Education of the Krousar-Thmey participated in the meeting organized by Community Based Rehabilitation (CBR) and Disability Action Council (DAC), in Phnom Penh.

**19-20 April 2012:** Training on Orientation and Mobility (OM) to all Krousar-Thmey teachers of children with visual impairment in Phnom Penh Thmey School.

**11 May 2012:** Mr. VORN Vy jointed a committee meeting about the organization of the committee for education of people with disability, in Phnom Penh.

**June 2012:** Ms. Neang Phalla, Coordinator of Blind Education and Mrs. Karin van Dijk from Light for the World operated a monitoring and evaluation mission within Krousar-Thmey special schools and integrated class in Phnom Penh, Siem Reap, Battambang and Kampot Province.

**11-13 June 2012:** Mr. Vorn Vy presented a logical framework of education for blind to all Krousar-Thmey School Directors, at Siem Reap province.

**12-14 June 2012:** Training on low vision education by Mrs. Karin van Dijk to all Krousar-Thmey core trainers, at Phnom Penh Thmey school.

**18-20 July 2012:** Ms. SEAN Savy, Communication Officer, Mr. TEP Ratha, advocacy officer and Mr. Chhun Saran, assistant of advocacy officer, participated in a training of "Communication in Advocacy" organized by Australian Red Cross, in Phnom Penh.

**30 July-3 August 2012:** Summer training about Teaching Methodology for student with visual impairment to teachers from inclusive class in each Krousar-Thmey School.

**06-24 August 2012:** Summer training about Teaching Methodology for student with visual impairment to teachers from all Krousar-Thmey schools and from integrated class, at Phnom Penh Thmey School.

**Nov 2012:** Mr. Vorn Vy, Deputy Program Coordinator of Blind Education and Mr. Sokhun Prumvireak, a blind student at university level attended the WBU-ICEVI 2012 joint event in Bangkok. Ms. Sean Savy, Communication Officer was also invited to the event by ON-NET.



**18-19 Nov 2012:** Mr. Ngieng Sophan, Director of Battambang School for Blind or Deaf Children, participated in a workshop in Thailand on: 1)- Review the basics of tactile graphics, 2)-Introducing the BANA Guidelines, 3)-Design principles, planning and editing, 4)-Braille format for tactile graphics.

**21-23 Nov 2012:** Krousar Thmey blind and deaf coordinators, deputies and core trainers gathered at ChbarAmpov School for deaf children to discuss about the publishing of learning material, words used in the student textbooks for blind and deaf education, with Mrs. Kong Kanitha, Director of district office of education.

**18-19 December 2012:** Inclusive Education Forum, reporting the result of the pilot project "Education for low vision in Kampot province" was hosted by Krousar Thmey and supported by Light for the World. NGOs and government staffs working in related field were invited.

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

### Materials produced

Curriculum of low vision 2012 has been developed and printed both for facilitator and manual book.

Book of Orientation and Mobility for person with visual disability has been modified in Khmer language to be printed for facilitator and manual book.

Abacus book modified in Khmer grammar to be printed.

14 books in Khmer Braille (for a total of around 1400 pages) have been printed for Krousar Thmey students going to university. Besides 30 pages of documentation have also been translated and printed.

New posters for awareness on education for blind people used during campaigns at university are about to be printed.

T-shirts with Braille Khmer alphabet for the awareness campaign are also ready to be printed.

### Awareness activities

**17-18 May 2012:** Exhibition and presentation about special education for people with visual impairment to students and teachers at Chumpouvoan High School, in the outskirts of Phnom Penh. 450 Krousar-Thmey leaflets, 650 posters of Braille Khmer and 20 T-shirt with Braille Khmer distributed.

**28-29 June 2012:** Exhibition and presentation about education for people with visual disability to students and teachers of Cambodian University of Sciences (CUS), at CUS-Phnom Penh. 300 Krousar-Thmey leaflets and 400 posters of Braille Khmer distributed.

**13-19 August 2012:** Awareness campaign and exhibition about special education for children with visual impairment was conducted in 5 places of 3 districts in Kratie province located in northeast of Cambodia. 1000 posters, 500 Krousar-Thmey leaflet, 500 booklet about special education and 50 T-shirts were distributed.

**11-18 September 2012:** Awareness campaign and exhibition about special education in 5 places in Siem Reap province. 2000 posters, 1000 Krousar-Thmey leaflet, 1000 booklet about special education and 50 T-shirts were distributed.

**22-23 Nov 2012:** Exhibition and presentation about special education for visual impairment at Baktouk high school: 250 (140 female) participants from high schools. The presentation in the exhibition was to promote the access of higher education for visually impaired students in Cambodia. After high schools, students will go to university and might meet a visually impaired classmate, so by having already received information on visual impairment, they may be more helpful and friendly towards them. During the exhibition, school students were amazed to discover the "abilities" of blind and low vision people.

**03 Dec 2012:** Exhibition and presentation about special education for students with visual impairment in higher education in Cambodia at KohPich Exhibition Hall on the occasion of international day of disability: the participants were from high schools, universities, government officials and Prime Minister.



**06-07 Dec 2012:** Exhibition and presentation on higher education for students with visual impairment in Cambodia at Build Bright University. 130 students participated on the 1st day and 120 students on the 2nd day.

**26-27 Dec 2012:** Exhibition and presentation on higher education for students with visual impairment in Cambodia at Preah Yukunthor High School. A total of 300 high school students attended this event (150 students per day). Beside students, there were about 25 participants from NGOs and government.

**01-02 Feb 2013:** The advocacy team participated in the Culture event organized by Peace Corps Organization at Takmao Theater, Kandal Province.

After the art performance of visual and hearing impaired students, the team presented the program of special education in Cambodia from primary level to higher level to public. Participants were students of public schools from many provinces, Cambodian citizen living in the area and volunteers from Peace Corps.

**14-15 Mar 2013:** Exhibition and presentation on higher education for students with visual impairment in Cambodia at CheasimSamaky high school. During this two days event, about 150 students from grade 11 and 12 participated each day.

### 3. Number & addresses of the students who benefited from the programme during the reporting period

*All students benefited from the program school year 2011-July 2012.*

No.	Name	Sex	University	Subject	Year
1	CheaKosal	M	RUFA	Music	Graduated
2	NeangSarith	M	RUFA	Music	Graduated
3	ChanRithy	M	RUFA	Music	4
4	AnSothorn	M	RUFA	Music	3
5	MaoSovannary	M	RUPP	Khmer Literature	Graduated
6	MeanSothei	M	RUPP	English Literature	Graduated
7	EngPhearith	M	RUPP	Khmer Literature	4
8	TuySokha	F	RUPP	Khmer Literature	4
9	KhuonSothea	M	RUPP	Khmer Literature	4
10	NoungVuthy	M	RUPP	Khmer Literature	4
11	SokChan	M	RUPP	Sociology	dropped
12	SeunNavy	F	RUPP	Sociology and Khmer Literature	1
13	SengChansocheata	F	RUPP	Sociology and Khmer Literature	1
14	KeoReaksmeyrith	M	RUPP	Sociology	dropped
15	SienViboth	M	RUPP	Khmer Literature	Graduated
	SienViboth	M	RSA	Law	1
16	PriengSopheak	F	BU	Law	1
17	SournKamsot	F	BU	Law	1
18	ThoeunDalin	F	BU	Law	1
19	VanSokvat	M	BU	English Literature	2
20	LongSreymom	F	BU	English Literature	1
21	SonChoeurn	M	BU	Khmer Literature	1
22	SokChamroeun	M	Paul Dubrule	Hospitality	1
23	LimPhalla	M	Paul Dubrule	Hospitality	1
24	AnSokheng	F	Paul Dubrule	Hospitality	1
25	SokunPrumVirak	M	PUC	English Literature	3
26	NhimSinath	F	PUC	English Literature	1

**4 students from the list above graduated this summer:**

No.	Name	Sex	University	Subject
1	EngPhearith	M	RUPP	Khmer Literature
2	TuySokha	F	RUPP	Khmer Literature
3	KhuonSothea	M	RUPP	Khmer Literature
4	NoungVuthy	M	RUPP	Khmer Literature

**Students with visual disability finished high school in August 2012 and awaiting higher education:**

No.	Name	Sex	Origin of school
1	RathPitu	M	Phnom Penh Thmey, Phnom Penh
2	VaLimtieng	M	Phnom Penh Thmey, Phnom Penh
3	Min Chenda	F	Phnom Penh Thmey, Phnom Penh
4	CheaSavoern	M	Phnom Penh Thmey, Phnom Penh
5	Run Phary	F	Battanbang School, Battambang province

**Students in University in 2012 - 2013**

No.	Family Name	Given Name	Type*	Sex	School Origin*	University*	Subject	Year Start	Expected year end
1	Sokhun	Prumvirak	B	M	PPT	PUC	English	2008	2013
2	Yem	Sinat	B	F	PPT	PUC	English	2011	2015
3	Min	Chenda	L	F	PPT	RUPP	Psychology	2012	2017
4	Va	Lemtieng	L	M	PPT	PUC	English	2012	2017
5	Seng	Chansocheata	L	F	PPT	RUPP	Sociology	2011	2016
6	Soeum	Navy	B	F	PPT	RUPP	Sociology	2011	2016
7	Sok	Chan	B	M	PPT	INK	English	2012	2017
8	Chheurn	Sreyneang	L	F	PPT	AEU	English	2012	2016
9	Khorn	Sreymom	B	F	BTB	UBB	English	2012	2016
10	Sorn	Chorn	B	M	BTB	UBB	Khmer	2011	2015
11	Long	Sreymom	B	F	BTB	UBB	English	2011	2015
12	Van	Sokvat	B	M	BTB	UBB	English	2010	2014
13	Thurn	Dalin	B	F	BTB	UBB	Law	2010	2014
14	Soun	Kamsort	B	F	BTB	UBB	Law	2010	2014
15	Preurn	Sopheak	B	F	BTB	UBB	Law	2010	2014
16	Pich	Dina <sup>2</sup>	L	M	KgThom	PPKC	Education	2012	2013

Type: Refers to type of impairment. B= Blind; LV=Low Vision

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



**Eng Phearith**, a student from Krousar-Thmey Phnom Penh Thmey School, graduated in July 2012 from Royal University of Phnom Penh, subject of Khmer literature shares his experience in his study life and situation he is in actually.

“I was born in a family of 5 children, 4 boys and 1 girl. I am the only one who is blind in my family. My parents were working as medical staff but they are old now and they do not work anymore. They are actually farmer. When I was small kid, I went to public school in a village in Kampong Cham province located on the central lowlands of Mekong River for 2 years. Thereafter, I could no longer follow the class since I was there only listening. I thus could not go to any school. Not long after, my mother was informed about Krousar-Thmey School through a neighbour woman of my uncle who lives in Phnom Penh. Then I was sent to Phnom Penh Thmey School for blind or deaf in 1996. I finished my high school and started class in university in 2008. I graduated this year in Khmer literature.

Actually, I am working as a volunteer in Krousar-Thmey Kampong Cham School for blind or deaf as a computer teacher. At university, at first it was so hard, no one knew about blindness. No one understood our life. The library at school does not contain any book in Braille. They do not know what Braille was. I did not have friend during the beginning year. Our documents are translated in Braille for us only at Phnom Penh Thmey school of Krousar-Thmey. I had to find a way to facilitate my study life at university. I got a recorder tape, I used it, and then I got an MP3 recorder, which was much better than tape. Later on, my classmates started to understand us and we became friends. I received great support from them. They could even help me to record the document. Moreover, with the basic knowledge of computer I have learned in Krousar-Thmey school, I have been able to discover many things. I learned about the administration and I did the research of documents I needed for assignments etc. Since we do not have a document in Braille in our country, internet surfing is the only one way for me to improve myself actually. Concerning a job announcement for people like us, it is rare to see. Anyways I found some job vacancy for people with disability but it is not really something a blind could do. The only one place I can work for now is in Krousar-Thmey school. I hope that in the future, situation of vocation for blind people will change to be better. As I might see now, without comparing with others developed countries, destiny of blind people in Cambodia has changed! Thanks to Krousar-Thmey and all donors!



**Seoum Navy**, 23 years old, was born in Knar Sanday village (Siem Reap province). Her father passed away of sickness when she was very young and left her jobless mother taking care of the family. Navy became blind when she was 5 years old because of measles. In 1999, when she was 9 years old, an organization called Meta Karona brought her to Krousar Thmey School for Blind in Chbar Ampov (this school was later on moved to Phnom Penh Thmey). After finishing high school in 2011, Navy got a scholarship from the Ministry of Education to study at

the Faculty of Sciences and Humanity of the Royal University of Phnom Penh, majoring in philosophy. Navy is a good student, working hard, reading and researching. At school, she encountered some problems such as the lack of documents in Braille and the difficulty of understanding a few subjects. To solve these issues, Navy usually asks her classmates for help, to explain her again the lessons. In the future, she explained, that she wanted to be a librarian. Finally, Navy said "I am happy and proud of myself because I am blind, but I have a chance to study at University. I promise that I will try my best to learn and get a job to prove my capacity".

My name is **Chheurn Sreyneang**. I was born in Phnom Penh in a district called Meanchey. My father was a soldier and passed away in the 1990s. I am now 20 years old and I have 3 other sibling. I am the first child of the family. When I was 3 years old, I developed low vision because of measles that was not well treated. In 1998 my aunt brought me to enroll at Chbar Ampov School for blind children. I have finished high school last year and now I am studying English literature at Asia Euro University. At the university, I am not studying only English but also other general subjects such as Khmer Culture, Public Administration, Computer Skill and so on. I have chosen English because it can lead me to many employments. I have class for 3 hours a day and during my free time, I review my lessons, I listen to radio and I read books. In class, teachers make me sit in the first row since I have difficulties to see. I am very happy because I can learn in a university like the other students who can see well.



## 5. Challenges encountered in the conduct of the programme

Transportation: cost of transportation for students with visual impairment is high. In Cambodia, there is no city bus and motor taxi costs a lot of money to students' family.

Late in providing document in Braille for students: most of the lessons are given to students after classes are over.

Language is still a barrier for students: Braille documents searched via internet are in other languages and therefore students need a good level of English to understand.

Environment accessibility: there are no adapted facilities for persons with visual impairment.

No resource in public schools/public institution: there is a limit to integrate persons with visual impairment.

Some universities in Phnom Penh and in provinces do not accept students with visual impairment because they do not have confidence to teach them.

## 6. Media coverage of the activities during the reporting period

There was no media coverage of the activities during the reporting period.

## 7. Important visitors to the programme, if any:

None.

## 8. Changes envisaged for the following quarter

The awareness activities to be conducted in more places in the country to promote special education, capacity of people with visual impairment and their needs:

- 1) Presentation and exhibition in universities in Phnom Penh, Siem Reap and Battambang.
- 2) Awareness campaign through performances and distribution of leaflets, posters in more villages.
- 3) More activities for the vocational training department of Krousar Thmey in integrating persons with visual impairment (students from Krousar Thmey) into public higher education, public institutions of vocational training and private companies.

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

Not applicable

## 10. Any other relevant information

A student name NhimSinath (number 26 in the list of students) passed a selection process to study in Japan for 11 months (September 2012-July 2013) in Japanese Society for Rehabilitation of Persons with Disabilities (JSRPD) --- Subject: Education.

**5-7 Nov 2012 to early Jan 2013:** Health checkup for all Krousar Thmey students by a team of volunteer doctors from France and Switzerland.

### Annex: Abbreviation of schools and universities names

No.	School/University abbreviation	Full name of school or university
1	BTB	Battambang school for blind or deaf of Krousar Thmey
2	KgThom	Kampong Thom Krong high school
3	PPT	Phnom Penh Thmey school for blind or deaf of Krousar Thmey
4	AEU	Asia Europe University
5	INK	Institute of New Khmer
6	PUC	Pannasastra University of Cambodia
7	PPKC	Provincial Pedagogy of Kampong Cham Province
8	RUPP	Royal University of Phnom Penh
9	UBB	University of Battambang





# INDONESIA

## I Introduction

Since April 2012 there has been a great and positive momentum for Indonesia in terms of the ICEVI-Pertuni Higher Education Campaign activity as we move from direct service provision to government involvement and positive change in university and public policy concerning access to higher education for persons with disabilities.

Indonesia, in 2006, was the first country where the concept of this project was tested. The success of that pilot effort resulted in expansion beyond the pilot cities of Jakarta and Bandung to other areas of Indonesia and then on to four other ASEAN countries. We feel proud to have been chosen as the pilot site for this initiative and we look forward to what we see emerging from the second phase of this effort; real change in public attitudes and public policy concerning access to an inclusive environment in all universities that makes access to higher education possible for all qualified disabled persons in our country and the region.

***During the first project phase, all project activities were focused in working at grass root level. Among the activities were as follows:***

- Pioneering student service centers in selected universities and resource centers
- Producing a model of accessible statistic reference for university blind students, as statistic is one of most challenging subject for them
- Producing campaign tools in combination of both audio visual and printed version in one package
- Conducting university preparatory trainings for senior high school students, etc

Whereas, within the second project phase, Pertuni is focusing more on advocacy efforts at the policy level, both within universities and within the Ministry of Education. In order to make the advocacy effort more effective, Pertuni also started involving university blind students through the establishment of "Indonesian Association of University Blind Students".

Below we summarize the work we have undertaken during the past year related to the ICEVI- Pertuni Higher Education Project.

## II Activities

**April – September 2012**

### A. University Preparatory Training In Jogjakarta

The idea and request for conducting university preparatory training in Jogjakarta came up during Pertuni Project Coordinator's visit to Jogjakarta for a University Forum Meeting that was conducted in December, 2011 by one of our project partners Jogjakarta State Islamic University.

Since our second project phase is focused more in advocacy at the policy level, Pertuni did not schedule any university preparatory training for high school blind students anymore. But, due to the fund availability from the last year's first project phase, Pertuni decided to convey special request to ICEVI, asking permission to use the remaining fund for conducting university preparatory training in Jogjakarta. Since the available fund was not enough to conduct the training in the same format as the previous ones, we delivered the training only in the class (indoor sessions only), and did not provide any outdoor sessions.

#### **Training material/session:**

1. Self assessment – trainees were asked to identify their strength and weakness;
2. Dream building – trainees were asked to build their own dream, their future plan, and how to achieve it;
3. Mental block breaking – trainees were trained how to break through and ruin their mental block that might be able to block their success both in study and the rest of their life
4. University life introduction – trainees were introduced to how university life is and how they should prepare themselves to enter university life
5. Success stories of blind university graduates -- one male and one female. The presence of blind female university graduate was very important. If we only presented blind male, the ones that would be motivated were only the blind male. Whereas, if we presented blind female, the ones that would be motivated were both the male and the female. This affirmative action has been done by the project to encourage more blind female continue studying higher education, in order to have more and more blind female who graduate from higher education.

6. Public commitment -- trainees were asked /trained to present their future plan in front of their peers. This session functioned as reflection for the trainees after pursuing the whole training and before finishing it up.

### **Participants:**

*25 blind students, consisting the following, participated in the training:*

1. 17 high school students
2. 2 high school graduates who were willing to continue study
3. 3 new university students who still need more insight on how university life is
4. 3 10th semester students of university who need more motivation to cope with their personal situation/challenges; to finish their study; those three students were in special situation. Therefore the Jogjakarta Islamic University SSC requested Pertuni to include them.

### **Important Visitors:**

For the opening ceremony of this training, following important visitors were available:

1. Representatives from Provincial government Education body of Jogjakarta
2. The director of student service center of Jogjakarta Islamic University

### **Training Method:**

1. Lecturing
2. Practicing through individual and group work and also included role play.

### **Training Outcome:**

1. High school students:
  - Got the understanding how important higher education is for them
  - Have been motivated to continue study up to higher education
  - Having better understanding how university life is and how to prepare to enter university
  - Having proper insight on how university life is

- Having the understanding that they should develop skill to do self advocacy –specially in communicating their special needs to the university authority
- 2. New students of university: Having more skill and knowledge on how to communicate their special needs to the university authority
- 3. Final stage university students -- Having more motivation, commitment and courage to finish their study in more definite time.

### Testimony:



**Muhamad Bima Pratama (Bima)** -- Bima is now in the last grade of high school, a tall young man who likes to collect "mini car toys", which he has been doing since he was a little kid. "One point I started realizing and have learnt from this training is discipline. All resource persons and speakers told us that one key point of their success is being disciplined. If I want to be a successful person in the future, including success in pursuing my education, I should be more disciplined. So, now I would become a disciplined student, then I would pass my final exam next

year, and become Jogja state Islamic University student."



**Arini Musfiroh (Arini)** -- Arini is a second grade senior high school student. She is a smart student, but shy in nature. She used to hate math, but now she likes studying math, and considers becoming math teacher. She was troubled a lot by a society member's negative attitude towards blind people in the small city where she came from. That negative attitude towards blind people has quite often prevented her from doing things that she was willing to do. After having the training, she started to

realize and understand that she should focus more on her own belief. "I believe that blind people could become a successful person. Presti, a blind lady who presented her success story has proved it." Now I don't care about all negative thinking of society members around me towards the blind. I should be more focussed towards my success in the future." She also decided not to be shy anymore. She promised that she would develop her communication skill.

**Endang Setiawati (Endang)** -- Endang is a second grade senior high school student. Due to her parent's lack of understanding that blind children could go to school, she started education much later than other kids. Her parents believed that blind people always needed help in doing everything. And this belief has made her become a dependent person. "Now I know and realize that I could become a more independent person, and I want to become so." She told that she learnt a lot from the university life introduction session. "Presti's presentation has opened my mind that blind women could also pursue education as high as possible and could become someone in the society."



**Feri Ardianto (Feri)** -- Feri is an adult blind. He became blind while he was studying in the Faculty of Psychology. He is still in the process to finish his rehabilitation in one private rehabilitation center for the blind in Jogjakarta. After becoming blind, as most people who become blind after being adult do, he lost his self confidence. He thought that he would not be able to continue his study. "This training has changed my mind. Now I feel that I have stronger willingness to continue my study. But I want to move to Jogja State Islamic University because this university provides special services for blind students. I want to continue learning psychology. I like psychology."



## B. Developing University Mentoring Scheme

As we have mentioned in the proposal, after succeeding in pioneering the inclusive university concept by establishing student service centers in several selected universities, Pertuni is willing to disseminate the idea of inclusive university to other universities throughout Indonesia. The most challenging task that Pertuni faced during the first project phase in the approach process was developing dialog with the university authority. In order to cope with this challenge, Pertuni then asked the representatives of our universities partners to become "mentors" of their peers. To make this effort more effective, Pertuni also decided to continue approaching the Directorate General of Higher Education of the Ministry of Education and that had been done in 2010 during the first project phase.

Below are the project activities that have been done during the first semester of 2012 - 2013 project period.

### **B.1 Conducting Meeting with Higher Education Director General of the Ministry of Education**

In Mid June 2012, Pertuni conducted a meeting with the Director General of Higher Education of the Ministry of Education. The objectives of this meeting are as follows:

1. To provide updated information about Pertuni Higher Education Campaign activities that have been done since 2006 up to 2011, including the outcome and the impact;
2. To provide information on activities that would be done in the next three years;
3. To ensure the involvement of the Higher Education Directorate General in the upcoming three years activities, including policy support.

#### **Meeting participants:**

1. The Director General of Higher Education of the Ministry of Education
2. The Director of Student and Learning Affairs of Higher Education Directorate General of the Ministry of Education
3. Pertuni Higher Education Project Coordinator
4. Other Pertuni board members
5. Representatives from Pertuni Higher Education university partners, including --

Dr. Rofah Mudzakir, representing Jogjakarta State Islamic University

Dr. Asep Supena, representing Jakarta State University

Jarwanto, M.Pd., representing Surabaya State University

#### **Meeting results:**

1. The Ministry of Education appreciated what Pertuni and its partners ICEVI and TNF have been doing to promote and increase the quality of blind students in higher education.

2. The Directorate General of Higher Education would facilitate Pertuni's plan to pioneer university mentoring scheme as follows:
  - Facilitating a follow up meeting of the Jogja meeting in July 2012, to finalize the draft of "inclusive campus guideline"
  - Publishing the inclusive campus guideline
  - Issuing a circular letter to all campuses throughout Indonesia, instructing that every campus should be developed as an inclusive campus, in order to provide accessibility in higher education for students with disability
  - Facilitating meetings to develop university mentoring scheme to develop models of inclusive universities
3. The Director General of Higher Education also agreed to Pertuni's Proposal to include the availability of student service centers for students with disability within university as the part of criteria for university accreditation. This would be communicated to the University Accreditation Body.

## **B.2 Conducting Meeting to Draft Inclusive Campus Guideline**

One of the important instruments for the "Inclusive University Mentoring Scheme" is having "guidance" on how to develop a campus to become "inclusive environment", both physically and socially, including the availability of accessible teaching and learning services for students with visual impairment, and students with disability in general.

In 2010, through this higher education project, Pertuni had funded SSC of Jogjakarta State Islamic University to publish "two best practices", how to manage a student service center for students with visual impairment/other disability within university, and how to develop accessible teaching and learning services, including administration services for students with visual impairment.

Pertuni asked the SSC Director of Jogjakarta State Islamic University to draft the guideline based on these two best practices and present the draft in the meeting for discussion.

The objectives of the meeting are as follows:

1. To have commitment and agreement upon:
  - How mentoring scheme/method would be
  - The mentoring team
  - Job division
2. To discuss the first draft of the inclusive campus guideline that had been developed by SSC Team of Jogjakarta State Islamic University.
3. To decide on the steps and the plans on how to adjust with the Ministry of Education's standard in implementing the decisions of the meeting.

**Meeting participants:**

1. Pertuni Higher Education Project Coordinator
2. Representatives from University of Education of Bandung (2 persons)
3. One representative from Surabaya State university
4. One representative from Jakarta State University
5. 7 team members of Jogjakarta State Islamic University student service center
6. Following 2 representatives from Directorate General of Higher Education of The Ministry of Education:
  - The Head of Learning Affairs division of The Directorate of Student and Learning Affairs;
  - One staff who will be in charge to pursue and organize the meeting follow up

**Meeting result:**

1. Agreed to the guideline's systematic content
2. This draft would be discussed chapter by chapter in the following meeting
3. The Directorate General agreed to facilitate the meetings
4. Agreement upon following steps for the mentoring scheme:
  - Conducting workshop to develop mentoring curriculum
  - Conducting training for the mentors
  - Conducting seminar to socialize/promote the inclusive campus guidelines; this seminar would be participated by at least the first

vice rectors of big state universities throughout Indonesia. Through this seminar, we expect to select universities which are having strong commitment, to develop them as role models of inclusive universities. We expect that we would be able to identify at least five such universities.

The mentoring process would last for six months for each university. During those six months, the university mentor would visit the targeted university three times to do the mentoring process.

Joint evaluation would be conducted with representatives from the authority of targeted university, the mentor, Director General of Higher Education and Pertuni.

### **B.3 Participating in Follow Up Meeting 1.**

On September 10, 2012, the Directorate General (DG) of Higher Education conducted follow up meeting 1 and discussed in more details, the content of the inclusive campus guidelines. In order to make the meeting/discussion more effective, for this meeting, the DG invited the following people only:

1. Dr. Didi Tarsidi, representing University of Education
2. Dr. Rofah Mudzakir, representing Jogjakarta State Islamic University
3. Dr. Asep Supena, representing Jakarta State University.

The Ministry of Education was represented by the Head of Learning Affairs division.

#### ***Meeting result:***

The Team has finished the first chapter of the guidelines. The Follow Up 2 meeting was scheduled on October 10 2012.

## **C. Establishing Indonesian Association of University Blind Students (Amasti)**

Amasti would become an "Internal Organization" within Pertuni. At national level, it would be under the coordination of "Cadre department" – the department that is responsible to develop leadership, including leader regeneration for the organization. In Provincial level, where they do not have

such a division, it would be under the coordination of "Second Vice Chair Person".

**Objective:**

1. To unite the strength of young blind people, especially the ones who are pursuing higher education and have not yet involved in Pertuni advocacy efforts and
2. To involve university blind students in developing advocacy, especially within university level. This is very important, since university blind students are one of main stake holders within higher education campaign activities.
3. To make Pertuni's leadership regeneration effort more systematic, structured, effective and efficient.
4. To deliver more qualified young blind leaders, including blind women for future Indonesia.

**Below are steps that the project has been doing during the project period -- April to September:**

**C.1 Appointing a Coordinator**

The one who is in charge to coordinate this activity is the Head of Cadre Department.

**C.2 Establishing a Steering Committee (SC)**

After having one coordinator, we then formulated a steering committee. The steering committee consisted of:

Third Vice President – Higher Education Project Coordinator

Pertuni Secretary General

The Head of Women Empowerment Department

The Head of Cadre Department

The Head of Provincial and Branch Empowerment Department

The SC had conducted several meetings, to discuss:

1. How Amasti would function as Pertuni's Internal organization;
2. Amasti's rules and regulations

3. Amasti's program/activities in the future
4. How Amasti would deal with other youth organizations in the community

### **C.3 University Blind Students Data Base**

To have the real picture of the number and data of university blind students, Pertuni is now conducting data collection of university blind students. The letter attached with data base form has been circulated to:

1. Pertuni in provincial level
2. Pertuni Low Vision Centers
3. Other organizations empowering blind people
4. The Heads of Student Service Centers in Pertuni University partners

This data collection is an on-going process.

### **October 2012 – March 2013**

#### **A. To Continue the Joint Activities with the DG of Higher Education of the Ministry Of Education**

After getting cooperation from The DG of Higher Education, Pertuni decided to harmonize the higher education project activities with the DG's agendas. This was done in order to make them have a sense of belonging towards this issue. The consequence of this decision was that the movement was very slow. This is because we have to adjust all our activities with the bureaucracy in the Ministry.

Important activities that we – Pertuni and the DG of Higher Education agreed to work together are as follows:

1. Publishing and disseminating the inclusive university guideline;
2. Conducting seminars to promote inclusive university - including its guideline;
3. Conducting inclusive university grant competition; this competition is to provide fund to 10 universities that would be selected as inclusive university models in Indonesia. In order to conduct this

competition, the two parties decided to develop an inclusive university grant competition guideline.

4. Issuing Minister Decree on inclusive university.

During the last six months of the project period – October 2012 till March 2013, activities that Pertuni has done together with the DG of Higher Education are as follows:

*Conducting coordination meetings:*

- a. October meeting: to finalize the inclusive university guideline.
- b. November meeting: developing guideline for conducting “inclusive university grant competition”.
- c. January – March meeting: to discuss how to prepare the Minister Decree, including the writing of the academic paper.
- d. In December 2012, Pertuni participated in seminar to promote inclusive university that was conducted by Brawijaya University in Malang – East Java. Brawijaya University is a state university that had started developing themselves as inclusive university. This university uses the same model as developed for Jogjakarta State Islamic University. In order to launch the new inclusive university and encourage other universities throughout Indonesia to start doing the same thing, this university conducted a seminar in December 2012, in accordance with the celebration of the International Day of the Disabled. 50 universities from throughout the country participated in this seminar. At the end of this seminar, all the participants signed a declaration, promising that they would start the effort to become inclusive universities. The DG of Higher Education funded this seminar. The Director of Learning & Student herself was one of the resource persons. She presented how the DG started putting the agenda of inclusive university within their program, how Pertuni has been playing its role and the plan to issue the Minister Decree on inclusive university.

**B. To Continue Collecting Data on Blind University Students**

As the part of establishing university blind students association, Pertuni had started doing data collection since September 2012. The data

collection is an on going process. Up till the end of this project period, we succeeded to collect data from 13 cities, totalling 177 students.

### **C. To Continue the Preparatory Process of Establishing University Blind Students Association**

In order to establish the association, Pertuni Higher Education Project Coordinator, together with other board members have been developing the concept, how this association would be, as part of Pertuni's regeneration and leadership preparatory process for future Indonesia.

Besides that, the programme of how to conduct the university blind students association's national meeting has also been developed, as the preparatory process of the upcoming meeting in October 2013.

## **III Changes and Learning Process**

After making the DG of Higher Education involved in this movement, Pertuni has started reaching the policy level process. In order to make the DG has more sense of belonging towards the issue, Pertuni decided to harmonize the project activities that had been designed before in its 2012-2013 proposal. Therefore, Pertuni has to make the following significant changes in the project activities:

### **a. Mentoring activities**

This project activities would be done in accordance with the grant competition scheme that the DG plans to conduct; mentoring would be provided to 10 universities that win the competition.

### **b. The consequence is that the fund that we allocated for mentoring activities during 2012-2013 project period has not yet been utilized.**

### **c. However, due to a special case that has been happened in Diponegoro University in Semarang, Pertuni has conveyed a special request to ICEVI, to get approval to utilize the balance on hand to do some activities for this university, and for the region in general. It would include having a meeting with the university's Rector; conducting one day seminar to promote inclusive university; conducting mentoring activity for Psychology Faculty where the case has been happening; and to conduct**

loan based assistive devices service that would be handled by local Pertuni Chapter.

The learnings that we gained during the first year of the second phase of higher education project are as follows:

1. It needs more understanding on how to work together with the bureaucrats and how hard it is to create more awareness to them so that issues of the students with disability also becomes their priority;
2. Harmonizing the project activities with the DG's plan means that we could not fully control how they would pursue the process. Moreover, the cooperation started in the middle of their financial year; at the same time, their next year plan is not also easily being adjusted.
3. During the process in developing relationship with the DG of Higher Education of the Ministry of Education, we also realized that some of the universities in Indonesia are under the Ministry of Religion, such as Jogja State Islamic University that has become our partner. Therefore, within the second year of this project phase, Pertuni also plans to do advocacy with the Ministry of Religion. We have sent a letter to the Minister, asking to have a meeting in February and still waiting for the follow up till the end of this project reporting period.
4. Other Relevant Information.

During the project period of 2012-2013, we had produced the master of inclusive university guideline in bahasa version. For sharing purpose to other ICEVI country partners in higher education project, Pertuni will translate the guideline in English, using the available project fund.

During this project period, Pertuni is working in policy changing process, therefore, very few activities had been covered by media.

The ones that had been covered by media are:

- G University preparatory training in Jogjakarta in May 2012; it was covered by campuspress of Jogjakarta State Islamic University.
- G The seminar that was conducted by Brawijaya University in December 2012 was covered by local TV station and diffa on line – an on line media that specilizes itself in covering disability issues.



# PHILIPPINES

## I. INTRODUCTION:

The goal of this project as specified in the proposal is to increase enrollment of blind students in post secondary institutions by engaging colleges and universities to accept students with visual impairment in their institution and to equip students of means to access their curriculum. This report summarizes the impact of project activities over the past project year. With the support of Nippon Foundation and ICEVI, we implemented the project focusing on the following main objectives:

To create more welcoming university environments for all disabled students

To provide appropriate technical capacity building needed by key faculty and students to successfully achieve inclusive education for students with visual impairment

To provide appropriate support services needed for students to access their curriculum

These strategies, and lessons learned will be discussed in the report that follows. Below are the overall results of the project for this year.

<b>Project Activities</b>	<b>Annual Target</b>	<b>End Year Results</b>
Workshop for College Administrators - Education as Human Right in the CRPD	50	69
Orientation for College Professors with Visually Impaired Students	50	139
Instructional Materials for Math and Chemistry College Professors	1	1
College Scholarships for the Most Outstanding High School Students	7	7
College Preparation Course for 20 Visually Impaired Students	20	20
College Semestral Break Check-Up	20	28
Students Visiting Resource Centers	200	184
Daisy Book Production and Player Loan	25	98
Equipment Loan for College Students with Visual Impairment	50	59
Two-Day Technology Conference for IT Blind College Students and Professionals	30	22

## II. ACTIVITIES ORGANIZED DURING THE PERIOD

During this reporting period, we have implemented ten activities under our three main objectives. Below are the strategies, details of how we implemented the project and the end- of-year results:

### AWARENESS CAMPAIGN

- a) Workshop for University and College Administrators – Education as a Human Right in the CRPD. Under this project, we have provided orientation to administrators from selected universities and colleges in various areas of the Philippines. This activity is important in removing barriers to the full participation of persons with visual impairment in the Philippines. To accomplish the target, we worked with local offices of the Commission of Higher Education (CHED) and conducted university level trainings. Overall, we have oriented 69 university administrators overshooting our target of 50.
- b) Orientation on Science, Technology, Engineering, and Mathematics (STEM) Access for University Key Persons, Math, and Science Professors. This activity aims to equip 150 professors from 75 universities and colleges to successfully include students with disabilities on math and science subjects. With this activity we hope to help greater number of students with disabilities in accessing the science, technology, engineering and mathematics (STEM) curriculum. The activity was held in December 2012. As preparation, we organized small group discussions participated by students with visual impairment and selective math and science professors. Results of this activity will be discussed in our yearend report.
- c) Instructional Materials for Math and Chemistry College Professors. To provide university and college professors with information on teaching techniques to be used for the effective inclusion of students with visual impairment in math subjects, we produced math video comprising of 2 volumes. After creating the Math video, we are now discussing the next project on accessing science curriculum. A new group is suggesting to secure adaptive laboratory devices which the students will use to participate in laboratory activities, instead of producing a science video.

## CAPACITY BUILDING ACTIVITIES

- a) College Preparatory Course on STEM with focus for 20 Visually Impaired Students-- RBI conducted the college preparatory training to equip 20 blind students with the skills and confidence they need to succeed in math and science subjects at the university and college level. Resource speakers included visually impaired college students, and professionals who shared their college experiences. Student participants found the Open Forum on Accessing the Curriculum the most important session wherein they had a chance to ask questions that relate to mathematics and science laboratories. The trainees agreed to participate in a support group for college students called VICNET (Visually Impaired College Students Network), to consult and share resources using Facebook. The group also discussed joining university clubs to influence the University of establishing a separate office for students with disabilities. The students believe that having this office will ensure them of receiving necessary assistance needed to cope with university life.
- b) College Check-up for 20 Visually Impaired Students-- Participants of the previous college preparatory training gathered again to assess their progress during the first 6 months in the university. This activity is proposed in the ensuing October, where programs have been planned, like small group discussions, and trainings that focus on developing compensatory skills such as advance orientation and mobility trainings, use of low vision devices and computer programs on math.
- c) Two-Day Information Technology Conference for Blind College Students and Professionals-- RBI records show that Information Technology is currently the second highest course which students with visual impairment take. Most of these students attended the trainings we have provided. However, the universities where they have enrolled and the professors handling said courses need orientation to effectively help these students. To address this concern, a conference has been scheduled in December of this year.
- d) Provision of Appropriate Services – In this strategy we make sure that they have the necessary service needed. Under this strategy we are also

expanding the use of assistive technology to help students access their curricula materials. Below are the activities under this category:

Maintaining Student Resource Centers – At present, there are 184 visitors to the centers seeking technical support and they include 88 college students, 28 college graduate students updating their skills in using computers, 15 high school students requesting technical support, 5 elementary students who are under our math and computer tutorial program, 15 persons under our pre-employment training program and 33 employed professionals looking for upgrade trainings.

Digital Accessible Information System (DAISY) Book Production- RBI produced 78 new titles based on the requests of students nationwide. Currently, only one staff from RBI Manila is engaged fulltime to facilitate the production of the requested materials. This situation causes delays for student to access their reading materials in time.

Equipment Loan for College Students - Of the 50 new netbooks that we acquired last year, 40 are already out, while the other 10 are still under the care of our technician. These netbooks allow them to complete their homework, do research, read books and take tests.

Scholarship – Majority of the blind students in the country come from low-income families. The most common support we could give them is financial support through scholarship. As of now, all the 7 scholarship holders are in school continuing their educational.

### III. CONCLUSIONS

Overall, most of our target goals for project implementation were met; we hope to achieve our entire annual target in the coming midyear implementation of the project.

#### **Challenges Encountered and Recommendations**

The staff in charge of our Manila resource center resigned last February 2012. That situation is limiting us from serving students having difficulty in the areas of math and science. Although we assigned one (1) of our staff to partially take-over the responsibility, RBI is currently looking for a qualified staff who will fully implement the activities at the center.

The Lack of staff in charge of the student resource center and Daisy production in RBI Davao limit the services we could extend to college students in the area and to the 4th year secondary school students. Although most of the students managed to cope in their university life, we believe that most of them will benefit if the state universities establish offices for students with disabilities. The office will have to make sure that students with disabilities are provided for in terms of accessing reading materials in accessible formats, readers' service, assistive devices, and activities that create more accessible environment.

As of now, the Commission of Higher Education entrusted the Offices of the Student Affairs to look into the need of students with disabilities, who have been enrolled. However, in most cases, their needs were never considered as priorities, their needs were usually left behind unresolved. To achieve this goal, the organizations of students with disabilities and other organizations of persons with disabilities must be empowered to approach the universities and the Commission of Higher Education and persuade them to establish the office and be involved in organizing the service.



### **The Key to Success – story of a scholarship holder**

I am Sonny Boy B. Garcia Jr., the youngest among the three siblings. I was born on May 4, 1995 in Caloocan. Since birth, I was discovered not so healthy so it's easy for the diseases to take advantage of my weak body. I was born with low resistance to diseases making me a sickly child. But even though I was often sick, my parents were always there for me and never treated me as a burden to the family. Sometime when I was a kid, my parents noticed that I had to go very near to an object in order to see it. My parents took me to an ophthalmologist to check my eyes. That was when I discovered that I had high myopia or nearsightedness. When I found out this, I was so discouraged. I began to think that I could become a burden when I grow up. But despite this finding, my family didn't get discouraged, so I decided to continue my life as a normal person coping up with other people.

My dream is for my family to have better life someday and so I really took my studies seriously. As I started in grade school, I was already set on studying hard and did my best to remain in the highest class section in our school. I was always in the honor roll. And I received many awards and recognitions like being the most active in class, the most trustworthy and the best in Mathematics. High school life was the best thing that happened in my life. I belonged to the top class in school.

I had so many friends who helped me in my studies. I joined many contests, particularly in Math competitions. I also became the sports editor in our school paper.

At present, I am studying at the Polytechnic University of the Philippines in Manila, taking up BS Mathematics. I pursued this course because I wanted to share my knowledge with other people. I want to encourage people to love Math as I do and I also want to teach children with disabilities. I can see myself ten years from now as a professional teacher and an accountant with ability to show the world that even though I am visually impaired I can achieve my goals and ambition. I really hope to receive this scholarship support because at this moment we can't really afford my college needs. With hard work and faith in God I know I can be successful in life and with your help I can make my dreams come true.



# VIETNAM

## 1. INTRODUCTION

For project period 2012-1013, our main focuses were:

1. Continuing to improve the access to academic materials for the blind students
2. Promoting the higher education at graduated level
3. Organizing trainings on soft skills targeted at first-year, second-year and third-year university students
4. Officially establish the national network of blind students
5. Conducting the annually technology training for high school and first-year university students
6. Raising public awareness

## 2. ACTIVITIES

### 2.1 Academic materials production

For the last project year, we have developed 175 academic book titles based on the requests of the blind students and based on our book list; and 94 lecturers' notes, handouts. For the last three years we have developed more than 1200 book titles for the blind students, in which 85% of the books are targeted for university and 15% is for primary, secondary and high school students. We have about 60% books in all popular accessible formats (Web, audio-only, e-book and DAISY) while about 40% is still mainly in audio and electronic formats. In addition, we have done a search on book resources available on the internet and made a list of website resource linking to related academic books. Based on the user data statistic record, we had from 10,000 visits to 15,000 visits per month and the registered users are 497 people including volunteers, blind people, online book publishers, parents of the blind and teachers.

### 2.2 Promoting graduated students program

During the reporting period, we have provided support for four graduate students; two are undergoing master degree on public administration and two are undergoing psychology. We have provided them with laptops and scholarship to conduct their thesis. In addition,

we also provided scholarship for one research done by a blind student at the HCM University of Pedagogy, researching about the psychology development of children with visual impairment which also got the university level research award.

### **2.3 Soft skill trainings**

We have started two soft skill trainings for blind students in Hanoi and Ho Chi Minh which is conducted by the Viet Heart Consultation center for 50 blind students. Our main focus is to provide them leadership skills including team management, presentation and conflict management in order to establish the national network of blind students which acts as the self-help group.

### **2.4 National conference and network of blind students**

In December, we organized the first conference of blind students with the student representatives from the northern and central areas of Vietnam together with Mr. Nguyen Xuan Huong, the Vice President of VBA.

Main objectives of the conference were:

- Getting blind students in the country together to share and exchange challenges in education higher education and employment opportunity
- A common platform to share between different regions in the country about the higher education
- Establishing the national network of blind students

In the morning session, we had students representing from different regions of the country to share about the current challenges of blind students in getting access to higher education and getting employment after graduation. Then, we had representatives from schools/ organizations for/ of the blind sharing their plans to provide support for their blind students, introducing about different models of universities in developed countries and introduction to higher education project in the region, CRPD. While in the afternoon session, we had group

discussions on four main topics including 1) Access to learning materials, 2) Social barriers, 3) Environment barriers and 4) Employment opportunities. Then, we had summary of all discussions and selected the board of coordinators for the network of blind students. Then we had Mr. Joni Yulianto, IDPP Regional Coordinator who presented a paper on University Models from developed countries and also introducing the IDPP graduate program to the students.

## **2.5 Technology Training**

This activity was originally started and sponsored by the project but now Sao Mai Computer Center for the Blind understands that it's the time for us to take the responsibility. So every year during the summer time, in July and August, we organize trainings for high school and first-year students to learn computer skills which improve their access to academic study at the university. They are trained with computer skills such as how to prepare a presentation, format the documents, internet research, using electronic materials.

## **2.6 Raising Awareness**

An awareness video clip has been produced in collaboration with the HTV station which depicts about how blind students access to education, use the technology to address existing difficulties, wrong attitudes and understandings from the society and faculties and some role models.

### 3. LIST OF BLIND STUDENTS

Below is the list of blind students who are receiving the support from the project through trainings, equipment support, materials support.

No	Full Name	Home town	University - College	Major	Gender	Year of study
1	Nguyen Thi Luong	Ha Tinh	Ho Chi Minh City University of Culture	Cultural Management	F	3
2	Huynh Thi Ngoc Mai	Dac Lac	University of Education	Special Education	F	3
3	Nguyen Thu Lanh	Kien Giang	Van Hien University	Psychology	F	3
4	Phan Viet Nhan	Ben Tre	Ho Chi Minh City Teacher Training College TW	Musical Education	M	1
5	Huynh Huu Chon	Ca Mau	School of Theatre & Cinema of Ho Chi Minh City	Traditional Music	M	1
6	Le Minh Tam	Tay Ninh	University of Education	English	M	1
7	Vong Tran Duc	TP HCM	University of Education	Psychology	M	1
8	Nguyen Minh Tam	TP HCM	University of Education	English	F	1
9	Pham Thi Ngoc Loan	Binh Duong	University of Education	Psychology	F	1
10	Nguyen Thanh Vinh	Long An	Tan Tao University	English	M	1
11	Le Trong Tuan	Thanh Hoa	Ho Chi Minh City University of Social Science and Humanities	Social Work	M	1
12	Hoang Ngo Ton Phuc	Quang Ngai	University of Education	Special Education	M	1
13	Nguyen Thi Huyen Trang	Dong Nai	University of Social Science and Humanities	English	F	1
14	Giap Thi Hoang Oanh	Dong Thap	University of Education	Special Education	F	1
15	Nguyen Manh Toi	Dong Nai	University of Education	Special Education	M	1
16	Vi Thi Diep	Bac Giang	University of Education	English	F	1
17	Dong Thi Thuong	Bac Giang	University of Education	Psychology	F	1
18	Nguyen Thi Thao Nhi	Dac Lac	University of Education	Special Education	F	1
19	Neang Mun	An Giang	University of Education	Special Education	F	1
20	Tran Thi Kim	An Giang	University of Education	Special Education	F	1
21	Nguyen Thi Hanh	Tay Ninh	Ho Chi Minh City University of Social Science and Humanities	Educational Psych	F	4
22	Nguyen Phuong Thao	TPHCM	Ho Chi Minh City University of Social Science and Humanities	English	F	4
23	Phan Thi Nhung	Ba Ria Vung Tau	Ho Chi Minh City University of Social Science and Humanities	Psychology	F	4
24	Dao Xuan Quynh Trang	TPHCM	College of Teacher Training of Ho Chi Minh City	Special Education	F	3
25	Huynh Thi Kim Em	An Giang	College of Teacher Training of Ho Chi Minh City	Special Education	F	3
26	Le Thi Kim Huong	Dong Thap	College of Teacher Training of Ho Chi Minh City	Special Education	F	3
27	Le Thanh Van	Tien Giang	College of Teacher Training of Ho Chi Minh City	Special Education	M	3
28	Vuu Tan Tai	Bac Lieu	College of Teacher Training of Ho Chi Minh City	Special Education	M	3

29	Cao Danh Quyen	Nghe An	College of Teacher Training of Ho Chi Minh City	Special Education	M	3
30	Ha Nguyen Thy Thy	Binh Thuan	College of Teacher Training of Ho Chi Minh City	Special Education	F	3
31	Le Chon Duy	TPHCM	College of Teacher Training of Ho Chi Minh City	Special Education	M	3
32	Thai Thi Tu	Tien Giang	College of Teacher Training of Ho Chi Minh City	Special Education	F	3
33	Nguyen Van Trung	Ninh Binh	College of Teacher Training of Ho Chi Minh City	Special Education	M	3
34	Duong Van Tien	Bac Giang	College of Teacher Training of Ho Chi Minh City	Special Education	M	3
35	Nguyen Thi Thanh Thuy	Dong Nai	College of Teacher Training of Ho Chi Minh City	Special Education	F	3
36	Tran Thai Hoa	Dong Thap	University of Technical Education Ho Chi Minh City	Educational Psych	M	3
37	Dang Manh Cuong	Binh Duong	University of Technical Education Ho Chi Minh City	Educational Psych	M	3
38	Hoang Vinh Tam	Dong Nai	Ho Chi Minh City Open University	English	M	3
39	Nguyen Phuoc Linh	An Giang	University of Technical Education Ho Chi Minh City	Special Education	F	3
40	Nguyen Thanh Sang	An Giang	University of Technical Education Ho Chi Minh City	Special Education	M	3
41	Nguyen Thi Loan	Ba Ria Vung Tau	University of Technical Education Ho Chi Minh City	Special Education	F	3
42	Nguyen Viet Tuan	Hai Duong	University of Technical Education Ho Chi Minh City	Mathematics	M	3
43	Tran Thi Hoang Ha	Quang Tri	University of Technical Education Ho Chi Minh City	Special Education	F	3
44	Nguyen Minh Tuan	Lam Dong	University of Technical Education Ho Chi Minh City	Information Technology	M	3
45	Dang Trieu Phuong	Vung Tau	University of Technical Education Ho Chi Minh City	Mathematics	F	3
46	Trieu Thi Kieu Trang	Binh Duong	College of Teacher Training of Ho Chi Minh City	Special Education	F	3
47	Pham Thi Thu	Hai Duong	Ho Chi Minh City University of Social Science and Humanities	English	F	3
48	Le Thi Thanh Thuy	Ben Tre	College of Teacher Training of Ho Chi Minh City	Special Education	F	2
49	Nguyen Thi Bich Lieu	Kien Giang	College of Teacher Training of Ho Chi Minh City	Special Education	F	2
50	Vu Cong Hao	Hai Duong	College of Culture and Arts of Ho Chi Minh City	Musical Education	M	2
51	Ha Van Dong	Hai Duong	College of Culture and Arts of Ho Chi Minh City	Musical Education	M	2
52	Nguyen Minh Truong Sa	Dong Nai	College of Teacher Training of Ho Chi Minh City	Musical Education	M	2
53	Tran Ngoc Thuan	TPHCM	University of Technical Education Ho Chi Minh City	Special Education	F	2
54	Nguyen Quang Nhi	Ha Tinh	Ho Chi Minh City University of Social Science and Humanities	Social Work	M	2
55	Vo Ngoc Tra My	TPHCM	University of Technical Education Ho Chi Minh City	Primary Education	M	2

56	Do Minh Tri	Ben Tre	Ho Chi Minh City University of Social Science and Humanities	Society	M	2
57	Vu Thi Hong Thuy	Nam Dinh	University of Technical Education Ho Chi Minh City	Special Education	F	2
58	Ngo Thi Hong Duyen	Bac Giang	University of Technical Education Ho Chi Minh City	English	F	2
59	K'Rot Bros	Lam Dong	University of Technical Education Ho Chi Minh City	Special Education	M	2
60	Le Thi Theu	Thanh Hoa	Ho Chi Minh City Open University	English	F	2
61	Le Thi Nhung	Thanh Hoa	University of Technical Education Ho Chi Minh City	Special Education	F	2
62	Ha Duy Khanh	Binh Phuoc	University of Technical Education Ho Chi Minh City	Psychology	M	2
63	Nguyen Tri Tinh	An Giang	Ho Chi Minh City University of Social Science and Humanities	Psychology	M	2
64	Nguyen Manh Hung	TPHCM	University of Technical Education Ho Chi Minh City	Psychology	M	2
65	Pham Thi Kim Thoa	Ben Tre	University of Technical Education Ho Chi Minh City	Psychology	F	2
66	Nguyen Huu Nhan	TPHCM	Ho Chi Minh City University of Economics	General Business Management	M	3
67	Di Thi Dieu	TPHCM	Ho Chi Minh City University of Social Science and Humanities	Psychology	F	2
68	Nguyen Huu The	Long An	University of Technical Education Ho Chi Minh City	Special Education	M	2
69	Dao Thi Le Xuan	Bac Giang	Ho Chi Minh City University of Social Science and Humanities	English	F	2
70	Nguyen Quyet Thang	Lam Dong	Ho Chi Minh City University of Foreign Languages and Information Technology	English	M	2
71	Tran Ngoc Thanh	Lam Dong	Ho Chi Minh City University of Foreign Languages and Information Technology	English	F	2
72	To Nguyen Chau	TPHCM	Ho Chi Minh City University of Foreign Languages and Information Technology	English	M	2
73	Ngo Huy Hoang	Dong Nai	Ho Chi Minh City University of Social Science and Humanities	Psychology	M	1
74	Tran Vo Vien Nghia	TP HCM	Ho Chi Minh City University of Law	Law	M	1
75	Truong Thi Hoai Hanh	Hue	University of Technical Education Ho Chi Minh City	Special Education	F	1
76	Duong Tuan Nam	TP HCM	Ho Chi Minh City International University	Information Technology	M	2
77	Nguyen Hoang Giang	TP HCM	Ho Chi Minh City International University	Information Technology	F	1
78	Nguyen Tuan Tu	TP HCM	RMIT International University Vietnam	English for Trade	M	2
79	Nguyen Thanh An	Ha Noi	Ho Chi Minh City University of Law	Law	M	

80	Le Sy Anh	Thanh Hoa	Ha Noi University of Law	Law	M
81	Nguyen Ngoc Anh		Vietnam National Academy of Music		F
82	Nguyen Thi Chinh	Hung Yen	Ha Noi Open University	Economic Law	F
83	Hoang Xuan Chinh	Ha Tay	Ha Noi Open University	Economic Law	M
84	Nguyen Van Cong	Ha Noi	Ha Noi Open University	Economic Law	M
85	Cao Duy Dat	Phu Tho	Ha Noi Open University		M
86	Tran The Dat	Ha Noi	Ha Noi Open University	English	M
87	Nguyen Van Duc	Hai Duong	Ha Noi Open University		M
88	Nguyen Van Dung	Thanh Hoa	Ha Noi Open University	Economic Law	M
89	Ngo QuangHieu Hieu	Ha Noi	Ha Noi Open University	English	M
90	Nguyen Thi Hoa	Vinh Phuc	Ho Chi Minh City University of Social Science and Humanities		F
91	Chu Van Hoa	Bac Ninh	Ha Noi Open University	Economic Law	M
92	Nguyen Thi Hong	Ha Noi	Ha Noi Tran Nhan Tong High School	Grade 10	F
93	Pham Thi Hue	Bac Ninh	Ho Chi Minh City University of Technology		F
94	Nguyen Van Hung	Ha Noi	Hanoi National University of Education	Special Education	M
95	Vu Van Hung		Ha Noi Open University		M
96	Luong Thi Thu Huong	Phu Tho	Ha Noi Open University	English	F
97	Le Thi Huong	Ha Noi	Ha Noi Open University	Economic Law	F
98	Ta Hong Lien	Ha Noi	Tran Nhan Tong High School	Grade 11	F
99	Nguyen Minh Hoang Dieu Linh	Ha Noi	Ha Noi Open University	Business Law	F
100	Nguyen Van Linh	Thanh Hoa	Ha Noi Academy of Music		M
101	Tran Binh Minh	Bac Ninh	Ha Noi Academy of Music	Flute	M
102	Tran Duc Nam	Ha Noi	Ha Noi Open University		M
103	Nguyen Dinh Hanh Nguyen		Ha Noi Nguyen Van To High School	Chinese	F
104	Hoang Minhh Quang	Ha Noi	Hanoi National University of Education	Psychology	M
105	Duong Van Son	Ha Noi	Ho Chi Minh City University of Social Science and Humanities		M
106	Pham Thanh Tam	Nam Dinh	Ha Noi Medicine College	Medicine	M
107	Phan Van Thang	Ha Noi	Ha Noi Tran Nhan Tong High School	Grade 11	M
108	Thai Quoc Thanh	Bac Ninh	Ha Noi Academy of Music		M
109	Nguyen Thi Thom	Ha Noi	Ha Noi Open University		F
110	Tran Van Thuong	BNinh	Music College		M
111	Ho Manh Tien	Bac Ninh	Ha Noi Open University	English	M
112	Nguyen Van Tien	Ha Noi	Ho Chi Minh City University of Industry		M
113	Nghiem Thi Thu Trang	Ha Noi	Ha Noi Nguyen Dinh Chieu High School	Linguistics	F

114	Le Thanh Tung	Vinh Phuc	Ha Noi Open University	Economic Law	M	
115	Nguyen Thi Van	Ha Noi	Tran Nhan Tong High School	Grade 11	F	
116	Dinh Quang Vu	Ha Noi	Ha Noi Academy of Music	Flute	M	
117	Duong Thi Vui	Bac Ninh	Tran Nhan Tong High School	Grade 12	F	
118	Cao Thi Yen	Ha Nam	Ho Chi Minh City University of Technology	English	F	
119	Tran Tuan Anh		Hue University of Science	Social Work	M	4
120	Nguyen Thi Yen Anh		Hue University of Science	Orential Studies	F	2
121	Nguyen Van Chung		Hue University of Science	Social Work	M	2
122	Tran Thi Kim Chuan		Hue Academy of Music	Hue Monument Conservation Centre	F	
123	Le Cuong		Đại học khoa học Huế	Literature	M	
124	Le Trong Diem		College of Culture and Arts of Hue	Organ	M	3
125	Nguyen Van Duy		Hue University of Science	Law	M	Graduated
126	Bui Thi Hai Giang		Hue University of Science	Literature	F	2
127	Truong Thi Hoai Hanh		Hue University of Science	Psychology	F	Graduated
128	Pham Le Anh Kiet		Hue University of Science	Literature	M	2
129	Tran Thi My Lai		Hue University of Science	Literature	F	Graduated
130	Pham Van Phu		Hue University of Science	Law	M	Graduated
131	Tran Ba Sy		Hue University of Science	Social Work	M	1
132	Bui Ngoc Thanh		Hue University of Science	Society	M	2
133	Doan Dai Thanh		Hue University of Science	Social Work	M	1
134	Nguyen Thi Thuy		Hue University of Science	History	F	4
135	Nguyen Thi Ai Tram		Hue University of Science	Society	F	4
136	Nguyen Thi Ai Trang		Hue University of Science	Literature	F	2
137	Dang Quang Truoc		Hue University of Science	Social Work	M	1
138	Vu Van Tuan		Hue University of Science	Social Work	M	3
139	Mai Thi Tu		Hue Academy of Music	Plucked Zither	F	4

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