

Quadrennial Review

2002-06



International Council for
Education of People with
Visual Impairment

INTRODUCTION

It is with much pleasure that I share with you, on behalf of the Executive Committee of ICEVI, this report highlighting achievements of the 2002-2006 quadrennium.

As you read this Quadrennial Review you will note that the past four years have been busy and productive ones for our organization. With the appointment of a full-time Secretary General in 2002, ICEVI, at last, had the capacity to expand its programs. This appointment along with generous support of our major international partners, the Asian Foundation for the Prevention of Blindness (AFPB), Chistoffel Blindenmission (CBM), the National Organization of the Spanish Blind (ONCE) and Sight Savers International (SSI) and a generous matching grant from the Drs. Richard Charles and Esther Yewpick Lee Charitable Foundation has allowed ICEVI to significantly expand its role in promoting educational equity for children with visual impairment; particularly in underserved areas of the developing world where the vast majority of children with visual impairment still do not have access to a basic human right, the right to education.

We hope you will share our sense of satisfaction in reading about the achievements of the 2002-2006 quadrennium. Today, ICEVI is stronger than it has ever been and with your continued commitment and active involvement we can build global solidarity concerning the unmet needs of children with visual impairment throughout the world.

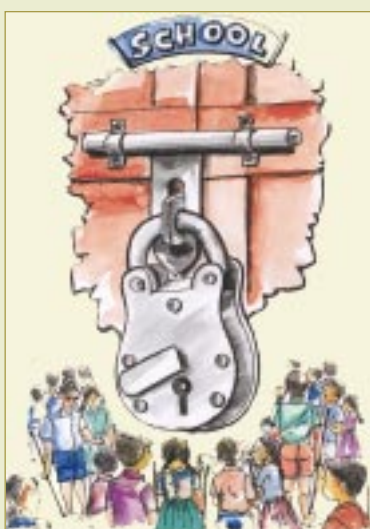
GLOBAL CAMPAIGN – A MILESTONE

Since the beginning of the quadrennium in 2002, ICEVI has been working on strategies to evolve a global campaign with the support of international organisations to ensure educational equity for children with visual impairment by 2015. This campaign will become a reality when it is launched at ICEVI's 12th World Conference in Kuala Lumpur, Malaysia in July 2006. We bring you a brief summary of the campaign in this Quadrennial Review.

Education for All Children with Visual Impairment is a global campaign and program of the International Council for Education of People with Visual Impairment (ICEVI) acting in partnership with the World Blind Union (WBU) to ensure that girls and boys with blindness and low vision enjoy the right to education. This campaign and program primarily focus on children in the developing world and also addresses the following Millennium Development Goals (MDG):

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

The global campaign will be guided by four fundamental principles. First, a demand for education must be created as a basic foundation for the campaign. Second, the campaign will work within the framework of the general and



Unlock the Schoolhouse doors

special education system of countries selected for implementation. Third, girls and boys with visual impairment should be included in the general education system with appropriate support. Fourth, alternative educational approaches need to be considered for those children with specific needs such as those who are deafblind and multiple disabilities and require highly specialized services.

Vision and objectives: In order to realize the overall vision of ensuring educational access to all girls and boys with visual impairment, the campaign and program have framed the following objectives:

- *To work with the parents, organisations of the blind and other NGOs and the community to create a demand for education of children with visual impairment,*
- *To ensure the early detection of children with visual impairment and the provision of appropriate early intervention services,*
- *To facilitate the provision of necessary services to all children with visual impairment,*
- *To improve the skills of general and special classroom teachers to facilitate access for all children with visual impairment in appropriate programmes,*
- *To facilitate the adoption of a child-centred curriculum in education to enhance literacy and foster the acquisition of knowledge and life-oriented skills,*
- *To ensure the retention of girls and boys with visual impairment thereby reducing the dropout rate and*
- *To increase the achievement level of children with visual impairment in their academic, social, emotional and physical development.*

Mode of implementation: The campaign will be implemented at two levels. A Global Task Force (GTF), chaired by the president of ICEVI and consisting of leading umbrella organizations and international non-governmental development organizations will be involved in formulating policies whereas the day-to-day implementation of the campaign will be the responsibility of the National Task Force (NTF). The existing regional structures of ICEVI and WBU will be used to coordinate the campaign at the regional level, particularly as it relates to training to strengthen human resources and to develop literature and related materials on education for all. The campaign will commence in the year 2006 and the first phase of implementation will continue for four years.

Performance indicators: The success of the campaign will be measured against the following four parameters:

1. Have education enrolment rates of children with visual impairment increased?
2. Have drop-out rates among children with visual impairment decreased?
3. Do children with visual impairment have access to the support services and learning materials they need (in the appropriate format) to allow them to compete on an equal basis with their sighted peers?



4. Is the performance of children with visual impairment on par with that of their sighted classmates?

The GTF will develop tools for measuring these major parameters while a Research Task Force will look at a number of critical questions that need to be addressed if our efforts to achieve educational equity for all children with visual impairment are to succeed.

ICEVI believes that creating educational opportunities for girls and boys with visual impairment is a PROCESS and it will constantly endeavour to bring together all essential partners to allow this global campaign to achieve the desired results. What was conceptualised four years ago has now taken shape in the form of a concrete plan. ICEVI and the WBU are proudly involved with this challenging task and hope to realise the results with the support of inter-governmental support organisations such as the UNICEF and UNESCO and committed international non-governmental development organisations. More information on the global campaign will be posted on our websites and included in all publications of ICEVI and WBU. You can also take part in the campaign as an individual or as an organization to unlock the schoolhouse doors enabling millions of un-reached children with visual impairment to access educational opportunities and experiences.

BUILDING NETWORKS AT THE REGIONAL LEVEL

ICEVI's strength comes basically from the regions. ICEVI's mission and vision are shared by the regional chairs and the regional committees in various professional forums at the regional and country levels. Our regions speak with one voice; children with visual impairment must have the same access to education as sighted children. Members of the regional committees also worked on many national level policy formulation bodies to highlight the issue of educational access for children with visual impairment. Regional and sub-regional conferences and meetings provided the opportunity to bring educators, representatives of international non-governmental organizations, national

governments and non-governmental organizations together to deliberate on the qualitative as well as access issues pertaining to education of children with visual impairment. During the quadrennium, ICEVI was involved in 26 regional and sub-regional conferences and meetings in our seven regions.



S. No.	Region	Dates	Venue
1	Regional Committee meeting of Europe region	Oct 02	Chemnitz, Germany
2	Pre-conference workshop on curricular areas organized by the Pacific region	11-12 Jan 03	Gold Coast, Australia
3	Regional Committee meeting of Pacific Region	14 Jan 03	Gold Coast, Australia
4	Regional Committee Meeting of Africa region	17-19 Feb 03	Nairobi, Kenya
5	Sub-regional committee meeting of the Southern Africa region	25-26 Mar 03	Stellenboch, South Africa
6	Sub-regional Committee Meeting of Mexico and Central America	30 Apr to 4 May 03	Tegucigalpa, Honduras
7	Regional Committee meeting of Europe region	15-18 May 03	Ambares, France
8	Regional Committee meeting of the East Asia region	28-29 Aug 03	KL, Malaysia
9	Regional Committee meeting of the West Asia region	29 Sept to 1 Oct 03	Kathmandu, Nepal
10	Sub-regional Conference on Early Intervention Latin America	27-31 Oct 03	Santa Cruz, Bolivia
11	ICEVI/ON-NET Masters training program	22 Apr to 7 May 04	Bangkok, Thailand
12	Regional Committee Meeting of Africa	28-29 May 04	Midrand, South Africa
13	Regional Meeting "Deafblindness and Multiple Needs" in Latin America	2-4 June 04	Buenos Aires, Argentina
14	Regional meeting at the Association for Education and Rehabilitation of the Blind and Visually Impaired	July 04	Orlando, Florida
15	Sub-regional Conference in Latin América	16-20 Aug 04	Trelew, Argentina
16	International Forum on Low Vision	2-4 Sept 04	Santiago, Chile
17	Sub-Regional conference of the Latin America region	26-29 Oct 04	San Jose, Costa-Rica
18	Regional Conference of Pacific region in collaboration with the SPEVI	9-14 Jan 05	Melbourne, Australia
19	Regional Conference of West Asia region	23-25 Jan 05	New Delhi, India
20	Regional Conference of East Asia region	23-25 Feb 05	Jomtien, Thailand
21	Sub-regional conference in Latin America	13-18 Feb 05	Antigua, Guatemala
22	Regional Committee meeting of Africa region	19-20 May 05	Accra, Ghana
23	Regional Conference of the Europe region	14-18 Aug 05	Chemnitz, Germany
24	Sub-regional Conference in Latin America	24-28 Oct 05	Santiago, Chile
25	Regional meeting at the American Printing House for the Blind	Oct 05	Louisville, Kentucky
26	Regional Committee meeting of the East Asia Region	28-29 Oct 05	Bangkok, Thailand

EVOLVING STRATEGIES

The Executive Committee of ICEVI and the Principal Officers have been proactive in implementing the suggestions of the regional committees of ICEVI to augment various activities that benefit children with visual impairment, teachers, and parents in the regions. The Principal Officers and the members of the Executive Committee have met at least once a year during the 2002-2006 quadrennium and reviewed programs implemented at the regional levels and assisted with the formulation of region specific strategies. The decisions of the Principal Officers and the Executive Committee have been shared with our ICEVI constituency through the "Strategic Update" section of The Educator.



Meetings of the Executive Committee

S. No.	Dates	Venue
1	28-29 March 2003	Stellenbosch, South Africa
2	6-7 February 2004	Kuala Lumpur, Malaysia
3	4-5 March 2005	Madrid, Spain
4	1-2 March 2006	Haywards Heath, UK

Meetings of the Principal Officers

S. No.	Dates	Venue
1	16-17 November 2002	Hong Kong
2	24-25 October 2003	Bensheim, Germany
3	25-29 October 2004	San Jose, Costa Rica
4	28 February 2006	Haywards Heath, UK



GLOBAL NETWORKING

In addition to working through our regional structures to realize ICEVI's mission and vision, we have also worked with a variety of global organizations that share similar interests in the improvement and expansion of educational services for children with visual impairment. During the quadrennium, ICEVI has strengthened our working relationship with two other umbrella organizations the World Blind Union (WBU) and the International Agency for the Prevention of

Blindness (IAPB). ICEVI has also worked with international service organizations such as the Lions' Clubs International to draw their attention to the need to accelerate efforts toward educational equity for children with visual impairment in the developing world.

During the quadrennium, ICEVI actively participated in the following international events:

S. No.	Seminar/Workshop/Meeting	Dates	Venue
1	13 th World Congress of the Inclusion International	22-26 Sept 02	Melbourne
2	Asian Blind Summit	19-20 Oct 02	Osaka, Japan
3	Osaka Forum	21-23 Oct 02	Osaka, Japan
4	High-level Inter-Governmental Meeting	25-28 Oct 02	Otsu City, Japan
5	Annual Meeting of the Collective Consultation of NGOs on EFA - UNESCO	Jan 03	Porto Alegre - Brazil
6	Regional Workshop of IAPB-South East Asia region	6-7 Feb 03	Chittagong, Bangladesh
7	11 th International Mobility Conference	31 Mar 03	Stellenbosch, South Africa
8	Lions International Sight Symposium	27-28 Mar 04	Seoul, Republic of Korea
9	3 rd Africa Forum	23-27 May 04	Kathmandu, Nepal
10	IAPB General Assembly	19-24 Sept 04	Dubai
11	North Africa Conference of Ophthalmologists	27 Nov 04	Tunis, Tunisia
12	World Bank's Round Table on Inclusion	29 Nov to 1 Dec 04	Washington, U.S.A.
13	6 th General Assembly of the World Blind Union	6-10 Dec 04	Cape Town, South Africa
14	Vision 2005 conference	4-8 Apr 05	London, U.K.
15	International Convention of Lions Clubs International	26 June to 1 July 05	Hong Kong
16	Meeting with the Principals Association of Japan	13 Sept 05	Tokyo, Japan
17	Low Vision Meeting (IAPB-PAHO-CBM)	19 Mar 05	Santiago, Chile
18	IAPB Council Meeting	15-16 Sept 05	Hanoi, Vietnam
19	International Symposium on Inclusive Education	26-29 Sept 05	Bukittingi, Indonesia
20	Low Vision Committee of the World Blind Union	2-5 Oct 05	Kuala Lumpur, Malaysia
21	Workshop on Low Vision (IAPB)	16 – 17 Feb 06	San Pablo, Brazil
22	World Ophthalmology Congress	19 Feb 06	San Pablo, Brazil

HUMAN RESOURCE AND CURRICULUM DEVELOPMENT

ICEVI constantly endeavors to contribute professionally to the capacity building of human resources and to furthering basic operational research on best practice. ICEVI strongly believes that creation of awareness about the need to invest in the education of these forgotten children with visual impairment is the first step towards addressing their human rights. This has been made possible with the support received from the Drs. Richard Charles and Esther Yewpick Lee Charitable Foundation (LCF).

During the period 2002-2005, 196 projects in 38 countries in Africa, East Asia, Latin America, and West Asia were conducted to create awareness regarding the abilities of persons with visual impairment and to strengthen the capacity of teachers and other professionals. These programs have brought concrete benefits to nearly 9,500 teachers, parents, and other

personnel and more than 130,000 children with visual impairment.

In addition to these programs, six Chinese language books developed with support from the Lee Charitable Foundation are helping teachers throughout China to improve their educational approaches and to find new and innovative ways of reaching the many children in China who are still without access to education.

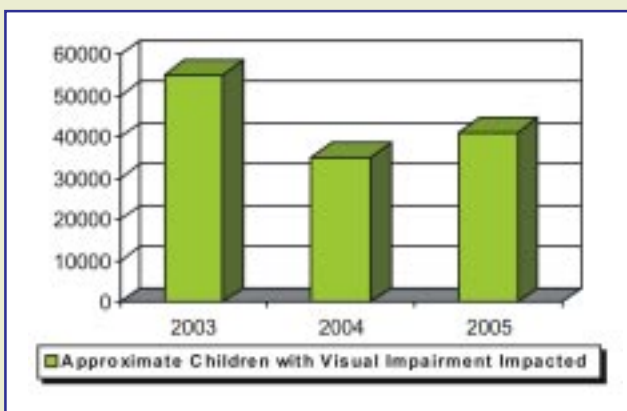
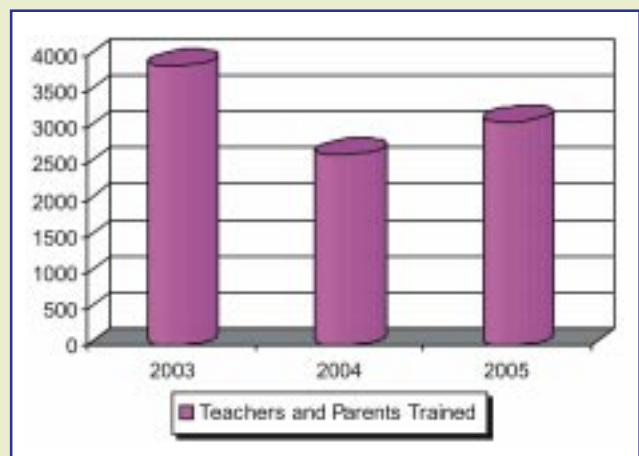
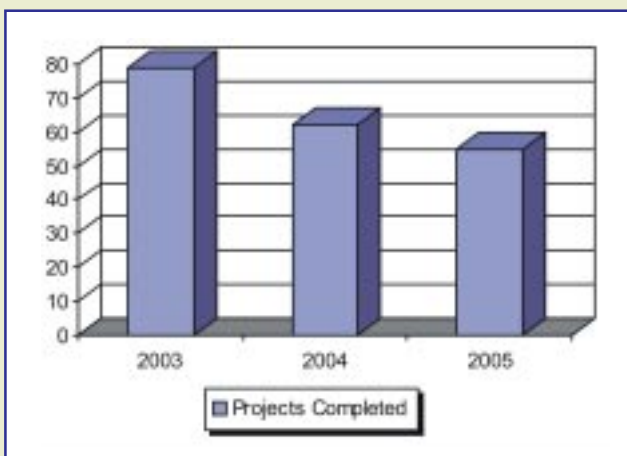
S. No.	Year	Projects Completed	Teachers and Parents Trained	Approximate children with visual impairment impacted
1	2003	79	3855	55000
2	2004	62	2628	35000
3	2005	55	3088	41000
TOTAL		196	9571	131000

Themes of the Projects

Awareness on information technology for the persons with visual impairment
 Inclusive education for persons with visual impairment
 Teaching-learning materials
 Community-based rehabilitation
 Parent education
 Braille codes
 Computer literacy
 Evaluation strategies
 Education of low vision children
 Teaching mathematics
 Education of deaf-blind children
 Education of children with multiple disabilities
 Orientation and mobility
 Early childhood intervention
 Visual stimulation
 Regional and national networking
 Non-formal education
 Effective teacher preparation programs
 Plus curricular activities for children with visual impairment

Countries Served

Argentina	Kenya
Bangladesh	Malawi
Bolivia	Mexico
Botswana	Namibia
Brazil	Nepal
Cameroon	Nicaragua
Chile	Nigeria
China	Paraguay
Colombia	Peru
Costa Rica	Philippines
Ecuador	South Africa
Egypt	Swaziland
El Salvador	The Gambia
Ethiopia	Uganda
Gambia	Uruguay
Guatemala	Venezuela
Honduras	Vietnam
India	Zambia
Indonesia	Zimbabwe



ICEVI currently has an extension grant application before the Lee Charitable Foundation to continue its valuable support in the next quadrennium to implement the global campaign of education for all children with visual impairment.

RESEARCH AND DEVELOPMENT

Since the beginning of the quadrennium, ICEVI has been very concerned that impact oriented research should become an integral part of its activities. Teaching mathematics was considered to be difficult by many teachers in different regions of the world and therefore, ICEVI ventured into this work with the Overbrook-Nippon Network on Educational Technology (ON-NET). Similarly, ICEVI also initiated policy-oriented research in Uganda, with support from Sight Savers International, to make more fully understand the current situation of children with visual impairment in local primary schools. The details of these two important activities are given below:

Mathematics Made Easy for Children with Visual Impairment:

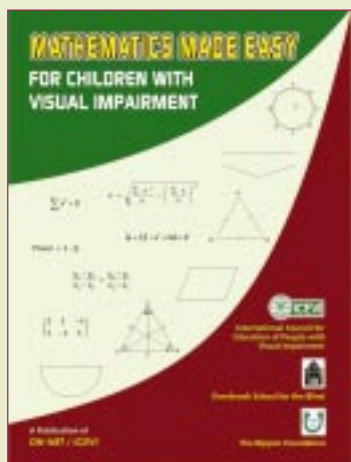
Recognizing the need to promote good mathematics education among children with visual impairment, the Overbrook-Nippon Network for Educational Technology (ON-NET) and ICEVI undertook a three-year research and development project co-chaired by Dr. M.N.G. Mani and Ms. Aree Plernchaivanich with contributions from teachers throughout Asia. The project has resulted in a publication that every teacher of children with visual impairment will want to possess as a resource in teaching mathematics. The material presented in this publication is divided into five modules. Module 1 deals with the commonly used methods of teaching mathematics to visually impaired children. Module 2 provides the teacher with detailed self-instructional procedures to learn and teach the effective use of the abacus. Module 3 provides instruction in the use of the Nemeth Braille code for all secondary level mathematical notations. Module 4 provides instructions on how to adapt procedures for teaching nearly 500 secondary level mathematical concepts. Module 5 deals with a range of creative math activities including paper folding and use of the natural environment in teaching and understanding basic and secondary mathematical

concepts. This publication can be ordered for US\$35.00 plus shipping and handling from ICEVI Secretariat (sgicevi@vsnl.net) or Overbrook School for the Blind (dennis@obs.org).

WIMATS – Mathematics Transcription Software:

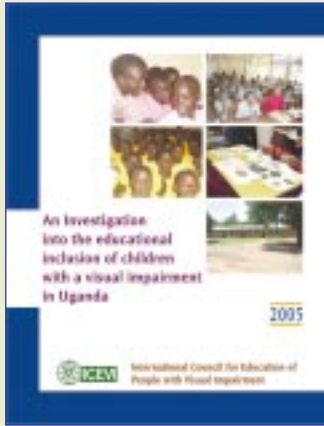
ICEVI and M/s. Webel Mediatronics, Kolkata, India have developed **WIMATS** (Webel-ICEVI Mathematics Transcription Software) to facilitate easy transcription of mathematics books into Braille format. This software enables visual reproduction of the Braille mathematics text on the screen. The codes used in secondary level mathematics are grouped under different categories such as functions dealing with fractions, shapes, algebraic operations, inequalities, etc., so that the transcriber knows where to locate the inserted figure, shape, symbol, etc.

The software is Windows based and is compatible to work with all types of Braille embossers. Those wishing further information and updates on this *WIMATS Software (Webel-ICEVI Mathematics Transcription Software)* should direct inquire to the ICEVI Secretariat sgicevi@vsnl.net



Uganda Research Report:

In 2003 ICEVI initiated a research study in Uganda to identify the factors that need to be in place to make education of children with visual impairment successful in local primary



schools. Uganda was selected for this research because it has a nationally adopted policy to promote inclusive education. The research findings have been published and also available on the website of ICEVI.

ICEVI wishes to express gratitude to the Sight Savers International for the support extended through its field office in Kampala and to

Dr. Steve McCall, Dr. M.N.G. Mani and their research team for completing the study. Local data collectors trained by the research team collected information on the education of over 100 children with visual impairment in mainstream schools throughout Uganda. Input from children and parents, class teachers and specialist teachers provide insights into the processes impacting on the identification, participation and progress of children with visual impairment in both the school and the community. The report explores the situation of a wide range of children with blindness; low vision including children with complex additional needs and identifies key barriers to their inclusion in education. ICEVI plans to build on this research in a major collaboration between ICEVI, Sight Savers International and The University of Birmingham UK that will begin later this year.

PUBLICATIONS

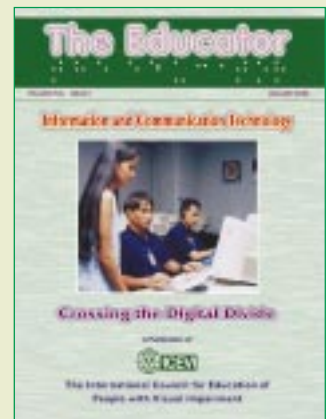
The Educator

Eight issues of The Educator have been published during the quadrennium:

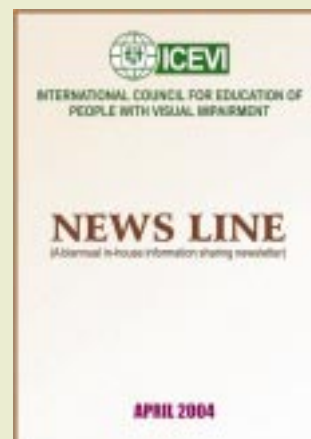
Issue	Theme
January 2003	Early Intervention
July 2003	Inclusive Education
January 2004	Human Resource Development
July 2004	Multiply Disabled Visually Impaired Children
January 2005	Information and Communication Technology
July 2005	Sports and Recreation for Persons with Visual Impairment
January 2006	World Conference Special Issue
July 2006	Orientation and Mobility

The Educator is available in English, Spanish, and also in Japanese and distributed to more than 5,000 individuals and institutions. At present, The Educator is available free of cost to organizations. Individuals who wish to have

a personal copy can do so for a quarterly subscription rate of US \$ 50. The thematic focus of The Educator has been well received by our readership.



ICEVI Newsline



Our electronic newsletter, ICEVI Newsline, is published in April and October and distributed to members via e-mail and our website. Eight issues of the ICEVI Newsline have been published during the quadrennium

1. October 2002
2. April 2003
3. October 2003
4. April 2004
5. October 2004
6. April 2005
7. October 2005
8. April 2006

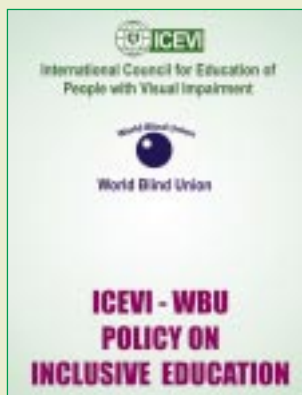
Other Publications

In addition to **Mathematics Made Easy for Children with Visual Impairment** and the **Uganda Research Report**, ICEVI has published a number of additional documents, most of which are posted on the ICEVI website. The most significant documents published by ICEVI during the quadrennium are:

1. ICEVI and the World Blind Union worked together to develop a **Joint Educational Policy Statement**. This document underscores that education is a basic human right of every child; including those with visual impairment. Quality outcomes in education are viewed by ICEVI and WBU in terms of developing access, provision of appropriate support services, flexibility of choice in program models, establishment of competency based human resource development programs, involvement of parents, and facilitating life-long education.



2. ICEVI and WBU also published a **Joint Policy Statement on Inclusion**. The document outlines the essential support systems that need to be in place to make inclusion of children with visual impairment successful.



3. As hundreds of projects were implemented by ICEVI with the financial assistance from the Lee Charitable Foundation, ICEVI developed a **handbook** describing the application process, selection criteria/procedures, reporting mechanisms and evaluation parameters. This **Lee Project Implementation Handbook** has been used by our regions in formulating projects and planning evaluation mechanisms.
4. ICEVI assisted the World Bank in the development of a toolkit entitled **EnVISIONing Education in Low Income Countries**. Although this document is yet to be published, when available it will be a useful document to those responsible for planning services for children with visual impairment.
5. ICEVI prepared **Annual Reports** that can be viewed on ICEVI's website.



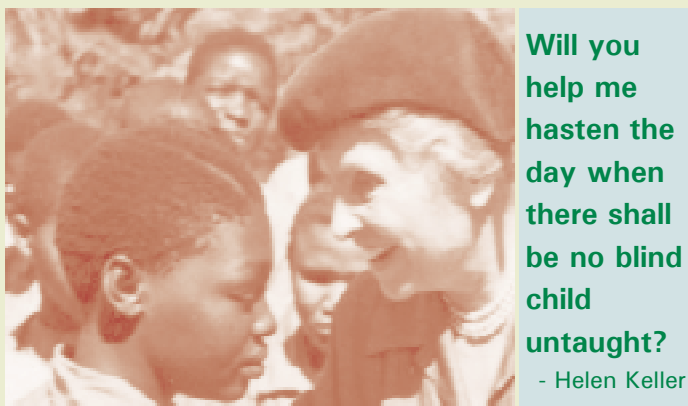
Other Unpublished Documents:

1. **Teacher Preparation: A Sample Curriculum:** In response to a request by the members of the executive committee that ICEVI evolve guidelines for human resource preparation, a comprehensive document

containing minimum standards that should be in place within human resource development programs along with curricular areas that should be included in competency-based training has been prepared. This document was prepared to serve as a guide to organizations involved in the development of competency-based programs to prepare teachers to serve children with visual impairment in inclusive settings and special schools.

2. **Higher Education Survey Report:** In 2005, ICEVI conducted a survey concerning the situation of students with visual impairment

in higher education in Asia region. The results of this study have led to the development of a now pending project application that is before The Nippon Foundation on the development and comparison of two models for supporting students with visual impairment in higher education in Indonesia. A decision on this request is expected in late July, 2006. The findings of this research have been circulated to the members of Executive Committee and served as a basis for the project application submitted by ICEVI. A summary report is available on the website of ICEVI.



MOUs SIGNED

Since the beginning of the quadrennium, ICEVI has been working closely with the World Blind Union and the International Agency for the Prevention of Blindness. In addition to this collaboration, ICEVI also signed Memorandums Of Understanding with three other organizations designed to strengthen services to persons with visual impairment. These include:

1. **Hadley – ICEVI Globe All Program:** In 2003, ICEVI and the Hadley School for the Blind signed a Memorandum of Understanding to promote distance education via a program entitled “GLOBE-ALL” (Growth and Learning Opportunities in Blindness Education) to update the knowledge of professionals, parents, and persons with visual impairment. A brochure concerning this program was prepared and widely distributed through ICEVI’s regional units.
2. **IBSA (International Blindness Sports Federation)-ICEVI Collaboration:** In 2004, ICEVI and the International Blindness Sports Federation signed a Memorandum of Understanding to promote sports among persons with visual impairment and also through the projects supported by ICEVI and IBSA in our regions. As a result of this collaboration, the July 2005 issue of The Educator was devoted for Sports and Recreation and jointly published by ICEVI

and IBSA. A Focus-Day workshop on Sports will be conducted during the world conference in Kuala Lumpur. We hope this collaboration will flourish in the future through more sports related projects in our regions.

3. Dbl (Deafblind International) and ICEVI Collaboration: In 2005, ICEVI and the Deaf-Blind International have signed a Memorandum of Understanding to strengthen services for children who are deaf-blind through collaborative ICEVI-Dbl activities. ICEVI will be conducting a

Focus-Day workshop on Multiply Disabled Visually Impaired children during the world conference as well as a post-conference workshop on this topic. We are pleased that Dbl is also conducting its Board Meeting at the ICEVI World Conference as another way of fostering stronger links between our organizations. We believe that this collaboration with the Dbl greatly assists our efforts to address the needs of special groups of children with visual impairment within the overall global campaign of education for all children with visual impairment.

ICEVI will be encouraging such collaboration with other development organizations in the future to address all dimensions of services to persons with visual impairment

ICEVI SERVER

In order to disseminate more information to the members through the website, ICEVI has secured its own server. This server has nearly unlimited potential, including the capacity to conduct survey research and to offer distance learning materials. The ICEVI website is currently fully accessible and checked regularly by Victor Tsaran, ICEVI's dedicated Webmaster. In addition to providing information about the regions, all publications such as The Educator, ICEVI Newslines, Annual Reports, policy documents and other important documents are regularly posted on our website. It is gratifying that the visitors to ICEVI's website have been increasing steadily.

The website has also created links to leading organizations around the world involved in providing services to persons with visual impairment. In addition to the central website www.icevi.org ICEVI Europe (www.icevieurope.org), ICEVI Latin America (www.icevi-americalatina.com.ar) and ICEVI West Asia (www.iceviwestasia.org) have their own regional websites.

A small task force has recently been formed to explore further uses of our website and to make it a stronger vehicle for effective dissemination of information, especially as we launch the "global campaign on education for all children with visual impairment".



BUILDING A STRONGER ICEVI

Over the past few years ICEVI has seen many changes and a rapid increase in both the scope and intensity of our work throughout the world. One of the most significant changes in the way our organization functions on a day-to-day basis has been the appointment of a full-time Secretary General and a small secretariat staff. The creation of the post of Secretary General also has had implications for the roles and functions of the Principal Officers, particularly those of the Secretary and the Immediate Past President. The role of Immediate Past President was created largely to provide the organization with an institutional memory, a function that our permanent office now provides. Many of the duties traditionally associated with the post of Secretary have been assumed by the Secretary General and the Secretariat.

With this as background, at the Executive Committee meeting in Madrid, Spain in 2005, discussed a concept paper that was prepared by the president regarding the restructuring of the Principal Officers group. After a full discussion the Executive Committee felt that

the post of Secretary should be eliminated and that of a Second Vice-President added. However, the Executive Committee felt that the role of Immediate Past President should be retained. These suggestions, if implemented would result in a Principal Officers group consisting of:

1. President
2. Immediate Past President
3. First Vice-President
4. Second Vice-President
5. Treasurer

The Committee feels that having a First and Second Vice-President, each with responsibility for a specific portfolio of activities, makes sense in both the short and long-term. These suggested structural changes in the Principal Officers group do require a change in the Articles of Association that must be voted on by the General Assembly on July 21 2006 immediately following the 12th World Conference.

STRATEGIC GOALS OF ICEVI

- GOAL 1** : To ensure access and full participation in education for all visually impaired children and youth by 2015.
- GOAL 2** : To promote and assist in building of local capacity to develop curricula, to provide training and to identify and provide equipment and materials to children and youth with visual impairments and their parents, teachers and others in their communities.
- GOAL 3** : To collaborate with and make use of networks to ensure that substantially more visually impaired children and youth receive quality and comprehensive education.
- GOAL 4** : To ensure that ICEVI initiatives are based on current evidence of best practice.
- GOAL 5** : To provide information on ICEVI and its services through all possible and appropriate media to all target groups.

CHALLENGES TO BE ADDRESSED

Although we can take great pride in the accomplishments of ICEVI over the past quadrennium this report would not be comprehensive without a statement of some of the challenges that still face us which include:

1. The rapid increase in ICEVI activity over the 2002-2006 quadrennium through nearly 200 small projects posed many challenges to our existing systems of project tracking, funds transfer, accounting and auditing. Through much hard work by the Treasurer, the Secretary General and our Regional Chairs systems have been developed that will make future expansion of our work more easily managed.
2. All of the officers of ICEVI work on voluntary basis. For our Regional Chairpersons, in particular, rapid expansion of our work posed many extra burdens that they needed to carry without adequate administrative support. It is essential that we find ways to provide administrative support to our Regional Chairs, who serve as the focal points of ICEVI activities in the region. ICEVI is currently looking into ways of providing more support to our regional chairs and their committees.
3. The Principal Officers of ICEVI must spend many hours of their personal time on the work of our organization and its developmental activities. All of these individual have demanding full-time jobs and therefore, it is not always easy to find individuals willing to make the needed commitment to this work.
4. The Global Campaign on "Education for All Children with Visual Impairment" will add another large and exciting dimension to the work of ICEVI. However, this initiative will bring with it many challenges such as the mobilization of funds for the campaign, strengthening regional coordination between ICEVI and WBU, mobilizing effective national task forces and initiating country level activities. These are all challenges the Global Task Force feels can be met, but they will require significant effort in the months and years ahead.

The International Council for Education of People with Visual Impairment is moving ahead into some new and exciting efforts, efforts that we believe will result in

Innovative and

Collaborative

Efforts to serve more

Visually Impaired Persons

Internationally.

Let me end with heartfelt thanks to all of our international partners, our individual and organizational members, our tireless Secretary General Dr. M.N. G. Mani, my own organization, the Overbrook School for the Blind and most especially to the members of the ICEVI Executive Committee for their tireless efforts in realizing the vision of ICEVI.

I feel confident that the momentum that has been achieved during the 2002-2006 quadrennium will be accelerated by the new Executive Committee and this forward movement will result in a world where all children with visual impairment have access to their basic human right to education.

Respectfully submitted,



Larry Campbell

President



ICEVI REGIONS

Name of the Region	No. of Countries
Africa	- 51
East Asia	- 19
Europe	- 49
Latin America	- 19
North America/Caribbean	- 15
Pacific	- 14
West Asia	- 25

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