

JANUARY 2015

SPECIAL ISSUE



The International Council for Education of People with Visual Impairment

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Visit us at:

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Current International Partner Members of ICEVI

(Those who pay an annual subscription of US\$ 20,000)



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Light for the World
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Sightsavers

Sightsavers
www.sightsavers.org



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



Royal Dutch Visio
www.visio.org

Current Organisational Members of ICEVI

(Those who pay an annual contribution of US \$ 100 to US \$ 750 depending on their annual budget)

- **American Foundation for the Blind**
www.afb.net
- **Hadley School for the Blind**
www.hadley.edu
- **Overbrook School for the Blind**
www.obs.org
- **Helen Keller International**
www.hki.org
- **Lions Clubs International Foundation**
www.lcif.org
- **LES DOIGTS QUI REVENT (Typhlo & Tactus)**
www.tactus.org
- **National Association for Parents of Children with Visual Impairments (NAPVI)**
www.familyconnect.org
- **Caribbean Council for the Blind**
www@eyecarecaribbean.com
- **Round Table on Information Access for People with Print Disabilities**
www.printdisability.org
- **Svenska skolan för synskadade**
www.blindskolan.fi
- **Dancing Dots Braille Music Technology Inc.**
www.dancingdots.com
- **Associação dos Cegos e Amblíopes de Portugal (ACAPO)**
www.acapo.pt
- **The Royal Society for the Blind**
www.rsb.org.au
- **Royal Institute for Deaf and Blind Children**
www.ridbc.org.au
- **Blind SA**
www.blindsa.org.za
- **PanHellenic Association of Parents Guardians and Friends of Visually Impaired People with additional special needs "Amimoni"**
www.amimoni.gr

Global Campaign on Education For All Children with Visual Impairment (EFA-VI)

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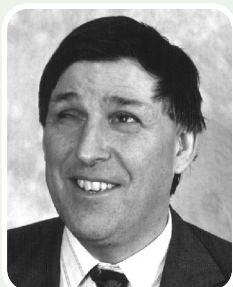
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Our International Partners



Message from The President



As Dr. Aubrey Webson heads for the United Nations where he has been appointed Ambassador of Antigua and Barbuda, the Educator comes under new editorship. We are delighted that the Perkins School for the Blind will continue to provide this invaluable support for ICEVI, and I should like to take this opportunity to welcome Marianne Riggio to the Editor's chair.

Last time I reported that the Nippon Foundation had agreed in principle to extend the higher education project being implemented in south-east Asia for a further three years. I am delighted to say that the extension has now been formally approved and a grant of US \$ 297,000 released for 2015-16. The new phase of the programme will focus on creating inclusive universities for persons with visual impairment and the development of soft skills designed to promote employment. Huge congratulations and thanks are due to Larry Campbell, Immediate Past President of ICEVI, and to the young blind leaders in Cambodia, Myanmar, Indonesia, Laos, the Philippines and Vietnam for all their hard work and their inspirational leadership of this project.

This is a special issue of the Educator. To coincide with the new editorial regime, we thought it would be a good idea to dedicate a whole issue to reprising some of the main features of ICEVI and our work. In this message, by way of a summary of many of the themes which have appeared in these messages since I became President, I want to remind you of some of the main things the Principal Officers have been working on during the last few years.

Following the priorities identified at the London planning meeting in December 2010, we have been focusing on five main things:

1. Regional development, recognising that, under our constitution, the basic structure of ICEVI is a regional one and that the members are primarily members of a region: We have asked Hans Welling, former Second Vice-President of ICEVI, to work with our Regional Chairs and Regional Committees on strengthening the regions. We are modernising the constitution, developing consistent constitutions for all the regions and registering them all in London. Finally, we are developing proper workplans for Principal Officers and Regional Chairs to drive our work more professionally and facilitate monitoring.
2. Freeing up the global conference to work in new and innovative ways with the international agencies and our international partners: in 2012 we held a joint Assembly with WBU including a day devoted to strategic planning for the EFA-VI campaign. In 2016 we will again hold a joint Assembly with WBU, but following feedback from members, we will shorten the overall programme, and

reinstate something of the traditional ICEVI conference by devoting a day to the presentation of peer-reviewed papers.

3. Strengthening relationships with our international partners, particularly the WBU and the IAPB, our partners in the Vision Alliance: The Vision Alliance is now firmly established and is working effectively on a range of issues. It has helped to strengthen our voice and spread the load by making joint responses to consultations. We are developing partnerships with broader education and disability organisations, e.g., the International Disability and Development Consortium through its Inclusive Education Task Group, and the Global Campaign for Education. This helps to promote our message more widely and broaden and strengthen the weight of advocacy behind it.
4. Implementing a joint strategy with WBU to take the EFA-VI campaign to the next stage: We are piloting a "progress report" form for monitoring progress on implementing inclusive education in a small number of countries; and in an important initiative at the instance of Gordon Brown, the UN Secretary-General's Special Envoy for Global Education, we are developing a strategy for using technology to get visually impaired children learning alongside their sighted peers in the same schools.
5. Post-2015: With our Vision Alliance partners we have been playing our part in the efforts to ensure that disability, particularly as regards education, has a higher profile in the international development framework which will follow the Millennium Development Goals when they run out in 2015. We have also been raising our profile with UN bodies. I represented ICEVI at the High Level Meeting of the General Assembly on Disability and Development in New York in September 2013 when governments from around the world came together to agree to a document on the realisation of the Millennium Development Goals for persons with disabilities and say what they were doing to deliver it. Kay Ferrell, Chair of our North American/Caribbean region, made a substantial submission on our behalf to a half day of general discussion on girls' and women's right to education organised by the UN's Committee on the Elimination of Discrimination against Women, and Praveena Sukhraj, one of our Principal Officers, will be joining a panel as part of a general day of discussion in Geneva on 15 April on Article 24 of the UN Convention on the Rights of Persons with Disabilities, the one on education.

Our Executive will be meeting in London towards the beginning of April when it will be able to review progress on these and other issues.

C. M. Low

Colin Low
President, ICEVI

Message from The Guest Editor



It is my pleasure to serve as the Thematic Editor for this edition of *The Educator*, primarily because it allows me to stand in for Dr. W. Aubrey Webson, the former editor, who was appointed as permanent representative and Ambassador

to the United Nations from the nation of Antigua and Barbuda in October 2014. I have known Aubrey and his family since the 1980s, when he was President of the Caribbean Council of the Blind, and I consulted on the creation of the teacher training program at Mico College in Jamaica. I also had the honor of teaching his wife, Rosemary, when she attended Teachers College, Columbia University. Always the diplomat even then, he was part of our family, and he still remembers to ask about my husband Richard and daughter Galina. Our ICEVI family will miss him greatly, at the same time as we anticipate his great and continued accomplishments in the future.

This is less a thematic issue than it is a primer on ICEVI, its issues, and its partners. My thanks to M.N.G. Mani, ICEVI's CEO, who provided content and a large amount of encouragement as I worked my way through the manuscript. I am grateful not only for his support, but also for his confidence in me.

As I go through this issue, I am struck by the power of language. In the new Vision Alliance Position Statement on Low Vision (2015), I read, "Man has witnessed blindness since time immemorial." I immediately thought, "Man? What about women?" I wanted to take the prerogative of the editor to change the sentence to, "Humanity has witnessed blindness since time immemorial." While there are other parts of this issue where I have changed the wording to address clarity, I felt that I would be taking liberties, not prerogatives. While many will disagree, the choice of words often conveys meaning that we may not intend. In this case, the choice may seem trivial, but it left me, a

woman, out of the discussion. ICEVI is, after all, an organization that promotes inclusion for all; nowhere is this omission more critical than in education. Consider this excerpt from ICEVI's submission to the Committee on the Elimination of Discrimination Against Women (CEDAW) (July, 2015):

"UNICEF (2013) indicates that across the world female children are less likely than male children to be literate and to participate in primary and secondary education. They are equally unlikely to participate in pre-primary education. In the least developed countries, the literacy rate in adult women drops to 76% (vs. 90% worldwide), and they are much less likely to attend secondary school." (p. 3)

The words we choose is an issue in all parts of our joint and collaborative work. For example, in this issue you will also read, "Compensatory skills that permit access to the general curriculum" within the Inclusive Education Implementation Guidelines. On its face, the term compensatory seems harmless enough, but I believe it surreptitiously conveys to the reader that there is something to be compensated for, something that is missing. If we start with the premise that these skills are essential, necessary components of the education of a person with visual impairment, using the term compensatory implies that persons with intact vision set the standard of normalcy. How does the meaning change if we use alternative skills, which seems to suggest (at least to me) that Braille, large print, and cane travel are just a different way of accomplishing the same activity?

I seek not to criticize, but to encourage all of us to think about the words we choose. This issue made me think; I hope it will do the same for you, particularly about the work that lies ahead.

A handwritten signature in cursive script that reads "Kay Alicyn Ferrell".

Kay Alicyn Ferrell

ICEVI Fact Sheet

Mission

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

History of the Organization

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

ICEVI Regions

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

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

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

Networking with other organizations

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

Publications

ICEVI's biannual magazine "The Educator" is available in inkprint and Braille in both English and Spanish and is also posted on our website www.icevi.org. A Japanese language version is available in electronic format on the website. ICEVI also publishes a biannual electronic newsletter that is currently distributed to 4000 individuals and organizations in 180 countries.

Website of ICEVI

www.icevi.org

ICEVI Regions & Countries

- | | | | |
|-----------------------------------|---------------------|---------------------|-------------------------|
| 1. Africa | 2. East Asia | 3. Europe | 4. Latin America |
| 5. North America/Caribbean | 6. Pacific | 7. West Asia | |

Africa

- | | | |
|-----------------------------|----------------------------|---------------------------------|
| 1. Algeria | 19. Gabon | 37. Nigeria |
| 2. Angola | 20. Gambia | 38. Rwanda |
| 3. Benin | 21. Ghana | 39. Sao Tome and Principe |
| 4. Botswana | 22. Guinea | 40. Senegal |
| 5. Burkina Faso | 23. Guinea-Bissau | 41. Seychelles |
| 6. Burundi | 24. Kenya | 42. Sierra Leone |
| 7. Cameroon | 25. Lesotho | 43. Somalia |
| 8. Cape Verde | 26. Liberia | 44. South Africa |
| 9. Central African Republic | 27. Libyan Arab Jamahiriya | 45. Sudan |
| 10. Chad | 28. Madagascar | 46. Swaziland |
| 11. Comoros | 29. Malawi | 47. Togo |
| 12. Congo | 30. Mali | 48. Tunisia |
| 13. Côte d'Ivoire | 31. Mauritania | 49. Uganda |
| 14. Djibouti | 32. Mauritius | 50. United Republic of Tanzania |
| 15. Egypt | 33. Morocco | 51. Zambia |
| 16. Equatorial Guinea | 34. Mozambique | 52. Zimbabwe |
| 17. Eritrea | 35. Namibia | |
| 18. Ethiopia | 36. Niger | |

East Asia

- | | | |
|--|--------------------------------------|-----------------------|
| 1. Brunei Darussalam | 7. Hong Kong China | 13. Mongolia |
| 2. Cambodia | 8. Indonesia | 14. Myanmar |
| 3. China | 9. Japan | 15. Philippines |
| 4. China Taipei | 10. Lao People's Democratic Republic | 16. Republic of Korea |
| 5. Democratic People's Republic of Korea | 11. Macao China | 17. Singapore |
| 6. East Timor | 12. Malaysia | 18. Thailand |
| | | 19. Viet Nam |

Europe

- | | | |
|---------------------------|--------------------|-------------------|
| 1. Albania | 11. Cyprus | 21. Iceland |
| 2. Andorra | 12. Czech Republic | 22. Ireland |
| 3. Armenia | 13. Denmark | 23. Israel |
| 4. Austria | 14. Estonia | 24. Italy |
| 5. Azerbaijan | 15. Finland | 25. Kazakhstan |
| 6. Belarus | 16. France | 26. Latvia |
| 7. Belgium | 17. Germany | 27. Liechtenstein |
| 8. Bosnia and Herzegovina | 18. Georgia | 28. Lithuania |
| 9. Bulgaria | 19. Greece | 29. Luxembourg |
| 10. Croatia | 20. Hungary | 30. Malta |

Europe (Contd...)

- | | | |
|---|-------------------------|--|
| 31. Monaco | 37. Republic of Moldova | 44. Sweden |
| 32. Netherlands | 38. Romania | 45. Switzerland |
| 33. Norway | 39. Russian Federation | 46. Turkey |
| 34. Poland | 40. San Marino | 47. Ukraine |
| 35. Portugal | 41. Slovakia | 48. United Kingdom of Great Britain and Northern Ireland |
| 36. Macedonia (former Yugoslav Republic of) | 42. Slovenia | 49. Yugoslavia |
| | 43. Spain | |

Latin America

- | | | |
|---------------|-----------------------|---------------|
| 1. Argentina | 8. Dominican Republic | 15. Panama |
| 2. Bolivia | 9. Ecuador | 16. Paraguay |
| 3. Brazil | 10. El Salvador | 17. Peru |
| 4. Chile | 11. Guatemala | 18. Uruguay |
| 5. Colombia | 12. Honduras | 19. Venezuela |
| 6. Costa Rica | 13. Mexico | |
| 7. Cuba | 14. Nicaragua | |

North America / Caribbean

- | | | |
|------------------------|---------------------------|--------------------------------------|
| 1. Antigua and Barbuda | 7. Grenada | 13. Saint Vincent and the Grenadines |
| 2. Bahamas | 8. Guyana | 14. Trinidad and Tobago |
| 3. Barbados | 9. Haiti | 15. United States of America |
| 4. Belize | 10. Jamaica | |
| 5. Canada | 11. Saint Kitts and Nevis | |
| 6. Dominica | 12. Saint Lucia | |

Pacific

- | | | |
|-----------------------------------|--------------------------|---------------------|
| 1. Australia | 6. Marshall Islands | 11. Samoa |
| 2. Cook Islands | 7. Nauru | 12. Solomon Islands |
| 3. Fiji | 8. New Zealand | 13. Tonga |
| 4. Federated States of Micronesia | 9. Palau | 14. Tuvalu |
| 5. Kiribati | 10. Papua and New Guinea | 15. Vanuatu |

West Asia

- | | | |
|-----------------------------|------------------|--------------------------|
| 1. Afghanistan | 10. Kyrgyzstan | 19. Sri Lanka |
| 2. Bahrain | 11. Lebanon | 20. Syrian Arab Republic |
| 3. Bangladesh | 12. Maldives | 21. Tajikistan |
| 4. Bhutan | 13. Nepal | 22. Turkmenistan |
| 5. India | 14. Oman | 23. United Arab Republic |
| 6. Iraq | 15. Pakistan | 24. Uzbekistan |
| 7. Islamic Republic of Iran | 16. Palestine | 25. Yemen |
| 8. Jordan | 17. Qatar | |
| 9. Kuwait | 18. Saudi Arabia | |

Memorandum of Association

COMPANY No. 4521195
The COMPANIES ACTS 1985 and 1989

COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL

MEMORANDUM OF ASSOCIATION OF INTERNATIONAL COUNCIL FOR EDUCATION OF PEOPLE WITH VISUAL IMPAIRMENT

1. The name of the company (hereinafter called "the Council") is the International Council for Education of People with Visual Impairment.
2. The registered office of the Council will be situated in England and Wales.
3. The objects for which the Council is established are:-
 - 3.1 To be a global association of individuals and organisations that promotes equal access to appropriate education for all visually impaired children and youth so that they may achieve their full potential.
 - 3.2 To establish and maintain regions and support their activities;
 - 3.3 To convene a General Assembly at the end of each term;
 - 3.4 To promote cooperation with local, national, regional and global governmental and non-governmental organisations active in or related to the education of people with visual impairment;
 - 3.5 To influence governmental and United Nations agencies with respect to the education of people with visual impairment;
 - 3.6 To promote a positive image of people with visual impairment;
 - 3.7 To promote involvement of persons with visual impairment and their families in educational policy and planning.
4. In order to facilitate the exchange of expertise and professional knowledge and skills, the Council shall have power to:
 - 4.1 Promote local, regional and global networks;
 - 4.2 Promote training courses, conferences and meetings at a local and regional level;
 - 4.3 Promote local, national, regional and global communication;
 - 4.4 Publish a global journal and regional newsletters through the internet and otherwise;
 - 4.5 Promote local and regional special interest groups and their inter-regional linkages;
 - 4.6 Do all such lawful things as may assist in carrying into effect the objects of the Council.

5. Benefits to Members and Directors

- 5.1 In this clause “director” means a member of the executive committee as provided for in the Articles of Association.
- 5.2 The property and funds of the Council must be used only for promoting the objects and do not belong to members and there shall be no distribution of any profit whether by declaration of dividend or otherwise.
- 5.3 Notwithstanding the previous sub-clause members including directors may be paid interest at a reasonable rate on money lent to the Council and may be reimbursed in respect of reasonable out-of-pocket expenses (including hotel and travel costs) actually incurred in running the Council.
- 5.4 Subject as aforesaid a director must not receive any payment of money or other material benefit (whether directly or indirectly) from the Council:

Provided a director may receive a benefit where the Council makes a payment to a company in which he or she has a less than five percent shareholding.

6. The liability of the members is limited.
7. Every member of the Council undertakes to contribute to the assets of the Council, in

the event of the same being wound up while he/she is a member or within one year after he/she ceases to be a member, for payment of the debts and liabilities of the Council contracted before he/she ceases to be a member and of the costs charges and expenses of winding up and for the adjustment of the rights of the contributories amongst themselves such amount as may be required not exceeding £1.

8. If upon the winding up or dissolution of the Council there remains, after the satisfaction of all its debts and liabilities, any property whatsoever the same shall not be paid to or distributed among the members of the Council but shall be given or transferred to some other body having objects similar to the objects of the Council and which shall prohibit the distribution of its income or property among its members to an extent at least as great as is imposed on the Council, under or by virtue of clause 5 hereof, such body to be determined by the members of the Council at or before the time of dissolution, and in so far as effect cannot be given to the foregoing provision, then to some other charitable body.

We the persons whose names and addresses are subscribed are desirous of being formed into a company in pursuance of this Memorandum of Association.



The marvelous richness of human experience would lose something of rewarding joy if there were no limitations to overcome. The hilltop hour would not be half so wonderful if there were no dark valleys to traverse.

- Helen Keller

Articles of Association

COMPANY No. 4521195
The COMPANIES ACTS 1985 and 1989

COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL

ARTICLES OF ASSOCIATION OF INTERNATIONAL COUNCIL FOR EDUCATION OF PEOPLE WITH VISUAL IMPAIRMENT

1. Membership:

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

2. Regional Structure:

- 2.1 The basic structure of the Council is a regional one and the members of the Council are primarily members of a region. The Executive Committee shall determine the number of regions into which the Council is divided and the countries making up each region.
- 2.2 The Regional Members shall elect for each term from the region a Regional Chairperson and one or more Regional Deputy Chairpersons. The length of a term shall be as prescribed in the Bye-laws.
- 2.3 The Regional Chairpersons shall be responsible for establishing a Regional Committee of not less than 5 members. Representation on the Regional

Committee shall reflect the diversity of the region. The immediate past Chairperson and any Principal Officer belonging to the region shall ex officio be a member of the Committee.

- 2.4 The Regional Committee shall be responsible for the planning and implementation of regional activities and conducting the business of the region in consultation with the Principal Officers of the Council.
- 2.5 The Regional Committee shall have power to levy a regional subscription with the agreement of the Executive Committee.
- 2.6 The audited regional accounts shall be sent to the Council's Treasurer within three months of the end of each financial year.
- 2.7 The Regional Chairpersons, together with the five Principal Officers, are the Officers of the Council.
- 2.8 The Regional Chairpersons shall report regularly to the President on an agreed schedule.
- 2.9 If a Regional Chairperson is unable to fulfil his/her duties, one of the Deputy Chairpersons shall take over by agreement among themselves. If neither the Chairperson nor any of the Deputy

Chairpersons is able to fulfil these duties, the Regional Committee in association with the President shall take decisions about the continuation of the region's work.

- 2.10 The Regional Committees shall appoint delegates with voting rights to the General Assembly using a process which respects diversities within the region. The number of delegates per region shall be laid down in the Bye-laws.

3. General Assembly:

- 3.1 A meeting of the General Assembly shall be held at the end of each term.
- 3.2 Those entitled to vote at the General Assembly shall consist of the Executive Committee, not more than two Deputy Chairpersons from each region and the other delegates with voting rights appointed by the Regional Committees in accordance with Bye-law 4.
- 3.3 At a General Assembly, there shall take place a business meeting at which the Regional Chairpersons and Principal Officers shall present a report on their activities during the past term and their plans for the next term. The business meeting shall elect the Principal Officers of the Council, who shall be the President, the First Vice-President, Second Vice-President and the Treasurer. The Immediate Past President is also a Principal Officer.
- 3.4 The General Assembly may also include a professional conference, which non-delegates may attend.
- 3.5 At a business meeting of the general assembly, a quorum shall be one third of the members entitled to be present and to vote.

4. Executive Committee:

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

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

- 4.2 The Executive Committee may either ad hoc or for the full term appoint additional members with special tasks who may be invited to participate in meetings of the Executive Committee, but shall have no voting rights.
- 4.3 The Executive Committee shall evaluate regional developments in terms of the Council's policy, the global targets set for the term and regional plans.
- 4.4 The Executive Committee shall keep under review the Memorandum and Articles of Association and the Bye-laws of the Council.
- 4.5 The Executive Committee shall appoint the members of the Programme, the Nominations, the Finance, the Publications and any other global Standing Committees of the Council.
- 4.6 A Regional Chairperson who shall be appointed by the Executive Committee shall act as Chairperson of the Nominations Committee. When a member of the Nominations Committee wants his/her name to be considered for one of the Principal Officer positions, he/she shall send a letter of resignation to the Chairperson of the Nominations Committee, who in turn will consult the President and have a substitute appointed in the place of the member who resigned from the Committee.
- 4.7 The President is ex officio a member of the Programme Committee.

4.8 The Treasurer is ex officio Chairperson of the Finance Committee.

4.9 One of the Vice-Presidents shall be the ex officio a member of the Publications Committee.

4.10 The Executive Committee shall have power to appoint paid staff in order to further the work of the Council.

4.11 At a meeting of the executive committee, a quorum shall be one third of the members entitled to be present and to vote.

5. Principal Officers:

5.1 The Principal Officers are the executive officers of the Council who shall act on behalf of the Council and on behalf of the Executive Committee. They shall report on their activities to the Executive Committee and the General Assembly, and shall meet as necessary. Three shall be a quorum.

5.2 Each of the Principal Officers, in addition to the duties of their post, shall have specific duties as agreed amongst themselves from time to time.

5.3 Each Principal Officer is authorised to act on behalf of the Council on condition that the action is based on the Memorandum and Articles of Association or Bye-laws of the Council; its policy, custom and practice; or a decision of the Executive Committee or of the Principal Officers.

5.4 If the President is unable to discharge his/her responsibilities, the First Vice-President shall take over responsibility from the President. If for any reason he/she is or becomes unable to do this, the Second Vice-President shall take over.

5.5 The Secretary General will normally be in attendance at meetings of the Principal

Officers and Executive Committee unless asked to withdraw while matters relating to his/her position as Secretary General are discussed.

6. International Consultative Committee:

- 6.1 The International Consultative Committee is an advisory body to the Executive Committee. It is intended to promote global co-operation and linkages between global organisations active in the education of people with visual impairment.
- 6.2 The Executive Committee shall draw up a list of organisations that will be invited to serve on the International Consultative Committee. These organisations shall meet the conditions laid down in the Bye-laws.
- 6.3 The Executive Committee shall meet at least once each term with the International Consultative Committee. These meetings shall discuss the Council's general policy with a view to promoting co-operation and linkages with the invited organisations.

7. Terms of Office:

- 7.1 All office holders shall take up their positions at the end of the General Assembly at which they were elected. Elections or appointments taking place between General Assemblies shall have immediate effect.
- 7.2 All office holders shall remain in post until the end of the next General Assembly after their election or appointment.
- 7.3 Ad hoc appointments shall come to an end when the task for which they were made has been completed, but in any event not later than the end of the next General Assembly after they were made.

- 7.4 Regional Chairpersons and International Members of the Executive Committee should normally serve for no more than two full terms.

- 7.5 No Principal Officer shall serve in the same position for more than two full terms, not including any unexpired portion of a predecessor's term.

8. Alternative Methods of Decision Making:

- 8.1 With the prior agreement of the President, a member of any organ of the Council may validly participate in a meeting of that body through the medium of telephone or video conference or any other form of electronic communication equipment, provided that all persons participating in the meeting are able to hear and speak to each other throughout such meeting. A person so participating shall be deemed to be present at the meeting and shall accordingly be counted in the quorum and be entitled to vote. A resolution passed at any meeting held in such manner and signed by the Chair of the meeting shall be valid and effective as if it had been passed at a meeting of that body duly convened and held.
- 8.2 A postal ballot may be used for deciding any question which requires decision within any organ of the Council. Ballot papers, clearly stating the proposal to be voted on, shall be sent to all persons entitled to vote on the matter in question. All means of written communication may be used.

9. Finance:

The Council's financial year runs from 1st January to 31st December. The accounts of the Council shall be subject to annual audit by a qualified auditor and the

Principal Officers shall appoint an external auditor for the purpose. The audited accounts shall be presented to the Executive Committee who shall have responsibility for approving the financial report. The Executive Committee shall also approve the annual budget of the Council.

10. Use of the Council's name:

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

11. Amendment of Articles of Association and Bye-laws:

- 11.1 These Articles of Association may be amended by the General Assembly.
- 11.2 Proposals for amendment of the Articles of Association shall be recommended to the General Assembly by the Executive Committee.
- 11.3 Proposals for amendment of the Articles of Association shall be published in the Council's journal and on the Council's website not later than three months prior to the General Assembly at which they are to be discussed.
- 11.4 Amendment of the Articles of Association shall require a two-thirds majority of the votes either of the members present and voting at a General Assembly or voting in a postal ballot, provided in each case that not less than 50% of those entitled must have voted in order for the proposal to be carried. In the event that less than 50% of those entitled shall have voted, a second

ballot on the same proposal may be organised not earlier than two weeks and not later than six months after the first ballot. In this event, not less than 25% of those entitled to vote either at a General Assembly or in a postal ballot must have voted in order for the proposal to be carried.

- 11.5 The Executive Committee may change or add to the Council's Bye-laws by a simple majority on a recommendation of the Principal Officers made not later than three months before a meeting of the Executive Committee or a postal ballot on the same. The quorum for votes on such recommendations shall be two-thirds. If there is no quorum, a second ballot may be organised not earlier than two weeks and not later than six months after the first ballot. For the second ballot on the same proposal, the quorum shall be 50%.
- 11.6 The text of any changes to the Articles of Association or any additions or changes to the Bye-laws, together with the result of any vote, shall be published in the next issue of the Council's journal following their agreement and on the Council's website.

12. Dissolution of the Council:

On the winding up and dissolution of the company the provisions of the Memorandum of Association shall have effect as if repeated in these Articles.

13. Miscellaneous:

In cases for which there is no clear provision either in these Articles of Association or in law, the Executive Committee shall decide issues according to the spirit of the Memorandum and Articles of Association.

Responsibilities of ICEVI Officers

The ICEVI core activities are carried out by a group of Principal Officers consisting of President, First Vice-President, Second Vice-President, and a Treasurer duly elected by the General Assembly through a process of nomination. The Immediate Past-President of ICEVI is also a member of the group of Principal Officers and of the Executive Committee. In case the Immediate Past President wishes to relinquish the position, the Executive Committee of ICEVI can nominate a Principal Officer in the place of the Immediate Past President either for the full or part of the Quadrennium. In addition to the Principal Officers, the Regional Chairs of the ICEVI region, who are elected by the delegates of the particular region, also assume responsibilities for ICEVI's work at the regional level. Following are the broad responsibilities of various officers of ICEVI and these criteria will enable the regions to elect the right type of regional chairs and also assist the Nominations Committee appointed by the Executive Committee to identify the Principal Officers, who can bring the best to the organisation.

Responsibilities of the Principal Officers and CEO

The President

1. Provides overall leadership and direction to ICEVI including policy formulation, promotion and implementation of ICEVI's Strategic Plan.
2. Supervises the work of the Chief Executive Officer.
3. Works closely with other ICEVI Officers in implementing the programs and services of ICEVI.
4. Works in close collaboration with the Treasurer and Resource Mobilisation / Fund Raising Committee to develop and implement strategies to achieve a sound financial base for ICEVI.
5. Establishes connections with the international organisations to secure support for the EFA-VI campaign within the overall funding plan for EFA initiative.
6. Serves as the formal representative of ICEVI with other organizations or deputises other Officers to do so.
7. Serves as an Ex-Officio member of all regional, standing and special committees.

First Vice-President

1. Serves as a senior advisor to ICEVI in general and the EFA-VI initiative in particular.
2. Advises and assists in the development of ICEVI regions with particular reference to the North America and Caribbean and Latin America regions.
3. Develops contacts with the INGDOs working in the Latin America region to promote networking for EFA-VI campaign activities.
4. Supervises the publication of The Educator in Spanish.

5. Monitors the Latin America page of the ICEVI website.
6. Works with the Regional Chair of the Latin America region in implementing ICEVI activities in the region.

Second Vice-President

1. Advises and assists in the development of ICEVI regions with particular reference to Pacific and the East Asia regions.
2. Liaises with the Editor, The Educator and CEO, ICEVI in the selection of Themes for the issues and also in identifying the editors for the same.
3. Offers guidance to the Secretariat in improving the ICEVI website.
4. Coordinates the research activities of ICEVI.
5. Strengthens the parental movement in the work of ICEVI.
6. Works with international development organisations in the Pacific region in securing funds for EFA-VI activities.

Treasurer

1. Maintains the financial accounts of the organization, including payments, receipts and bank accounts.
2. Oversees the day-to-day income and expenditure operations of ICEVI.
3. Prepares quarterly financial reports for Principal Officers' meetings and for the annual meeting of the Executive Committee.
4. Arranges and publishes the annual audited financial statements of the organization.
5. Reviews and monitors project and expenditure requests of each region requiring ICEVI's support.
6. Exercises budgetary control and financial planning to ensure a healthy and sound financial position for ICEVI.

Principal Officer

(Praveena Sukhraj, who was nominated by the Executive Committee to serve as a Principal Officer in lieu of the Immediate Past President, Larry Campbell, relinquishing his position.)

1. Advises and assists in the development of the Africa region of ICEVI.
2. Establishes collaboration with the African Union of the Blind and the African Decade of the Disabled to ensure that ICEVI takes part in advocacy work in the entire Africa region.
3. Guides the EFA-VI regional coordinator in the execution of ICEVI activities in the region.
4. Works with the Regional Chair of the Africa region to strengthen the regional committee of ICEVI.
5. Collaborates with the INGDOs present in the region for networking.

President Emeritus

(When Larry Campbell, the Immediate Past President of ICEVI, relinquished his position at the ICEVI General Assembly held in Bangkok in November 2012, the General Assembly recognised him with the position of

President Emeritus and asked him to continue as the Project Director of the Higher Education project implemented by ICEVI with the support of the Nippon Foundation.)

1. Monitors the Higher Education project of the ICEVI as its Project Director.
2. Serves as the contact person of ICEVI for the Nippon Foundation.
3. Advises the Principal Officers whenever required.

CEO

The ICEVI Secretariat serves as the administrative link to ICEVI regions and the Principal Officers and is managed by the Chief Executive Officer of the organisation. The specific responsibilities of the CEO are as follows:

1. Supports the President, other Principal Officers and members of the Executive Committee in all matters and in some cases represents them.
2. Represents ICEVI, as requested, at international assemblies and meetings.
3. Works closely with the Publications Committee in editing and publishing “The Educator” and other publications of ICEVI.
4. Develops and maintains the ICEVI database and other needed databases of professionals and organizations involved in the area of visual impairment and also monitors the website of the organisation.
5. Works actively and directly with regional chairpersons and their committees to develop and implement programs that propagate the mission, vision, and goals of ICEVI.
6. Develops, in consultation with the members of the EXCO and others, such as UN Bodies and INGDOs, a global initiative for achieving education for all visually impaired children and youth by 2015 and beyond.
7. Discharges other duties that may assigned by the President of ICEVI from time-to-time.

Responsibilities of Regional Chairs

As per the constitution of ICEVI, ICEVI regions are key units of ICEVI and they have a larger role to play in carrying out the activities of ICEVI. Following are the broad responsibilities of the regional chairs. However, each region of ICEVI is unique and the regional committees are empowered to plan region specific activities of ICEVI without deviating from the core principles, mission and vision of ICEVI.

1. Serves as the primary Representative of ICEVI in the regions as defined by the constitution.
2. Reports directly to the President or to another Principal Officer / CEO designated by the President.
3. The duties and responsibilities include:
 - 3.1 Establishing, in collaboration with the CEO and Deputy Regional Chairperson, a regional committee that is representative of the region and has a minimum of 5 persons.
 - 3.2 Establishing a formal list of ICEVI contacts and resource persons for the countries in the region with at least one key contact person in each country.

- 3.3 Development and implementation of an annual plan-of-action for the region that outlines what objectives the region will accomplish during that fiscal year (January 1-December 31). This plan of action should respond specifically to the unique needs of the region and should be developed within the framework of the ICEVI's Strategic Plan of Action adopted by the Officers. This annual plan-of-action must be sent to the CEO at a date agreed by the CEO and the Regional Chairs.
- 3.4 Development of an annual regional budget which should accompany the regional plan of action referred to in point 3.3.
- 3.5 Maintaining ICEVI funds in a separate account which must be audited annually and preparing a semi-annual financial report that is submitted twice a year to the Treasurer within 30 days following the midpoint (June 30) and end (December 31) of the fiscal year.
- 3.6 Development of a regional system of communication including the development of a regional newsletter and/or inclusion of ICEVI information within other relevant publication(s) that are widely circulated within the region.
- 3.7 Serving as the principal liaison for ICEVI within the region with related government and non-government organizations concerned about the needs of blind and visually impaired persons within the region.
- 3.8 Establishing and maintaining contact with regional units of the UN, and its related agencies on matters regarding persons with disabilities and other related matters.
- 3.9 Organizing, wherever feasible, at least one regional meeting to be held during the quadrennium or developing such a meeting within the framework of a related regional or sub-regional conference or meeting that may be organized by another organization.
- 3.10 Developing and implementing a program to increase awareness, interest and participation in ICEVI by the largest possible number of persons and organizations within the region who may share the goals and objectives of ICEVI's work.
- 3.11 Fostering the development of ICEVI sub-regional and/or national level activity within the region on behalf of ICEVI. This may include the development of national level divisions. Requests to develop such national level divisions must come through the regional committee and be approved in advance by the Principal Officers. Such approved national level divisions are under the overall authority of the regional chairperson and his/her committee.
- 3.12 Developing the Vision Alliance initiative, which is a network of IAPB, ICEVI and the WBU, by working closely with their regional chairs.
- 3.13 Contributing regularly to the ICEVI publication, "The Educator" and to the ICEVI website and E-News. The ICEVI Secretariat is the main contact point for these contributions.
- 3.14 Providing an annual written report on regional activities to the POs through the Secretariat.

- 3.15 Contributing to the maintenance of the ICEVI world database by providing and/or updating their region database.
- 3.16 Participating in all meetings of the Officers, Executive Committee and other relevant Committees (Normally the regional chairs are expected to attend one meeting of the ICEVI Executive Committee once a year. The frequency of the regional committee meetings is decided by the regional committee concerned.)
- 3.17 Carrying out of other duties and assignments that may from time-to-time be determined by the President.

Responsibilities of the EFA-VI Regional Coordinator

The Africa region of ICEVI has the services of a Regional Coordinator who works with the Regional Chair of the region in coordinating the ICEVI activities in the vast region and networks with the key organisations present in the region. The Regional Secretariat is located at the premises of the Africa Union of the Blind (AFUB). Following are the key responsibilities of the Regional Coordinator.

- Forms national committees in the selected countries.
- Coordinates with the centres of excellence.
- Organises capacity building programmes as per requirements.
- Liaises with the Ministries involved in services for persons with disabilities.
- Monitors the implementation of the campaign activities in the region.
- Gathers research data for the campaign.
- Develops a regional database.
- Disseminates information.
- Carrying out the campaign related documentation and liaison works assigned by the Executive Director of the campaign.

Indonesia Conference of ICEVI



The Indonesia network of ICEVI organised a conference on multiple disabilities in Matram, Indonesia on 10th and 11th October 2014, which was attended by teachers, officials from the Ministry of Education, representatives from the South East Asian Ministers of Education Organisation (SEAMEO) and national NGOs.

The meeting of the Regional Executive Committee of the ICEVI East Asia region was also conducted in conjunction with this conference, which resolved to hold a regional conference of the ICEVI East Asia region in Bali, Indonesia in 2015.

ICEVI Technology Initiative

Colin Low, President, ICEVI

One major obstacle to blind and partially sighted children being able to attend inclusive schools is the unavailability of textbooks and other curriculum materials in accessible formats such as braille, audio and large print. Accordingly our EFA-VI strategy 2013 says that we will “harness the power of information and communications technology (ICT) to enable blind and partially sighted children and young people to be included in mainstream schools alongside their sighted peers and acquire the specialist literacy skills they need to make their way in the world”.

Access to information is at the heart of EFA-VI. Up to now, we have sought, not with a great deal of success, to make textbooks in accessible formats a condition of grants from the World Bank to national programmes under the UN's Education for All (EFA) programme, but now, in a new development, we have decided to form a strategic partnership with the DAISY Consortium, an international consortium of expert organisations who collaborate to provide practical solutions for print disabled people.

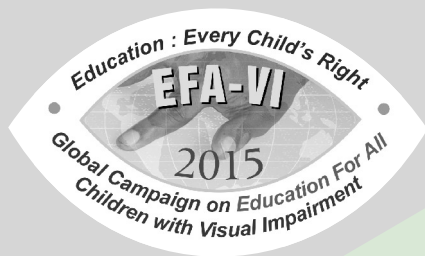
This came about because Gordon Brown, the former UK Prime Minister, who is now the UN Secretary-General's Special Envoy for Global Education, has asked us to develop a strategy for using technology to enable the education of children with a visual impairment alongside their sighted peers in the same school. He believes the key to this today - and what would really arouse the interest of big players like Apple, Google, Microsoft, the World Bank, the Global Partnership for Education (GPE) and so on - is harnessing the resources and potential of new technology. The DAISY Consortium is helping us develop such a strategy and Gordon Brown has

offered to help promote it. DAISY is concerned with accessible publishing and reading, brings a wealth of technology expertise, and has membership from across the world.

We have engaged Richard Orme to drive this work. Richard has worked extensively in the field of accessible technology. He has more than 20 years experience of visual impairment and education technology, and led the successful effort to create accessible solutions for school textbooks in the UK. He is frequently invited to advise on accessibility by governments and agencies around the world, and has extensive links with the world's largest technology companies.

The emerging strategy has three drivers - “kit”, “content” and “confidence”. “Kit” refers to the devices you need for accessing information using ICT. “Content” refers to the materials we need to access in an accessible form. Formerly these were textbooks in hard copy, but now they are in electronic form so that they can be accessed flexibly in braille, large print or synthesised speech as required. And “confidence” refers to the skills needed to use this kit and content with confidence, both on the part of users and trainers.

We are currently looking at undertaking a number of pilot projects using the kit, content and confidence model so that we can understand better what works and what does not before scaling up to a fully-fledged strategy. As in all we do, ICEVI's role is a coordinating one. Our aim is, by acting as a facilitator, to deliver our objective in conjunction with our international partners and other stakeholders.



EFA-VI Campaign - Its Origin, Growth and Strategies

The Education for All Children with Visual Impairment (EFA-VI) is a global campaign and program of the International Council for Education of People with Visual Impairment (ICEVI), acting in partnership with the World Blind Union (WBU), to ensure that all girls and boys with blindness and low vision enjoy the right to education. The development of the EFA-VI Campaign can be analysed in terms of the following 4 stages:

1. **Conceptualization Stage (2003 to 2006)** when the campaign was conceived, Global Task Force formed, draft Business Plan developed, and the Campaign launched at the 12th World Conference of ICEVI held in Kuala Lumpur in 2006;
2. **Experimentation Phase (2007 to 2011)** when ICEVI introduced the campaign in 12 focus countries, which resulted in the development of good practices that could be emulated in other countries;
3. **Consolidation Phase (2012)** which is characterised by ICEVI analyzing the strengths and limitations of the campaign by doing a SWOT analysis (strengths, weaknesses, opportunities, threats); and
4. **Expansion Phase (from 2012 onwards)** when ICEVI is expected to strengthen its regions to collaborate with international agencies, larger initiatives on Education For All, INGDOs, UN Bodies, etc., to strengthen the advocacy front and also actively work with the Governments, local NGOs, organisations of Blind people etc., to facilitate quality education for children with visual impairment.

The Global Campaign on Education for All Children with Visual Impairment (EFA-VI) is being implemented in 24 participating countries including Bangladesh, Bolivia, Bhutan, Burkina Faso, Dominican Republic, Ecuador, El Salvador, Ethiopia, Fiji, Guatemala, Ghana, Honduras, India, Kenya, Malawi, Mozambique, Nepal, Nicaragua, Pakistan, Paraguay, Palestine, Swaziland, Uganda, and Vietnam. As of December 2014 the data from 18 countries reveals that 105,472 additional children with visual impairment have been enrolled in schools since the inception of the campaign.

Additional Enrolment of CWVI:

The campaign has contributed to the additional enrolment of children with visual impairment in schools. The following table describes the country wise data on additional enrolment during the year 2013 – 2014 and since inception of the programme.

S. No.	Country	Students Enrolled from Initiation to 2014
1	Dominican Republic	1,702
2	Ecuador	3,617
3	El Salvador	741
4	Ethiopia	14,767
5	Fiji	20
6	Guatemala	8,198
7	Honduras	794
8	Mozambique	676
9	Nepal	4,819
10	Nicaragua	15,432
11	Pakistan	1,710
12	Palestine	3,230
13	Paraguay	1,420
14	Uganda	283
15	Vietnam	43,112
16	Kenya	3,635
17	Burkina Faso	415
18	Ghana	901
Total		105,472



Screening and Capacity Building Programmes:

Capacity Building Programmes were organized on various themes such as Low Vision, Early Detection and Assessment, Adapted Learning Materials, Abacus, Braille, Education of MDVI, Inclusive Education, Visual Stimulation, Orientation and Mobility, Child Protection Policies, Role of Parents in Education of Children with Visual Impairment, and Activities of Daily Living. Screening of children was also conducted and optical devices were also provided. The country wise details of the beneficiaries are given in the following table.

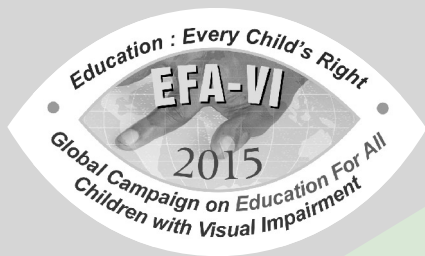
S. No.	Country	Students	Teachers	Parents
1	Bolivia	435	64	21
2	Dominican Republic	645	1666	1464
3	Ecuador	12078	39033	22505
4	El Salvador	61	404	577
5	Guatemala	9161	394	636
6	Honduras	1682	1265	193

S. No.	Country	Students	Teachers	Parents
7	Nicaragua	367	473	2181
8	Paraguay	4286	2115	729
9	Nepal	81	104	0
10	Pakistan	200	253	215
11	Bhutan	0	16	0
12	Sri Lanka	0	2	0
13	India	0	245	0
14	Palestine	0	30	0
15	Bangladesh	0	152	0
16	Vietnam	0	10035	100
17	Ethiopia	0	50	60
18	Ghana	0	12	98
19	Mozambique	0	114	254
20	Uganda	45	21	0
21	Swaziland	0	1	0
22	Kenya	45	79	51
23	Malawi	37	11	26
24	Burkina Faso	0	0	3
25	Philippines	11	443	300
26	Thailand	240	2302	591
27	Cambodia	2109	263	0
650 Programmes		31483	59547	30004
Grand Total		121034		

In Ecuador around 400,000 school students were screened in 14 provinces and more than 22 thousand students were provided with needed optical devices. In summary more than 650 programmes were conducted and around 545,000 students, teachers and parents have benefited from the EFA-VI global campaign from the initiation of the campaign. The campaign has demonstrated that education for all initiative will become a reality when children with disabilities in general and children with visual impairment are included in the mainstream education system.

EFA-VI Re-launch postponed

The Executive Committee of ICEVI suggested that the EFA-VI Campaign should not be treated as a routine affair and periodic re-launch of the campaign with some special thrust would energize its implementation. The committee recommended to the Global Task Force that it may come up with a catchy tagline every year without changing the name of the campaign similar to the annual theme announced by the UN to observe the World Disability Day. The first re-launch of the campaign was expected to be launched in Kampala, Uganda in October 2014 in conjunction with the IDP Africa Forum. With the postponement of the Africa Forum, the campaign re-launch too was deferred and it will take place whenever the Africa Forum is held.



EFA-VI Campaign Guidelines for Countries

The guidelines in this section would be useful for preparing country plans for the implementation of the EFA-VI campaign.

1. PRESENT SCENARIO IN THE COUNTRY:

(Please try to provide as much information as possible in this section to provide a birds-eye-view of the current educational services available for children with visual impairment in the country.)

This section may cover the following key aspects:

- 1.1 The magnitude of the problem – what is the percentage of persons with visual impairment in the country, what percentage constitutes children of school age, how many currently have access to education, etc.
- 1.2 Policy of the Government: Is the policy of the government conducive for the development of educational services for children with visual impairment, are there active organisations of and for persons with visual impairment, etc.
- 1.3 What are the impediments at present for expanding educational services for children with visual impairment – such as lack of teacher preparation facilities, lack of materials, lack of awareness, patronizing attitudes, etc.

2. GOALS FOR THE QUADRENNIUM

(This section may include targets the country is expecting to achieve in terms of increasing services for children with visual impairment. Please don't list activities emerging just out of wishful thinking but mention what is achievable during the years 2007-2010 so that necessary activities may be planned to achieve the listed goals.)

This section may include the following:

- 2.1 How many children with visual impairment are likely to be provided access to education?
- 2.2 If projecting an absolute number is difficult, the country may mention the probable percentage of these children that can be given education by the end of the quadrennium?

3. WHAT APPROACHES ARE APPROPRIATE FOR ACHIEVING THE DESIRED GOALS?

(The country plan needs to include the current service delivery approaches that exist and list the approaches to be adopted by the EFA-VI campaign in the country to achieve the desired goal.)

This section may include the following:

- 3.1 What service delivery approaches (special schools, integrated education, inclusive settings, etc.) are currently being utilized in the country?
- 3.2 What approaches are considered appropriate in the implementation of the EFA-VI campaign in the country?
- 3.3 If the suggested approaches are different from the existing country approaches, is the country prepared to adapt?
- 3.4 What measures are necessary to get acceptance for the suggested service delivery models in the country?

4. WHAT NEEDS TO BE IN PLACE TO ACHIEVE THE DESIRED GOALS?

(In order to achieve the targets fixed above, many issues such as the human resource development, curriculum, materials, monitoring, etc., need to be addressed. Providing these details may also help in preparing the financial requirement for the implementation of the campaign.)

This section may include the following:

- 4.1 What types of personnel and professionals are required to achieve the desired coverage of children with visual impairment in each year of the implementation?
- 4.2 What preparations such as conducting orientation programmes, teacher training activities, enrichment courses, etc., are necessary in each year?
- 4.3 What facilities at present are available for human resource development?
- 4.4 What additional arrangements need to be made for addressing the human resources issues?
- 4.5 What types of learning materials are necessary for human resource development?
- 4.6 Does the country have necessary trainers for addressing human resource development? If not, what type of assistance is required from the EFA-VI campaign?
- 4.7 Who are the major stakeholders who should constitute the national task force for the EFA-VI campaign?
- 4.8 What should be the terms of reference for the EFA-VI global campaign?

5. WHAT MECHANISMS WILL BE ADOPTED TO ENSURE SUPPORT SERVICES?

(One of the guiding principles of the EFA-VI campaign is that appropriate services should be ensured for children with visual impairment. The country plan needs to include information on how Braille books and assistive devices may be made available for children with visual impairment enrolled in schools.)

The plan may include how the existing centres will play a role in the above.

The following components may be included in the plan:

- 5.1 What is the existing mechanism of providing learning materials and assistive devices to children with visual impairment enrolled in schools?
- 5.2 Assuming that the campaign will enrol more children, what mechanism is available to ensure provision of such services to all children with visual impairment enrolled?
- 5.3 Is there a mechanism to provide early intervention services in order to facilitate effective inclusion of the child in mainstream schools?
- 5.4 Is there an institute in the country that can serve as a centre of excellence for preparing human resources, providing support services, etc.?
- 5.5 If such a single institute is not available, is there a possibility of developing a network of institutions to provide the required services?
- 5.6 What will be the requirement in terms of additional human resources, equipment, materials, etc., to make the concept of centres of excellence functional in the country selected as the focus country?

6. HOW WILL THE COUNTRY ENSURE DOCUMENTATION OF DATA

(The impact of the EFA-VI campaign will be measured against the parameters of success such as increased enrolment of children with visual impairment, reduction of dropout rate, ensuring provision of support services, and creation of alternative service delivery systems wherever appropriate. The plan needs to include a detailed plan of how data would be collected to address the above parameters.)

The following components may be included in this section.

- 6.1 What mechanisms will be used by the country to document data regarding enrolment of children with visual impairment, dropout prevention, etc?
- 6.2 What types of tools will be used to document this information?
- 6.3 How often will the information be documented?
- 6.4 What types of human resources are required to document such data?
- 6.5 How will the project record qualitative information regarding the impact of the campaign?
- 6.6 What type of assistance is expected from the EFA-VI Secretariat in documenting the above information?

7. WHAT TYPES OF CAPACITY BUILDING PROGRAMMES WILL BE ORGANISED?

(In order to implement the campaign programme, the country may organise a number of capacity building programmes for many stakeholders, such as teachers, parents, students, public, etc. The annual plan for the conduct of such programmes may also be provided along with budget information.)

The following issues may be addressed in this section:

7.1 What types of advocacy programmes will be organized in each year of the quadrennium?

7.2 What types of impact will these programmes have on the overall impact of the campaign?

8. BUDGET REQUIREMENT FOR THE CAMPAIGN

While preparing the budget, the country needs to provide information on how the expenses towards the implementation of the EFA-VI campaign activities will be met from various resources. The budget expected from the campaign may be prepared under the following categories. The figures for each budget item may be prepared in local currency and then converted into US dollars using the current exchange rates.

S.No.	Budget item	2013	2014	2015	2016
1	Formation of national task force and one meeting during the year				
2	General orientation programmes on the EFA-VI campaign				
3	Capacity building activities for general classroom teachers				
4	Advocacy and capacity building programmes for parents				
5	Creation of Centres of Excellence -- equipment, literature, etc.				
6	Teacher preparation activities for special teachers				
7	Preparation of teaching learning materials				
8	Human resources cost for monitoring the EFA-VI project activities (National Coordinators, if necessary)				
9	Travel within the country				
10	Telephone, fax, etc.				
11	Programme monitoring at local (provincial) levels				
12	Printing/translation of campaign literature into regional languages				
13	Honorarium to secretarial staff of the regional chairs / national level coordinators				
14	Budget for media awareness activities and also for documentation of best practices				
15					
16					
17					
18					
19					
20					
TOTAL					

9. EXPECTED OUTCOMES OF THE CAMPAIGN

The single goal of the EFA-VI campaign is to increase access to education for all children with visual impairment. The Governments and funding agencies will naturally like to know to what extent the EFA-VI campaign is able to facilitate such access to this unreached population. Therefore, the country plans need to include expected outcomes at the end of each year of the implementation of the campaign. This information will also be useful for conducting research activities to assess the efficacy of the campaign.

This section may include the following:

- 9.1 Number of children with visual impairment expected to benefit from the campaign.
- 9.2 Number of teachers, parents and other personnel expected to be trained by the end of each year in order to expand services to these children.
- 9.3 The impact of the campaign on the quality of education of children with visual impairment.
- 9.4 Impact of campaign activities on the overall education system of the country.

The above list is not exhaustive and therefore, country specific expectations may be listed. The research team connected with the EFA-VI campaign may conduct an objective oriented evaluation to find out to what extent the above expectations are met in the campaign.

The framework provided in this plan is just suggestive based on minimum requirements and the country may add additional points if required.

Vision Alliance Stand at the International Convention of the Lions Clubs

Vision Alliance, a network of the International Agency for the Prevention of Blindness (IAPB), ICEVI and the WBU put up an exhibition stand at the International Lions Convention held in Toronto from 3rd to 8th July 2014. Penny Hartin and Mani, CEOs of WBU and ICEVI attended the convention and interacted with the Lions Clubs of various regions to augment educational services for persons with visual impairment. They also organised a workshop on Vision Alliance which was attended by members of

about 50 Lions Clubs from different regions of the world. In that session awareness about the Lions International's programme on education and rehabilitation was created and the Lions were urged to work with organisations like WBU and ICEVI at country and provincial levels to formulate education and rehabilitation programmes for persons with visual impairment. The momentum created at the Vision Alliance workshop will be followed up with the regional networks of ICEVI and WBU.

Brief on Higher Education Programme



The Higher Education project supported by The Nippon Foundation commenced in Indonesia in 2007. Based on the positive outcomes of the evaluation, the project was extended to the Philippines and Vietnam in 2008, Cambodia in 2010, Myanmar in 2013, and Laos in 2014. The broad objective of the project was to make higher education institutions inclusive and also develop the performance of students with visual impairment by training them adequately in using technology.

The project seeks to build upon achievements to date and to continue improving and expanding access for qualified visually impaired students to all areas of education through: (a) equal access to all learning materials and all areas of academic pursuit; (b) heightened awareness of the needs and capabilities of visually impaired students; (c) improved university and other public policies concerning equal access as defined in Article 24 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD); (d) increased access to appropriate employment through the establishment of effective linkages between visually impaired students enrolled in higher

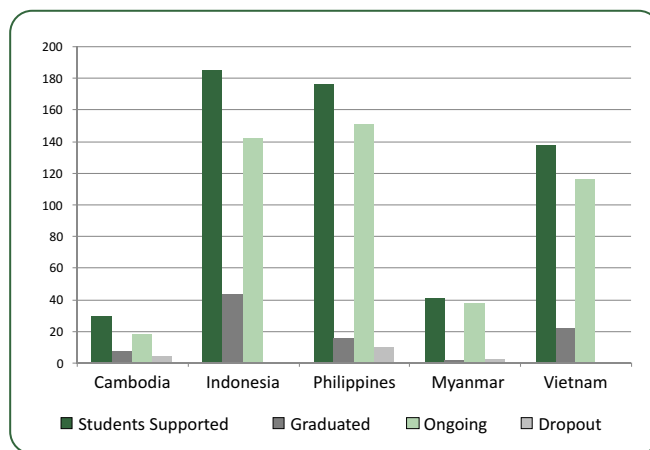
education; and (e) internship opportunities and special programs for placement centers and employers.

This work has resulted in significant increases in access to university education in the year 2013–2014 by qualified blind students. As per the 2013–14 data, 1436 students had benefitted from the Higher Education programme since its commencement in 2007 and the number is steadily growing. In addition to the increase in enrolment, initiatives towards policy changes are also under way. The Government of Indonesia has issued a Decree on Higher Education facilitating all Universities to become inclusive for persons with disabilities, and our partner Pertuni (Indonesian Association of the Blind) played a key role in this landmark initiative. Other participating countries are also encouraged to bring such legislations, which will make institutions inclusive for persons with disabilities in general and visual impairment in particular.

While these results are gratifying, all involved with this initiative are acutely aware of the many remaining challenges that need and will

be addressed by the next phase of this project between 2015 and 2018. During the partners meeting in Bangkok in October 2014, the partners from the implementing countries resolved the following strategies for the 2015 – 2018 project phase:

- Continued attention to existing programme to increase the enrolment of students in higher education institutions and providing them with the necessary IT skills to enhance their performance.
- Attention to advocacy and public policy with universities and with key government agencies.
- Preparing students for admission into a variety of courses in higher education institutions and Universities instead of



selecting conventional courses in humanities.

- Attention to better preparing higher education students for the world of work, with increased numbers gainfully employed in jobs commensurate with their education.



Concept of Vision Alliance

What is the Vision Alliance?

The Vision Alliance is an initiative of ICEVI, IAPB (International Agency for the Prevention of Blindness) and WBU (World Blind Union) to create greater synergy and collaboration between the three organisations at the global, regional, and national levels for the purpose of improving the services and programs of each organisation.

Areas for Synergy

During initial meetings of the three Vision Alliance partners, the following areas that would contribute to enhanced synergy and collaboration were identified:

- Developing mechanisms to assure a systematic exchange of information among the three organisations.
- Identifying common areas of mutual concern where the three organisations can work together through joint advocacy.
- Creating common platforms where stakeholders such as parents, persons with visual impairment, voluntary organisations, educators, and ophthalmologists can work together in planning comprehensive services for persons with visual impairment.

Vision Alliance Policy Statement on Low Vision - 2015

Introduction

This policy statement on Low Vision has been developed and endorsed by the Vision Alliance – an alliance of: the World Blind Union (WBU), the International Agency for the Prevention of Blindness (IAPB) and the International Council for Education of People with Visual Impairment (ICEVI). The Vision Alliance was formed in 2009 among these three principal organizations working in the field of visual impairment at the international level in order to look for opportunities for information sharing and collaboration among the three organizations at the international, regional, and national level.

Low Vision is a multidimensional issue that involves individuals with low vision and their families and community, eye care practitioners, rehabilitation professionals, educators, providers of goods, services, and programs, among others. In order to achieve a world where persons with low vision receive the services, supports and resources they require to maximize their independence and are fully included in their communities, we need to promote and support cooperation and collaboration among all the stakeholders. By coming together for the development of this joint policy paper, it is our hope that the Vision Alliance can contribute to this effort.

The Imperative

Man has witnessed blindness since time immemorial. However, the realization that partial sight could be put to good use dawned on mankind only in the early 20th century. Whilst in the last few decades many countries have acknowledged Low Vision as a distinct category separate from Blindness, programs and services for persons with Low Vision have not always been universally available. The belief that constant use would aggravate the impairment has also contributed to this situation significantly.

There remains a general misperception among the general public about low vision – many believing that individuals either see well or not at all and not grasping the huge range of visual acuity and functioning that exists. Moreover, in most parts of the world, programs, services and supports are combined for those with total blindness and those with low vision with the result that the needs of neither group are fully understood and effectively addressed.

The adoption of the UN Convention on the Rights of Persons with Disabilities in December 2006, which has now been ratified in more than 150 countries, has created a human rights framework that will inform the development of policies, program and services at the national level to enhance the

participation and inclusion of persons with disabilities, including those with low vision. The UNCPRD has mandated a shift from the medical model to the social and human rights model, which will necessarily have an impact on how programs and services are designed, implemented and monitored. The Convention contains many articles that deal with inclusion, accessibility, awareness raising, and access to such services and programs as: independent living, rehabilitation and habilitation, health care, education, employment, information access, sports and recreation and so forth.

The Purpose and Remit

The purpose of this low vision policy statement is to raise awareness about the needs and rights of people with low vision; to encourage governments and other key players to address these needs and rights through policy and program development; and to encourage sharing and collaboration.

The policy statement covers people with low vision of all ages – including children, young people, adults and elderly persons - for whom low vision is a particular concern. The needs of these specific groups – and the responses to these needs - will be different. Moreover it is recognized that support required by those born with low vision, who have never had a clear visual picture of the world, will be different from those who have acquired a degree of sight loss in childhood, adulthood or as part of the aging process, and need support to reacquire the needed skills and maximize their opportunities for independence.

The policy does not include specific service delivery models or other technical aspects of providing services and programs to persons with low vision, as we are aware that different situations demand different responses. Therefore, although we consider these to be important, we have positioned this policy statement to reflect general advocacy and awareness principles and defer to the subject-matter experts to provide that technical expertise.

Specific Objectives

- 1 To raise awareness about low vision among individuals with low vision and their families and communities, related professionals and the general public, including the spectrum of vision loss as well as the capabilities of and challenges faced by persons with low vision.
- 2 To encourage research into the needs of and solutions for persons with low vision of all ages as well as the sharing of that research.
- 3 To encourage all Governments to develop and implement programs and services to meet the healthcare, rehabilitation, education, technology and independent living needs of persons with low vision.
- 4 To promote vision rehabilitation as a unique discipline and advocate for training for professionals involved in the field of low vision, including eye care practitioners, educators, rehabilitation and vocational counselors, etc.

- 5 To promote the development and sharing of models of practice and service in all dimensions of low vision.
- 6 To promote the research, development, and availability of goods, services, and environments that meet the accessibility needs of persons with low vision.
- 7 To promote full inclusion of persons with low vision at all levels in organizations of the blind and other organizations that represent both blind and low vision persons.

Call to Action

A) Government

We call on governments at all levels to:

1. Ensure that programs and services are in place to meet the health care, independent living, information and access needs of persons with low vision by developing policy guidelines and providing the resources for implementation and to put in place the relevant legislative and administrative measures to enforce such policies.
2. Work in close consultation and collaboration with NGOs representing organizations of and for the visually impaired, including those with members who have low vision, in order to:
 - a. Identify gaps in programs and services for persons with low vision as well as future requirements;
 - b. Seek advice and expertise from the perspective of persons with low vision; and
 - c. Monitor the effectiveness of programs and services.
3. Promote and support the participation of the private sector and researchers in researching effective treatment and service models, technological innovations, and accessible design and information for persons with low vision; and
4. Promote and support public education campaigns that raise awareness about the abilities of and unique needs of persons with low vision.

B) NGOs

We call upon Non-Governmental Organizations to:

1. Provide information and expertise on the unique needs of persons with low vision to governments, the private sector, other NGOs, and the general public;
2. Mobilize their members and motivate the public to support their advocacy and awareness initiatives with respect to low vision services, programs, and more accessible environments, technology, and information; and
3. Share appropriate information, experience, and good practice and seek opportunities to work collaboratively with other partners for better utilization of network and resources.

C) Private Companies and Investors

We call upon private companies and investors to:

1. Investigate the future needs of the growing low vision population and explore opportunities for the development of products and services that can enhance treatment opportunities and develop new products and services for persons with low vision; and
2. Invite low vision consumers to participate in the design and testing of new devices, facilities, and service systems to optimize their appropriateness and usability.

D) General Public

We call upon the all members of society to:

1. Respect the inherent right of persons with disabilities, including those with low vision, to enjoy the same access to goods, services, and programs on the same basis as those without disabilities;
2. Actively seek ways to address the present inequities that presently exist in access to goods, services, facilities, technology, and information, in order to accelerate the achievement of an inclusive society and to enable full and effective participation of persons with low vision; and
3. Support and participate in public awareness campaigns and educational programs of the government and NGOs on the rights and need for equal access for persons with disabilities.

E) Teaching Institutions and Schools, and Professional Associations

We call upon educators and professional associations to:

1. Include training to improve awareness and accessibility for persons with disabilities in their curricula and professional development programs in order to foster better awareness of the unique needs of persons with low vision, opportunities for treatment, remediation, and enhanced inclusion, and to learn the technical skills needed to properly support persons with low vision;
2. Encourage research teams at teaching institutions to put more resources into understanding causes and implications of low vision, remediation strategies, appropriate service models, developing technologies, equipment, systems, etc., that can enhance the inclusion and accessibility of persons with low vision; and
3. Actively provide their views and expertise on low vision and how to enhance inclusion of and access for persons with low vision.

Date: March 2015

For further information, contact:

- World Blind Union: **www.worldblindunion.org**
- International Agency for the Prevention of Blindness: **www.iapb.org**
- International Council for Education of People with Visual Impairment: **www.icevi.org**



ICEVI-WBU Joint Policy Statement on Education - 2006

PREAMBLE

Reaffirming the right to elementary, fundamental and compulsory education of all individuals enshrined in the 1948 Universal Declaration of Human Rights; and renewed by the world community at the 1990 World Conference on Education for All and the subsequent World Education Forum, 2000;

Recalling the principles contained in the 1982 UN World Programme of Action Concerning Disabled Persons;

Acknowledging the right to education as it is stated in the Convention on the Rights of the Child, 1989;

Noting with satisfaction the 1993 United Nations Standard Rules on Equalisation of Opportunities for Persons with Disabilities, which urges States to ensure that the education of persons with disabilities is an integral part of the general education system;

Endorsing the Salamanca Statement on Principles, Policy and Practice in Special Needs Education;

Affirming the Millennium Development Goals;

Supporting the UNESCO Flagship, "Education for All: The Right to Education for Persons with Disabilities: Towards Inclusion";

Endorsing the Biwako Millennium Framework for Action: Towards an Inclusive, Barrier-free and Rights-based Society for Persons with Disabilities in Asia and the Pacific;

Advocating to the United Nations for the adoption and subsequent implementation of the International Convention on Protection and Promotion of the Rights and Dignity of Persons with Disabilities; The International Council for Education of People with Visual Impairment (ICEVI) and the World Blind Union (WBU) jointly formulate and endorse the following principles related to the education of blind and visually impaired persons:

ICEVI and WBU:

A. Urge governments to:

1. Guarantee to blind and visually impaired children, youth and adults the same rights and access to educational services as is guaranteed to all children, youth and adults in accordance with the Universal Declaration on Human Rights.

2. Place the educational services for blind and visually impaired children and youth under the same government bodies as that of children without blindness or visual impairment.
3. Guarantee all blind and visually impaired children and youth in integrated, inclusive, or special school programs – as well as their teachers – access to the equipment, educational materials and support services required, such as:
 - books in Braille, large print or other accessible formats, and
 - low vision devices for those who require them,at the same time as non-disabled students in order to facilitate their equal access to all aspects of the educational services provided to other children.
4. Offer education of a high quality and standard in a range of educational options, including special schools.
5. Give prominence to the voice of parents and (where appropriate) children and youth in decisions about placement.
6. Provide quality literacy and independence skills and lifelong learning opportunities for adult blind and visually impaired persons who have not been given basic education in their childhood.

B. Will work together to:

1. Promote special training of teachers, parents, rehabilitation workers, and others, who provide education and instruction to blind and visually impaired children, youth and adults.
2. Assure that teachers who are in integrated and inclusive school programs and have blind or low vision students in their classrooms or those teachers who are in special schools for such children, receive adequate training and skills in Braille and other educational means in order to provide quality education.
3. Encourage remuneration commensurate with qualifications and training to ensure that investments in human resources are not lost.
4. Organise local, national and regional seminars, training courses and conferences to update the skills and knowledge of teachers and others working with blind and visually impaired children, youth and adults.

C. Pledge:

1. While there is agreement between them, their willingness to work with governments to assist with information, knowledge and guidance regarding the full range of educational options for blind and visually impaired children, youth and adults, on the clear understanding that their education is primarily a government responsibility.
2. To assist government initiatives by helping to secure information about equipment and materials to ensure equal access of all blind and visually impaired children and youth to obtain a good education, regardless of their socio-economic level.

3. To promote the development of programmes to educate and sensitise the general community to the needs of blind and visually impaired children, youth and adults.

D. Regarding Early Childhood Intervention Programs, ICEVI and WBU shall:

1. Acknowledge the critical importance of the pre-school years to the long-term social, emotional and educational development of blind and visually impaired children.
2. Recognise the need for the development of appropriate services for very young and pre-school blind and visually impaired children.
3. Encourage the screening, early intervention and quality habilitation of blind and visually impaired children by specially trained teachers and instructors.

E. Additional Needs: ICEVI and WBU will:

1. Promote the establishment of programs and services for blind and visually impaired children and youth with additional disabilities.
2. Promote programs and services for deafblind children through efforts at community levels, awareness raising, screening, and human resource training.
3. Provide special attention to the education and literacy needs of blind and visually impaired children, youths and adults from especially vulnerable groups such as refugees and indigenous populations.

F. Toward Action by the International Council for Education of People with Visual Impairment and the World Blind Union:

Therefore, ICEVI and WBU agree to:

1. Establish at an international level, an ICEVI/WBU Joint Education Committee to:
 - a. Identify priorities
 - b. Request from governments, non-governmental organisations and United Nations Agencies, the necessary material, technical and human resources to improve and expand educational access for blind and visually impaired children, youth and adults.
 - c. Offer their services and support to UN Specialised Agencies, governments, local communities, educational organisations and authorities, NGOs, and organisations of and for blind and visually impaired persons that are represented within ICEVI and WBU.
 - d. Establish common strategies and coordinate efforts aimed at improving and expanding access to educational services for blind and visually impaired children, youth and adults throughout the world, in line with (c) above.
2. Encourage establishment within each region of a joint ICEVI/WBU Committee with regional goals that are reflective of the tenets of this document. Such regional committees should:

- a. Include parents and other family members of the blind or visually impaired child, or the youth himself/herself, where appropriate, in an effort to ensure that established needs have taken into consideration all perspectives.
 - b. Ensure maximum impact of lobbying efforts directed at governments, international bodies, and UN Specialised Agencies.
3. Promote the active participation of ICEVI and WBU in international forums on education and related matters to ensure that their respective memberships participate in decision-making at all levels.
4. Jointly follow the progress and work of Education for All programs to ensure the inclusion of the needs of blind and visually impaired children, youths and adults.
5. Include information and articles on joint actions in their respective publications: The Educator and The World Blind.
6. Regularly update the readership on the work of the other.
7. Establish a link to each other's web pages.
8. Take all other necessary actions to ensure that information concerning the educational needs of blind and visually impaired persons is included in national and international publications in the field of general education.





ICEVI-WBU Joint Policy on Inclusive Education - 2008

Preamble

The International Council for Education of People with Visual Impairment (ICEVI) is a voluntary, non-governmental, non-sectarian global association of individuals and organisations that represents educators of blind and low vision (partially sighted) children and youth throughout the world. ICEVI promotes equal access to appropriate quality education for all visually impaired children and youth so that they can achieve their full potential.

The World Blind Union (WBU) is the only organisation entitled to speak on behalf of blind and low vision (partially sighted) persons of the world, representing 180 million blind and visually impaired persons from about 600 different organisations in 158 countries. WBU promotes appropriate quality education in either integrated/inclusive education programmes or at special schools for all visually impaired children and youth so that they can achieve the best education possible and reach their full potential in life. The parents' informed choice, access to trained teachers, and the availability of essential equipment and materials are the guiding principles which will ensure high-quality education.

ICEVI and WBU,

Conscious of the gross inequalities in educational opportunities for blind and low vision (partially sighted) children and youth, especially in the developing countries of Africa, Asia and Latin America, where 90% of all children with visual impairment live and where less than 10% of these children currently have access to any type of formal or non-formal education:

- **Affirm** the human right of all children who are blind or have low vision to equal access to appropriate quality education as provided for in the *Convention on the Rights of the Child* (1989), the *World Declaration on Education for All* (1990), the *Standard Rules on the Equalization of Opportunities for Persons with Disability* (1993), the *UNESCO Salamanca Statement and Framework for Action* (1994), and the *Dakar Framework for Action* (2000);
- **Urge** all governments, which have not yet done so, to include the special educational needs of children with visual impairment in their respective National Education Plans for achieving Education for All by 2015 which were to be submitted to UNESCO by the end of 2002, as agreed and committed to at the World Education Forum, April 2000;
- **Request** all governments to also ensure adequate financial provisions for the successful implementation of the above plans for children who are blind or have low vision;

- **Endorse** the concept of child-centred pedagogy, as enunciated in the *Salamanca Statement and Framework for Action on Special Needs Education* (1994);
- **Support** inclusive education as one of the alternative models of service delivery, on condition that all necessary steps are taken to first put in place the required number of teachers trained in the special needs of blind and low vision children and the essential support systems, the necessary equipment, Braille books, and low vision devices to guarantee true inclusion;
- **Promote** a high-quality education in special schools as an alternative to inclusive or mainstream education;
- **Recommend** and advocate the continued support for valued alternative forms of education, both formal and non-formal, for those who cannot benefit from an inclusive, integrated or special education programme;
- **Encourage** the provision of early detection, early intervention, and pre-school services which include the parents, other family members, and the community in general;
- **Assure** governments of their joint and separate fullest support, especially in terms of advocacy, professional advice, and technical assistance.

President, ICEVI meets Director General UNESCO

UNESCO, in close cooperation with international, regional and national partners organized an international conference entitled “From Exclusion to Empowerment: The Role of Information and Communication Technologies for Persons with Disabilities” in New Delhi, India from 24 to 26 November 2014.

The major objective of the event was to promote the human rights and fundamental freedoms of persons with disabilities and to encourage all stakeholders to take concrete measures for the empowerment of persons with disabilities through the effective



application of ICTs. Lord Low, President, ICEVI met Ms. Irina Bokova, Director General, UNESCO at this event and discussed the ICEVI Technology initiative as a tool to reach out to more children with visual impairment.

Inclusive Education

Implementation Guidelines - 2012

Inclusion is not a programme but an approach:

Inclusive education is an approach and not a programme, but a dynamic process that supports and welcomes diversity amongst all learners. It is a concept of effective schools where every child has a place to study and teachers become facilitators of learning rather than providers of information. Inclusion should be the broad goal in nations and the ways to work towards achieving inclusion are many.

For those countries that have ratified the Convention on the Rights of Persons with Disabilities, compliance with article 24 on education is mandatory and inclusive education should be ensured.

Concept of Inclusive Education

Inclusive education means teaching, within the ordinary educational system, all children, young people, and adults with special educational requirements.

When we discuss the right to education, we mean the right to the best education, just as when we talk about health services. The school is the first experience of social living for a person outside the family circle, and for this reason it is of the utmost importance that all students with disabilities are able to be educated in the same place as all other members of the human family, to share space and experiences.

Inclusive education means stepping from the medical model to the social model. In the medical model, the problem lies in the child who has to cure him/herself and adapt him/herself to be able to go to an ordinary school, and this requires numerous specialists and special centres. In the social model, the problem lies in the environment and community services have to cater for all people, including people with disabilities. The starting point is that all people are different, although some differences are more obvious than others. In the field of education, this idea means that ordinary teachers and ordinary schools must be ready to offer training opportunities to heterogeneous people, including people with disabilities. Therefore, inclusive education does not refer to the way to educate the “odds,” but rather the way to educate everyone.

This implies that general classroom teachers should be equipped with skills to address the educational additional support requirements of children with minimum or no assistance of qualified teachers and professionals. This calls for strengthening the pre-service general teacher preparation programme by including adequate components of disability awareness in the general curriculum. The concept of effective schools will flourish only when the general educators understand the individual learning requirements of children with disabilities.

There are **three major principles of inclusive education**. The concept of inclusive education recognizes the fact that **every child in the class is special in one way or other**. The children are not categorized on the basis of the achievement or cognitive abilities or even sensory defects. They are treated as individual children having specific strengths and limitations. This approach makes the teacher view the child as an individual, which is very vital for the overall development of the child. The second principle of inclusive education is that **true learning happens in a non-threatening environment**. This approach focuses on using all flexible methods of teaching in the classroom. The third principle is that **the teacher plays the role of facilitator of information rather than provider of knowledge**. These fundamental principles provide strength to the concept of inclusive education.

Parameters of Successful Inclusion for Children and Young People with a Visual Impairment

The following broad parameters can be used to help measure the effectiveness of the implementation of inclusive education:

1. Increased readiness of the general education system to accept responsibility for the education of children with disabilities

At a national level the process of inclusion requires

- Formalisation through legislation of the right of all children and young people with disabilities, including those with a visual impairment, to education;
- Development of a national policy and strategies for the implementation of inclusive practices in all schools;
- Financial commitment to providing the infrastructure and resources to develop equal access to learning and attainment
- establishment of a system for measuring and monitoring the effectiveness of inclusion policies/strategies at the local and regional/national level.

An indication of the success of policies is the achievement of an enrolment rate for children with disabilities that is at least on par with that of children without disabilities.

2. Increased community support for including children with disabilities in local schools

Successful community support requires

- Raised awareness and understanding of the principles and processes of inclusion and increased commitment to the implementation of inclusive policies across the community;
- An effective participatory process of consultation that leads to commitment to inclusion from a wide range of stakeholders including the local educational and health authorities, local policy makers, all schools in the designated area, teachers, parents of all students including those with a disability, students, NGOs, local religious leaders, school governors / managers, fundraisers;

- Access to unbiased information, advice and training for all parties involved in the process;
- Readiness to commit local/regional resources and finances to implementing inclusive policies.

3. Increased awareness among parents of children with disabilities that their children can be enrolled in local schools, and increased willingness to send their children to local schools

In order for parents to make informed decisions, they need

- To be actively involved in the decision-making processes regarding their child's education from the point of the identification of the disability;
- Access to support and unbiased information from professionals;
- Access to pre-school services for assessing the learning needs of their child followed up practical help and support.

4. Increased awareness among general classroom teachers of the basic educational requirements of children with disabilities

To fulfil this aim in relation to children with visual impairment, initial training courses for teachers should include specific information about

- The range of visual impairments and the key implications for learning and development;
- The key requirements for access to learning in the classroom, including awareness of basic communication methods such as Braille;
- How to adopt teaching and learning styles that will include children who are blind and who have low vision in the learning process (see below).
- Regular professional development for teachers in service should be available to reinforce inclusive practices.

5. Admission of an increasingly wide range of children with disabilities, including the full range of visual impairments, in local schools

Policy makers need to be cognisant of the fact the children with visual impairment are not a homogeneous group. The term “visual impairment” refers to a very broad spectrum of needs with different levels of complexity. Some children will have a total loss of vision and rely on tactile methods for learning; others will have low vision, which may be sufficient to learn through print. Some children will have stable conditions and others may have vision that will deteriorate over time. Some children are born with a visual impairment whilst others will experience vision loss during their preschool or school years. Some children with low vision will benefit from high levels of lighting whilst others will be photophobic and require lower levels of illumination.

The effects of vision loss vary from child to child and the child's attainments will be influenced by a wide range of factors that go beyond the degree and nature of the vision loss itself. Children's attainment will be shaped not only by their ability and personality, but by the responses and attitudes of those around them.

6. Increased retention of children with disabilities in schools

Increased admission rates of children with disabilities into local schools do not necessarily equate to successful inclusion. Low drop-out rates can be a more useful indicator of the success of the inclusivity of a school or support programme. Among the prerequisites for achieving low dropout rates in relation to children with visual impairment are

- A welcoming school with a positive ethos and attitudes by all staff, parents and students to students with a disability including visual impairment;
- Shared goals for developing an inclusive school that are understood by the whole school community;
- A commitment to the social inclusion of all children with positive steps to achieve this;
- Access to advice and support from teachers with a high level of specific skills and knowledge about visual impairment. In some cases this specialist support will be provided by a qualified advisory/itinerant teacher of the visually impaired who will coordinate in-service training and support for both staff and students. The responsibilities of the advisory teacher might include assessing and monitoring the progress of students, providing pastoral support, liaising with parents and providing specific input, e.g., teaching mobility and orientation skills, developing children's braille skills or skills in using low vision devices, providing training in access technology devices, and liaising with external agencies (see below);
- Appropriate resources according to the needs of the students to take account of their educational and visual requirements (see below);
- Adequate facilities for the preparation and safe storage of specialist learning materials.

7. Increased ability of general classroom teachers to modify teaching and learning strategies to teach children with disabilities

Teachers need confidence in their ability to support children with disabilities in their class. Often fear of failure and inability to “cope” can have a negative effect. Careful advance planning and preparation before the child is due to start school can ameliorate this situation. For example schools can:

- Work with all staff and pupils in developing their understanding of general disability issues and develop positive attitudes and shared goals in relation to inclusion;
- Provide staff and children with specific knowledge about a disability to clear-up misconceptions;
- Provide workshops on ways of adapting materials, teaching strategies, and making the classroom a safer environment;
- Ensure that staff understand how to make the most of the support systems within a school with clear lines of responsibilities;
- Provide on-going training/meetings to update teachers on changing needs and to evaluate progress.

8. Increased availability of support from peer-group to children with disabilities and vice-versa in teaching-learning processes

The social inclusion of children with disabilities can be seen as a key criterion of a successful school. For many blind and low vision students, social skills can be particularly difficult to understand and acquire and this may constitute a major barrier to inclusion. Unlike fully sighted children, they cannot rely on learning social behaviour and incidentally through observation of the behaviour of others. Unless positive steps are taken to teach the student culturally appropriate social conventions and practices from a very early age, and to develop positive relationships with their classmates, isolation can quickly become a reality.

The use of “buddies,” a fully sighted peer of similar or older age, is a well-established way of encouraging social inclusion and not only benefits the child with a disability but also has a positive impact upon all children. As well as being a good friend a buddy can help the child with tasks, interpret the environment and even act as sighted guide in some circumstances. A positive ethos in a caring school and wider society prevents bullying and other forms of anti-social behaviour towards all children.

9. Reliable provision of support materials such as aids and appliances and books

Successful inclusion cannot take place unless financial support and an infrastructure for the development and provision of resources that are essential for access to the curriculum. On a national/regional level, there need to be effective systems for identifying the resources that are needed by children with disabilities in local schools and effective systems for their timely and targeted distribution. A minimum level of provision for a child who is blind for use in school and, in some instances, at home may include:

- Timely access to relevant textbooks in Braille (with copyright permission);
- A system for writing Braille (e.g., slate and stylus, or a mechanical braille writer);
- A system for recording audio information (e.g., a tape recorder for note taking);
- Access to written information on worksheets, on the blackboard, etc.;
- Access to tactile diagrams where appropriate;
- Access to appropriately formatted examination papers in Braille (see also below);
- Equal access to information technology where this is available to fully sighted children in mainstream schools (e.g., computer with appropriate navigation software for visually impaired users);
- Appropriate mobility aids (e.g., a long cane).

For the low vision child:

- Access to appropriate reading devices (e.g., magnifiers, low vision devices and instruction in using and maintaining them, and a reading stand);
- Appropriate writing materials (e.g., a felt tipped pen with black ink, lined writing paper of various widths);

- Suitably adapted reading materials (e.g., handouts in clear print. which benefits all children in the classroom);
- Access to appropriate levels of lighting;
- Equal access to information technology where it is available to fully sighted children in mainstream schools (e.g., computer with appropriate navigation software for visually impaired users).

Some children may need specific provisions (e.g., children with albinism may need sunglasses to reduce glare and appropriate clothing to offer protection from sunburn when out of doors).

10. Academic attainment of children with disabilities in curricular, plus curricular, and co-curricular activities that is comparable to other children and reflects their true capabilities

Inclusive practices not only require the development of equal opportunities for all students to access the full mainstream curriculum, but they also need the development of systems that will assess and measure the educational attainment of all children in a fair way.

In relation to children with visual impairment, the processes of assessment of attainment in curriculum areas (e.g., internal and external examinations) will need to account for their specific access requirements. To provide a fair reflection of their ability, children may need:

- Adapted or modified examination papers (e.g., in Braille, large print, aural formats);
- Access to a scribe, amanuensis, or reader;
- Extra time to complete the examination;
- Use of computer with screen reading software;
- Appropriate levels of illumination.

In some cases assessment in a separate room may be advisable, for example, to avoid disturbance to other students from the noise of a mechanical Braille writer.

While access to the full mainstream curriculum and to fair assessments of attainment are fundamental components of inclusion, children with disabilities also need equal access to extra-curricular and co-curricular activities. These activities play an important role for all students and can facilitate opportunities for successful social interaction with a larger number of peers, allowing some children opportunities to enhance their self-esteem by excelling in non-academic areas (e.g., in drama, choir or orchestra participation), or by participating in leisure and sporting activities, clubs, and societies.

Some children with disabilities will also need to acquire specific additional skills that fall outside the school's regular curricular and extra-curricular activities. The "plus" or "expanded" core curriculum refers to those specific areas where instruction, usually from specially trained professionals, may be needed. In the case of children with visual impairment, these additional

skills are directly related to their visual disability and will need to be continually assessed and monitored on an individual basis. They include instruction in:

- Compensatory skills that permit access to the general curriculum (such as Braille, communication skills, study skills, and concept development);
- Independent living skills;
- Orientation and mobility skills;
- Recreation and leisure skills;
- Assistive technology;
- Social interaction skills;
- Career education;
- Sensory efficiency (including visual, tactual and auditory skills); and
- Self-determination.

While these specific skills need regular reinforcement during the school day, it may also be helpful for children to have access to short vacation schemes where they can acquire, practice, and develop skills alongside other children with visual impairment in their region (see below).

11. Availability of additional support to the regular classroom teachers from an advisor with specialist knowledge

Successful inclusion of children with complex needs relies upon adequate support for the class teacher from a professional with specialist knowledge and understanding of those needs. In the case of children with visual impairment this professional is most likely to be a trained specialist teacher of students with visual impairment. The role is varied and the degree of his or her involvement will be determined by the age of the student, the severity of vision loss, and by the willingness of staff in the regular school to embrace inclusive strategies. The importance of a specialist teacher can be demonstrated by this list of responsibilities.

Child centered:

- Provide instruction for visual impairment specific skills (e.g., Braille and other communication skills, low vision device training, tactile skills, concept development and academic skills, activities of daily living, mobility and orientation skills, study skills, visual efficiency skills, social skills, self-advocacy skills);
- Regularly monitor academic progress and assessment of needs;
- Regularly monitor social inclusion;
- Liaise with parents, families and key workers through the year;
- Give instruction in the use of new technology;
- Advocate for children's needs at every stage of their education.

Teacher centered:

- identify areas of the curriculum where the student will require assistance and suggest teaching strategies;
- Select and provide supplementary teaching materials (e.g., large print reading materials, tactile diagrams for maximum access to the curriculum);
- Suggest optimum learning and environmental conditions;
- Interpret the effects of specific eye conditions for teaching and learning;
- Assist classroom teachers with those activities and materials that need adaptation;
- Assist with coordination of all forms of assessment including external examinations;
- Take part in individual and group planning meetings;
- Assist with extra-curricular activities ensuring full participation by the student with visual impairment.

Whole school based:

- Provide in-service training on a regular basis to meet changing needs;
- Work with fully sighted pupils on specific visual disability issues;
- Maintain a reference library pertaining to disability issues, technology, research;
- Liaise with all outside agencies including all external support services, examination boards, and fund raisers.

Among the parameters outlined above, the first five relate predominantly to the creation of an inclusive climate in general education schools while the remaining items focus mostly on the practices of inclusive education in the classroom. The creation of an environment for inclusion will not of itself guarantee inclusive practices in the classroom. Efforts are needed to ensure that educational support in the inclusive setting is targeted and effective.

Priorities for Facilitating Inclusive Education:

For facilitating effective inclusive education, the following three areas need utmost attention.

1. Preparation of general classroom teachers to adopt strategies to teach children with disabilities in general classes. This may be achieved through in-service programmes, special capacity building programmes, and curriculum changes in teacher preparation.
2. Effective systems for the planning, development, production, and distribution of support materials for facilitating inclusion on a local, regional and national level. For example, in planning decisions about which textbooks are to be used in schools, simultaneous consideration should be given to their production in Braille.
3. Developing plus curricular skills in children with disabilities. This may happen through deployment of specific number of special teachers in a region, arranging summer programmes for children with disabilities to develop plus curricular skills, teaching these skills to teachers, peer-group, parents, etc., in order to help the children with disabilities.

Expanding Role of Special Schools for Facilitating Inclusion:

Inclusive education is not a threat to special school programmes, indeed special schools can play a strategic role in supporting the development of inclusive education by centrally planned initiatives that enable them to share their expertise with general education schools through training, outreach programmes and curriculum development. Special schools can play an important regional role through a range of activities including offering training for teachers from regular schools, modelling good practice in mainstream classrooms, providing regional facilities for assessment and the provision of vacation schools for children in mainstream settings (see below). Until the development of effective inclusive practices in mainstream schools, the educational needs of some children with complex needs will continue to be best served by placement in effective special schools. As special schools evolve they will increasingly need to focus on supporting children with complex additional impairments.

A changing role for “special schools” is an essential part of the development of inclusion and of the historical development of educational services for the disabled. With appropriate central backing, they can provide support for inclusion in the following ways:

1. Serving as resource centres for a cluster of general education schools that are involved in inclusive education.
2. Organizing inservice courses for the teachers of general schools in methods of handling children with disabilities.
3. Sharing special equipment with general schools for enriching the learning experiences of children with disabilities.
4. Organizing summer camps for children without disabilities to create awareness in them of disability related issues.
5. Providing residential school facilities to children with severe and profound impairments.
6. Undertaking action research studies on disability related issues and disseminate the information to general schools.
7. Initiating community based rehabilitation services to provide alternative education and rehabilitation to persons with disabilities in their own localities.

Translating Policy into Practice – Immediate Need in Developing Nations

In short, there should not be any barrier of policy for including special needs children in developing nations. A single model may not be the solution, and therefore practices pertaining to inclusion should also be developed in specific contexts. The culture issue should not become a hindrance for inclusion of all children in developing nations. When the society is inclusive, education which is a small component of the society would also become inclusive. Therefore, there should not be any attitude barrier in the minds of people for the promotion of inclusion.



WBU-ICEVI Joint Submission to the UNCRPD Committee on the Education of Persons with Disabilities - 2015

**The World Blind Union (WBU)
and
The International Council for Education of People with
Visual Impairment (ICEVI)**

**Joint Submission to the UNCRPD Committee on the Education of
Persons with Disabilities for a Day of General Discussion,
Leading to a General Recommendation**

Date: March 2015

The World Blind Union (WBU) is a global organisation that represents the worldwide community of 285 million blind and partially sighted persons. “We envision a community where people who are blind or partially sighted are empowered to participate on an equal basis in any aspect of life they choose.” We have been working for more than 3 decades to make a significant difference in the lives of millions of Blind/Partially sighted persons through our work in the areas of Representation, Capacity Building, Resource Sharing and Accessibility, which includes our efforts to influence the policies and regulations of the UN and other international agencies to reflect the needs and views of blind and partially sighted persons. WBU operates through 6 regional unions which are comprised of organizations of and for the blind in some 190 countries.

The WBU is one of the key, active and founding members of the International Disability Alliance and also has consultative status with UN ECOSOC, the World Bank, WHO, and a number of other relevant UN and international agencies.

The International Council for Education of People with Visual Impairment (ICEVI) was founded in 1952. It is a global association of individuals and organizations that promotes equal access to appropriate education for all visually impaired children and youth so that they may achieve their full potential. ICEVI is a membership organisation that brings together non-governmental organisations of and for the blind and individuals from across the world to facilitate the education of all children with visual impairment. The ICEVI presence spans across 7 regions including, Africa, West Asia, East Asia, Europe, Pacific, North America/Caribbean, and Latin America. Currently, more than 4000 individuals and organizations in over 180 countries are actively involved in ICEVI. ICEVI works closely with International Non-Governmental Development Organizations (INGDOs) and UN bodies such as the United Nations Economic and Social Council (UN-ECOSOC), UNESCO, UNICEF, and WHO.

The Education for All Children with Visual Impairment (EFA-VI) is a global campaign and programme of the ICEVI acting in partnership with the WBU. The main aim of the EFA-VI campaign is to ensure that all girls and boys with blindness and low vision enjoy the right to education. The EFA-VI vision is to ensure that by 2020 all children with visual impairment will enrol and remain in primary education, and their educational achievement will be on a par with non-disabled children. To this end the ICEVI and the WBU aim to:

- Build awareness among relevant global organisations of the needs of children with a disability and specifically visual impairment;
- Ensure that global educational organisations accord the needs of children with visual impairment a central place in their planning and delivery operations; and
- Ensure that EFA Plans and their implementation include the needs of children with visual impairment.

WBU and ICEVI wholeheartedly welcome and sincerely appreciate the initiative of the UNCRPD committee to conduct a day of general discussion on the right to education of persons with disabilities leading to general recommendation.

Introduction:

Education is a basic and fundamental human right enshrined in the international bill of rights. Education is considered to be an important means of socialisation; it transforms a human being into a social being, and is instrumental in improving the life situation of human beings and enhancing their livelihood opportunities.

According to the “World Report on Disability-2011” by the World Bank and the World Health Organisation, there are one billion persons with disabilities worldwide, which constitutes 15% of the total global population. Eighty percent (80%) of them live in developing countries and almost the same percentage live in extreme poverty conditions. Persons with disabilities exhibit the lowest health, education, and economic outcomes. They are counted among the poorest of the poor and most excluded groups in society. There are 285 million persons with visual disabilities in the world, who constitute 28.5% of the total disabled population of the world.

Estimates for the number of children (0-14 years) living with disabilities range between 93 million and 150 million worldwide. It is estimated that there are 26,505,000 to 42,705,000 children with visual disabilities in the world, who constitute 28.5% of the total population of children with disabilities in the world. Many children and adults with disabilities have historically been excluded from educational opportunities. In many countries early efforts at providing education or training were generally through separate special schools, usually targeting specific impairments, such as schools for the blind, deaf, and intellectually disabled. These institutions traditionally reached only a small proportion of those in need and also necessitated a separation of children with visual disabilities from their families and communities. This separation then posed the challenge of

reintegration of these children back to their families and communities. The situation began to change only when legislation started to require inclusion of children with disabilities in mainstream educational systems.

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) recognizes the right of all children with disabilities both to be included in the general education system and to receive the individual support they need. Systemic change to remove barriers and provide reasonable accommodation and support services is required to ensure that children with disabilities are not excluded from mainstream educational opportunities. Article 24 of the CRPD stresses the need for governments to ensure equal access to an "inclusive education system at all levels" and to provide reasonable accommodation and individual support services to persons with disabilities to facilitate their education. Article 24(3)(c) also focuses on the education of children with sensory disabilities such as blind, deaf, deafblind, partially sighted, and others and stresses the need for specific support required for individuals on a case by case basis. The article reads as follows: "(3)(c) Ensuring that the education of persons, and in particular children, who are blind, deaf and deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development."

The Millennium Development Goal of completion of universal primary education and the Education for All (EFA) strategy stresses attracting children to school and ensuring their ability to thrive in a learning environment that allows every child to develop to the best of his or her abilities.

Children with visual disabilities are among the most excluded group from the education system. The World Report on Disability (2011), by WHO and the World Bank clearly articulated that education outcomes are lowest among children with sensory disabilities, such as visual disability in comparison with children with physical disabilities. Less than 10% of children with visual disabilities have access to any form of education in developing countries. The general educational system generally excludes them from its mainstream education programs. A small number of children with visual disabilities study in residential special schools, which results in the separation of these children from their families and communities. A few attend regular schools. Those who attend regular schools often do not receive adequate support. The lack of teachers trained to teach Braille means that children are not taught to read and write using this critical tool of communication for the blind. In addition, the lack of trained orientation and mobility instructors means that blind and partially sighted children are not taught the necessary travel skills to enable them to travel to school safely and independently. Moreover, teachers are not trained to meet the unique educational needs of children with visual disabilities. Regular schools lack appropriate and adequate teaching and learning materials such as textbooks in accessible formats such as Braille, audio and large print, as well as accessible assistive devices and technology. Because regular school teachers are not taught the skills required to meet the education needs of blind and partially sighted children, the rate of enrolment and access to education of children with visual disabilities tends to be much less than for nondisabled children.

As a result, both the WBU and ICEVI promote appropriate quality education in either integrated / inclusive education programmes or, where this is appropriate for meeting the child's particular needs, at special schools for all visually impaired children and youth so that they can achieve the best education possible and reach their full potential in life. The parents' informed choice, access to trained teachers, and the availability of essential equipment and materials are the guiding principles that will ensure high-quality education. ICEVI and WBU are conscious of the gross inequalities in educational opportunities for blind and low vision (partially sighted) children and youth, especially in the developing countries of Africa, Asia and Latin America, where 90% of all children with visual impairment live and where less than 10% of these children currently have access to any type of formal or non-formal education.

According to the WBU and ICEVI, inclusive education is an approach and not a programme, but a dynamic process that supports and welcomes diversity amongst all learners. It is a concept of effective schools, where every child has a place to study and teachers become facilitators of learning rather than providers of information. Inclusion should be the broad goal and the ways to work towards achieving it are many.

For facilitating effective inclusive education, the following areas need utmost attention:

- Preparation of general classroom teachers to adopt strategies to teach children with disabilities in general classes.
- Effective systems for the planning, development, production and distribution of support materials for facilitating inclusion on a local, regional and national level.

Some key issues related to accessing the right to education by children with visual disabilities include:

- Negative attitudes of family members and communities that underestimate the talents and potential of children with visual disabilities with no or low expectations;
- Lack of capacity and efficiency of teachers to deal with the unique and specific educational needs and issues of children with visual disabilities in regular schools, such as orientation and mobility skills, Braille, and use of assistive devices and technology;
- Absence of curriculum on inclusion or special education of children with visual disabilities in general teacher training courses;
- Absence of an appropriate institutional and policy framework at the country level to ensure the enrolment and retention of children with visual disabilities in regular schools, or a failure to enforce such policies where they exist;
- Weak or non-existent early identification and intervention programs;
- Insufficient empirical data on program models that are effective and sustainable;
- The need to admit an increasingly wide range of children with disabilities, including the full range of visual impairments, in local schools.

- Policy makers need to be cognisant of the fact that children with visual impairment are not a homogeneous group. The term “visual impairment” refers to a very broad spectrum of needs with different levels of complexity. Some children will have a total loss of vision and rely on tactile methods for learning; others will have low vision which may be sufficient to learn through print. Some children will have stable conditions and others may have vision which will deteriorate over time. Some children are born with a visual impairment whilst others will experience vision loss during their preschool or school years. Some children with low vision will benefit from high levels of lighting whilst others will be photophobic and require lower levels of illumination.
- The need to increase retention of children with disabilities in schools: Increased admission rates of children with disabilities into local schools do not necessarily equate to successful inclusion. Low drop-out rates can be a more useful indicator of the success of the inclusivity of a school or support programme. Among the prerequisites for achieving low dropout rates in relation to children with visual impairment are: a welcoming school with a positive ethos and attitudes by all staff, parents, and students to students with a disability
- Lack of textbooks and learning material in accessible formats such as Braille, large print, audio, electronic, and other appropriate formats in regular schools;
- Accessibility, affordability and availability of assistive devices and technology for children with visual disabilities, as well as training in their use;
- Negative attitudes of their peers and limited participation in extracurricular activities;
- Chronic poverty of the family preventing them from spending adequate time for the education of children with visual disabilities;
- Incompatible education systems such as curriculum, pedagogy and evaluation systems;
- Admission of children with visual disabilities into special residential schools that separate them from their families and communities and make the reintegration process difficult.

Recommendations:

On the basis of these facts and present situation related to ensuring the right to education for children with visual disabilities, we make the following recommendations:

We call upon the states parties to:

1. Promote a strong policy and institutional framework in line with Article 24 of the UNCRPD to ensure the full inclusion of children with visual disabilities in the education system;
2. Ensure that the Post-2015 sustainable development goals include specific targets and indicators for the inclusion of children with visual disabilities in the education system.
3. Undertake capacity building for the teachers of regular schools on inclusive or special education, use of assistive devices and technology, and include a course on inclusive or special education in all teacher training programs;

4. Undertake massive sensitisation and awareness generation programmes for multiple stakeholders to bring about attitudinal changes about the right to education for children with visual disabilities;
5. Provide text books and other learning materials in accessible formats, assistive devices, and technology;
6. Undertake training programmes in order to train specialized teachers in the unique skills of blindness such as Braille and orientation and mobility;
7. Ensure that the responsibility for ensuring the right to education of children with visual disabilities lays with the ministry or department of education;
8. Promote the establishment of programs and services for blind and visually impaired children and youth with additional disabilities;
9. Promote programs and services for deafblind children through efforts at community levels, awareness raising, screening, and human resource training;
10. Provide special attention to the education and literacy needs of blind and visually impaired children, youths, and adults from especially vulnerable groups, such as refugees and indigenous populations;
11. Acknowledge the critical importance of the pre-school years to the long-term social, emotional and educational development of blind and visually impaired children;
12. Recognise the need for the development of appropriate services for very young and pre-school blind and visually impaired children;
13. Encourage the screening, early intervention and quality habilitation of blind and visually impaired children by specially trained teachers and instructors.
14. Recommend and advocate the continued support for valued alternative forms of education, both formal and non-formal, for those who cannot benefit from an inclusive, integrated, or special education programme;
15. Provide additional support from an advisor with specialist knowledge to regular classroom teachers.

Successful inclusion of children with complex needs relies upon adequate support for the classroom teacher from a professional with specialist knowledge and understanding of those needs. In the case of children with visual impairment, this professional is most likely to be a trained specialist teacher of students with visual impairment. The role is varied, and the degree of his or her involvement will be determined by the age of the student, the severity of vision loss and by the willingness of staff in the mainstream school to embrace inclusive strategies.

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ICEVI regions vary to some extent in terms of needs, professional expertise, outreach services, etc. Each region of ICEVI is expected to come out with the regional strategy exclusively meant for the region and developing such a strategy involved key stakeholders in those regions such as local Governments, International Non-Governmental organizations present in the region, Organisations of people with visual impairment, etc. The following reports indicate the nature of activities carried out by the ICEVI regions in recent times.

AFRICA

Burkina Faso

- The Burkina Faso Association for the Advancement of Blind and Visually Impaired People (AB-PAM) participated in the commemoration of the World Braille Day. The event that was sponsored by the World Braille Federation (WBF) and attended by the Ministry of Education and that of Social Affairs was well covered by the media.
- In partnership with “Coalition Nationale EPT du Burkina Faso (CN-EPT/BF)” AB-PAM made the Global Action Week (GAW) in the country a success.
- ABPAM led a series of awareness building activities on EFA-VI and inclusive education to the Ministry of Education, NGOs, local authorities and Community Based Organizations (CBOs).
- ABPAM participated in two workshops organized by Handicap International (HI) in planning and defining new strategies for HI's programmes on Inclusive Education and Health. Promoting sound health practices is a strategy for reducing disabilities like blindness.
- With contribution from ICEVI and EFA-VI AB-PAM's visibility is increasing. In the month of May the Burkina Prime Minister paid a visit

to the UN-ABPAM headquarters to meet young visually impaired learners to discuss difficulties they face in education, training, and integration into society. ABPAM hopes that the responses will improve educational service delivery by the government.

- Ethiopia ESNEPA celebrated the 2014 GAW at Menlick II Primary School. The activities ranged from poetry competitions to debate. The debate of the day was on “money versus love,” to mean education for money against education for all.
- ESNEPA conducted a capacity building programme to 25 parents on SNE strategy and its guidelines. They were also taken through disability awareness and importance of educating children with disabilities and roles of parents and community in educating learners with disabilities.
- At Menelik II Primary School in Addis Ababa on 18th October the Ethiopia Special Needs Education Professionals Association (ESNEPA) conducted training to Ethiopia National Association of the Blind (ENAB) representatives.

Ghana

- Ghana Blind Union (GBU) in collaboration with the Ghana National Education

Campaign Coalition and the Special Education Division of the Ghana Education Service hosted the 2014 Global Action Week (GAW) under the theme "Inclusive Education." The celebrations were merged with those of the Day of the African Child (DAC).

- A one day sensitization seminar was organized for parents of visually impaired and deaf-blind children in National Basic Inclusive School and Cape Deaf-blind Unit school in the Central Region.
- Reading competition was organized for Wa school for the blind and St. Paul Methodist basic school in Wa in the Upper West region.
- Two follow-up meetings were held on the ratification of the Inclusive Education (IE) policy between the Ghana Blind Union (GBU) advocacy committee and the Ministry of Education (MOE).

Kenya

- Elimu Yetu Coalition (EYC), which is the GCE national representative in Kenya and the Kenya Union of the Blind (KUB) (also the nodal agency responsible for Campaign implementation in Kenya) among other partners, domesticated the GAW theme and ran its campaign on Equal Rights, Equal Opportunities: Inclusive Education for Children with Disability.
- KUB with funding from ICEVI engaged the following organizations: Kilimanjaro Blind Trust (KBT) and the African Braille Centre (ABC). Two round table meetings were held with respective heads of the organizations at the KUB Secretariat.
- KUB in partnership with Meru Blind and Associates (MEBA) and the American Friends of Kenya (AFK) are working together to strengthen resource centres/libraries to

make them accessible to persons with disabilities in both Kenya and Uganda.

- KUB has collaborated with Kenya Institute for the Blind (KIB) to lobby for textbooks for the lower primary school in Kenya. The process is ongoing. In October alone about 10,000 volumes of books were distributed to the 6 special primary schools for the visually impaired in the country.

Malawi

- Malawi Union of the Blind (MUB) participated in planning meetings for GAW organized by Civil Society Education Coalition (CSEC). CSEC is the Global Campaign for Education (GCE) national representative in Malawi. MUB is a member of CSEC and its Chairman is also the Vice Chair of CSEC.
- MUB, being the lead advocate for persons with visually impaired in Malawi, met the board to address the issues ranging from poor spelling, use of Grade II Braille in Chichewa (the Malawi national language) to poor arrangement of questions and missing of text in some papers.
- MUB visited the Ministry of Education in Lilongwe and Malawi Institute of Education on Curriculum (IEC) and IEC Materials in Zomba. The visit's intention was to lobby for the inclusion of the issues for the visually impaired learners in curriculum development. To this end both the Ministry of Education and the Institute resolved to take necessary steps to make the inclusions. On the other hand they agreed to consult MUB in the inclusion process. MUB will use support of EFA-VI to monitor the progress.
- ICEVI also partnered with VIHMA (a deaf-blind advocacy organization in Malawi) to promote the educational right of deaf-blind children and those with multi disabilities.

Mali

- The GAW celebrations were launched on 6th May at the premises of UMAV (the national association of the blind and also the nodal agency responsible for Campaign implementation in Mali). The Ministry of Education and Sightsavers were present.
- It was also during this event that the Regional Coordinator took the opportunity to have the EFA-VI Campaign officially launched in the country. To start the Campaign implementation on a good note the Regional Coordinator has already made contacts with Sightsavers office and the Ministry of Education that promised to support the Campaign.

Rwanda

- A meeting was held with the Rwanda Education Board (REB) to discuss the implementation of the new inclusive education policy.
- The Rwanda Union of the Blind (RUB) conducted a meeting of parents of children with visual impairment. The objectives of the meeting were to share with parents the situation of children with visual impairment in society, to promote the quality of education of children with visual impairment (CWVI) and to help parents realize and fulfil their respective roles in the education of their children.
- RUB members, national and international partner representatives, friends, stakeholders from government institutions, Civil Society Organizations, representatives of organizations involved in the disability work, journalists from different media houses and many more joined together to celebrate both the founding of RUB and the international White Cane Day.

Uganda

- EFA-VI in Uganda supported 2 children with visual impairment (Marvin Makokha and Tahiya) to attend the Global Action Week (GAW) Launch that took place at Hotel Africana in Kampala district.
- The EFA-VI Uganda team participated and also supported the national Sports Championship where 43 districts were represented.
- 5th May was the day the GAW was launched in Uganda. There were a number of interesting activities that were planned by the Forum for Education NGOs in Uganda (FENU), the GCE national representatives in Uganda. ICEVI Uganda team was centrally involved.
- The ICEVI Uganda team supported 12 children and 2 of their teachers to participate in the Climax celebrations of GAW in Uganda which took place at Hoima district.
- 2 children and 2 teachers were sponsored by ICEVI to participate in activities related to the Day of the African Child celebrations.
- 4 Board members of the Uganda National Association of the Blind (UNAB), namely Mr. Yiga George, Ms. Mazzi Deborah, Mr. Etiang James, and Mr. Hamya Julius, and 3 guides and a driver were supported by the EFA-VI campaign in Uganda to attend the International Disability Day (IDD) on 3rd December. The President of Uganda His Excellency Kaguta Museveni was the day's Chief Guest.
- The EFA-VI team went to Capital radio for a talk show to shed light on the IDD. Also, during the show advocacy messages on the need for quality education for persons with disabilities especially those with visually impaired were emphasized by the team.

- In Uganda the EFA-VI team together with the Operations Day's Work (ODW) from UNAB joined the rest of the people in the celebration of the day of the African Child in Lira district.

Adaptive Maths Training:

- ICEVI in collaboration with the Centre for Mathematics Science and Technology in Africa (CEMASTE) conducted an in-service adaptive Maths training. The Trainer of Trainers (ToT) short course was aimed at increasing the level of competency of teachers in teaching adaptive Mathematics; making Mathematics easy, practical and interesting to the learner with visual impairment. It was branded "Introductory Course: Teaching Mathematics to Learners with Visual Impairment."

Marrakech Treaty Campaign:

- The Regional Coordinator is part of the Marrakesh treaty signing and ratification advocacy campaign committee steered by the Africa Union of the Blind (AFUB).

EAST ASIA

ICEVI – SEAMEO SEN MoU Signed

- ICEVI and the SEAMEO SEN (Centre for Special Education of the South East Asian Ministers of Education Organisation) signed a Memorandum of Understanding in Malacca on 3rd November 2014. The MOU was signed by Dr. Suwimon Udompiriyasak, Regional Chair, ICEVI East Asia region and Datin Yasmin, Director of SEAMEO SEN.

ICEVI in Asia-Pacific Regional Education Conference

- ICEVI was invited by the UNESCO Office in Bangkok to attend the High level Asia-Pacific Regional Educational Conference (APREC) held in Bangkok on 6th – 8th August 2014.

The meeting was attended by Ministers of Education of the countries in the Asia-Pacific region and key policy makers such as Secretaries and Directors of Education of member countries. Dr. M.N.G. Mani, CEO and Dr. Suwimon Udompiriyasak, Regional Chair, ICEVI East Asia region represented ICEVI at this meeting.

- ICEVI also attended the Pre-conference Planning Meeting organised by the Asia South Pacific Association for Basic and Adult Education (ASPBAE) on August 5th at the same venue.

Advisory Board Meeting of IDPP

- ICEVI took part in the Advisory Board meeting of the Institute on Disability and Public Policy (IDPP) held in Kuala Lumpur on 10th August 2014. ICEVI also participated in the Inclusive Education Multi stakeholder Roundtable on 12th August 2014 and made a presentation on the global campaign on Education for All Children with Visual Impairment (EFA-VI).

LATIN AMERICA

Bolivia

- Training for teachers was conducted on curricular adaptations and development of training materials was held from June 30 to July 4 in Cochabamba.

Dominican Republic

- A workshop was conducted on inclusive education for managers, supervisors and inspectors of regular schools in September.
- Screening camps were conducted in which around 1500 students with visual impairment were detected. This was done in cooperation with Olga Star Center and the patronage of blind Dominican Republic.

El Salvador

- Course on Visual Stimulation was conducted in June.
- Supervision of children with low vision in collaboration with Lions Club, Acosta Nu Hospital and Rehabilitation Centre Eugenia Duenas was organised from 26 to 29 July.
- Course on Inclusive Education was organised during August and September.
- Course on Orientation and Mobility was conducted in the month of October.
- Course on Family participation was organised in November.

Guatemala

- A course on Early Intervention was conducted in the month of June.
- A course on family participation was organised in the month of October.
- A course on Orientation and Mobility was organised in the month of August.
- A course on Audio Visual materials was conducted in October.

Honduras

- A course on Braille Machine repairing was organised in August.
- An awareness programme on education of children with visual impairment was organised.

Nicaragua

- Training on Curriculum adaptations and material development for teachers was organised in June at Managua.
- Second phase of a course on Visual Rehabilitation was organised in June. Teachers from Costa Rica, El Salvador, Honduras and Nicaragua attended.
- An online Course on Children with Deaf blindness was conducted.

- Blind Association Marisella Toledo implemented a scholarship program for youth and women.

Paraguay

- Visual stimulation course for teachers was organised in June.
- Training for teachers of regular schools on adaptations and material development was organised in September.

NORTH AMERICA/CARIBBEAN

Canada

- Full implementation of Unified English Braille (UEB) is proceeding towards full adoption in January 2016.
- The Canadian National Institute for the Blind has scheduled the National Braille Conference for October 29-30, 2015, in Toronto.
- Canada offers only one university program for teacher preparation, the University of British Columbia, which will shortly commence an orientation and mobility certificate program. Programs at Mount Saint Vincent University in Nova Scotia, the University of Western Ontario, and Mohawk College in Ontario appear to have closed. Professional development workshops are offered through the W. Ross MacDonald School for Students who are Visually Impaired, Blind, and Deafblind in Ontario.

United States

- The US is also proceeding towards full implementation of UEB by January 2016.
- The American Foundation for the Blind will present its 2015 Migel Medal to two professionals well-known to ICEVI members: Rosanne Silberman, from Hunter College, City University of New York, and Gaylen Kapperman, recently retired from Northern Illinois University. Dr. Silberman is has

conducted ground-breaking work with students with multiple disabilities, while Dr. Kapperman is a technology innovator. Both have presented at quadrennial conferences.

- The Association for Education & Rehabilitation of the Blind and Visually Impaired (AER), a professional organization, at the request of its members, has approved an International Division for the next biennium. The NA/C Regional Chair was active in the division's founding. Objectives of the new division are:
 - ▲ Work to support ratification by the United States of the United Nations (UN) Convention on the Rights of Persons with Disabilities (2006) and the UN Convention on the Elimination of All Forms of Discrimination Against Women (1979);
 - ▲ Facilitate exchange of strategies, techniques, and approaches to delivering services to individuals with visual impairment in other countries; and
 - ▲ Provide a forum for AER members interested in international work;
 - ▲ Disseminate information about and the progress of the International Council for Education of People with Visual Impairment's (ICEVI) Education for All-VI (EFA-VI) campaign and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Flagship Initiatives on Education for All (2004).

The Division's long-term objectives are to investigate a formal affiliation with ICEVI and to explore reduced membership fees for members from developing countries.

- AER's next international conference will be held July 18-26, 2016, in Jacksonville,

Florida. Come for AER and stay for the WBU-ICEVI Joint Assembly, August 18-25, 2016, in Orlando, Florida!

- The 12th Biennial Getting in Touch with Literacy Conference will be held in Albuquerque, New Mexico, November 18-21, 2015. See <http://www.gettingintouchwithliteracy.org/> for more information.

Caribbean Countries

- The NA/C Vice Chair, Dr. Celene Gyles, has retired from Mico College and is now residing in the United States. We applaud her long-time work creating and implementing the program at Mico and the large numbers of teachers that she is responsible for training. She continues her work with ICEVI indefinitely.
- Vision 2020 was held in St. Lucia in December 2014, bringing together 14 Caribbean Community member states to discuss issues related to eye health. The Caribbean Council of the Blind continues its focus on eye health and training of optometrists. The first cohort of 22 optometrists graduated from the University of Guyana in December 2014.
- We extend heartiest congratulations to our colleague, Dr. W. Aubrey Webson, on his recent appointment as ambassador to the United Nations from the island nation of Antigua and Barbuda. All ICEVI will miss his contributions to ICEVI, but we at the same time we look forward to what we believe will be great accomplishments at the UN.

PACIFIC

Papua New Guinea

The first Papua New Guinea (PNG) Highlands Regional Forum to promote Global Campaign - Education for All Children with Visual

Impairment (EFA-VI) was held at Mt. Sion Special Education Resource Centre (Mt. Sion SERC) from the 1st – 2nd of July. The Regional Forum on Global Campaign on EFA-VI was officially launched in PNG.

In the Pacific, PNG was the next focus country after Fiji to begin the public awareness on education for all children including children and young youth with VI. The focus of the Forum was to address, promote access, and increase enrolment of both girls and boys with blindness and low vision in primary schools in PNG. The Forum was jointly financed and supported by ICEVI and Mt. Sion SERC and coordinated by Ms Cecelia Bagore.

Over 40 participants have attended the Forum. They include staff from SERCs, National Callan Services, Special Education major students from the University of Goroka, parents, community members and 3 persons with vision impairments. Most participants have travelled between 7-8 hours by road, covering over 300 kilometers each way to attend the Forum at the Mt. Sion SERC, Goroka, in the heart of the highlands of PNG.

WEST ASIA

Palestine

- Organized teacher training on early intervention for children with impaired vision targeting teachers of children with impaired vision from different districts of the West Bank.
- Organized training on early intervention.
- Promoted the establishment of a National Parents Association of parents of children with impaired vision and provided them with technical and logistical support.
- Organized awareness raising sessions for members of the Parents Association on the concept and models of disability, the rights of persons with disabilities, the language of disability, inclusive education, the UNCRPD and national disability related laws as well as advocacy and communication strategies.
- Organized capacity building sessions for a group of young leaders with impaired vision from different districts of the West Bank.

Sri Lanka

- Efforts are being made to cover this country as next EFA-VI country subject to approval from ICEVI.
- Workshops on training pre-school teachers related to special needs education, identifying special needs, and the concept of inclusive education – in collaboration with Sri Lanka Foundation for the Rehabilitation of the Disabled.

India

- Amendment to Right to Education Act covering children with disabilities under inclusive education.
- Developing guidelines for the implementation of the Right to Education Act in respect of coverage of children with disabilities.
- Preparing a status report on education of children with disabilities and suggesting measures for ensuring inclusion.
- Drafting a right based comprehensive law for ensuring mandatory coverage of each and every child with disability.
- Implementation of a national program on “Education for All.”

Types of Membership with ICEVI

Frequently asked questions on memberships, their types and benefits

S. No.	Frequently Asked Questions	International Partner Member	Organisational Member	Individual Quadrennial Member	Individual Annual Member
1	Who are they?	International Partner Members are organisations that share the vision and mission of ICEVI, work closely with us and annually provide significant financial support to help ICEVI achieve its strategic objectives.	Organisations who pay an annual contribution according to their annual budget as per the following classifications: > 5 million – US \$ 750 1-5 million – US \$ 500 < 1 million – US \$ 100	Individuals who make a one-time contribution of US \$ 100 for the quadrennium, whether they join at the beginning or during the middle of the quadrennium.	This membership is meant for becoming members of the ICEVI regions. The annual membership fee is decided by the regional committee concerned.
2	What do they benefit?	<ul style="list-style-type: none"> * Has a seat on the executive committee of ICEVI. * The logo of the organisation will appear on the homepage of ICEVI's website and on the first page of <i>The Educator</i>, ICEVI's official magazine. * The organisation may use the logo of ICEVI on its website. * ICEVI's publications will be sent regularly. 	<ul style="list-style-type: none"> * ICEVI conference announcements and brochures will be sent. * <i>The Educator</i> will be sent. * The name of the organisation will be listed on ICEVI's website. However no logo will be posted. 	<ul style="list-style-type: none"> * ICEVI conference announcements and brochures will be sent. * <i>The Educator</i> will be sent only to those individual members who make an additional contribution of US \$ 50 for the quadrennium. 	<ul style="list-style-type: none"> * ICEVI conference announcements and brochures will be sent. * <i>The Educator</i> will be sent only to those who subscribe annually (US \$ 15 per annum along with the regional membership) or for the quadrennium (US \$ 50).
3	Is there any specific time of the year for enrolment?	<ul style="list-style-type: none"> * Enrolment can be made at any time during the year. * Membership is valid for the calendar year only. 	<ul style="list-style-type: none"> * Enrolment can be made at any time during the year. * Membership is valid for the calendar year only. 	<ul style="list-style-type: none"> * Enrolment can be made at any time during the quadrennium. * Membership is valid for the entire quadrennium. 	<ul style="list-style-type: none"> * Enrolment can be made at any time during the year. * Membership is valid for the calendar year or for the period specified by the region.
4	What documents are sent upon enrolment?	<p><i>The ICEVI Secretariat will send the following:</i></p> <ul style="list-style-type: none"> * Membership Certificate * ICEVI Brochure * Literature on the Global Campaign * Annual Report * The Educator 	<p><i>The ICEVI Secretariat will send the following:</i></p> <ul style="list-style-type: none"> * Membership Certificate * ICEVI Brochure * Literature on the Global Campaign * Annual Report * The Educator 	<p><i>The ICEVI Secretariat will send the following:</i></p> <ul style="list-style-type: none"> * Membership Certificate * ICEVI Brochure * Literature on the Global Campaign * Annual Report * The Educator if subscribed 	<p><i>The ICEVI Secretariat will send the following:</i></p> <ul style="list-style-type: none"> * Membership Certificate * ICEVI Brochure * Literature on the Global Campaign * Annual Report * The Educator if subscribed
5	Where to contact in terms of any questions?	<ul style="list-style-type: none"> * The primary contact point is the ICEVI Secretariat (sgicevi@vsnl.net). * The Secretariat will coordinate with the President / Treasurer and provide the clarifications. 	<ul style="list-style-type: none"> * The primary contact point is the ICEVI Secretariat (sgicevi@vsnl.net). * The Secretariat will coordinate with the President / Treasurer and provide the clarifications. 	<ul style="list-style-type: none"> * The primary contact point is the ICEVI Secretariat (sgicevi@vsnl.net). * The Secretariat will coordinate with the Regional Chair/ Treasurer and provide you the clarifications. 	<ul style="list-style-type: none"> * The primary contact point is the ICEVI Regional Chair (Refer to ICEVI website www.icevi.org for e-mail contacts).



WBU-ICEVI Joint Assemblies 2016

World Blind Union



18 - 25 August 2016 H Rosen Centre Hotel, Orlando, Florida, USA

Host Organisation:
National Federation of the Blind (USA)

ICEVI DAY, 22nd August 2016

Theme for ICEVI Day:
Education For All Children with Visual Impairment: Beyond 2015

CALL FOR PAPERS

ICEVI Day Programme Committee

Chairperson
Frances Gentle

Members

Colin Low | MNG Mani | Lucia Piccione | Praveena Sukhraj-Ely
Kay Ferrell | Nicola Crews | Susan LaVenture



The **International Council for Education of People with Visual Impairment** and the **World Blind Union** will be jointly holding their General Assemblies at the Rosen Centre Hotel in Orlando, Florida, USA, from 18th to 25th August 2016. The overall theme for the General Assemblies is “**Human rights and the CRPD: What lies ahead**”. The joint Assemblies will include an ICEVI Day on Monday 22nd August 2016 that will be dedicated to conference-style papers and workshops. The Schedule for the WBU-ICEVI General Assemblies is as follows:

- Thursday, August 18 – **Meetings of the WBU Executive meeting and other WBU Assembly Committees**
- Friday, August 19 to Monday, August 22 – **WBU Assembly proceedings**
- Monday, August 22 – **ICEVI Opening Ceremony, ICEVI Paper Presentations**
- Tuesday, August 23 – **Joint WBU-ICEVI concurrent sessions, Gala Dinner**
- Wednesday, August 24 - **Joint WBU-ICEVI concurrent sessions, ICEVI Regional Committee meetings, WBU/ICEVI Closing Ceremony**
- Thursday, August 25 – **ICEVI General Assembly and Executive Committee meeting**

Programme Committee’s invitation

The ICEVI Day Programme Committee invites you to respond to this Call for Papers by submitting an Abstract for consideration no later than **August 31st 2015**. The program will include dedicated time throughout the day for parent and family presentations and workshops.

Theme for ICEVI Day

The theme of the ICEVI Day is “**Education for All Children with Visual Impairment: Beyond 2015**”. The theme highlights the United Nations 2000-2015 education Millennium Development Goals (MDGs) and Education for All (EFA) goals that have guided global and national efforts to achieve universal primary education and gender parity by 2015. With the 2015 MDGs deadline rapidly approaching, the United Nations and international community set to work to create a

new global development and sustainability agenda. The Beyond 2015 education agenda encompasses a vision of access to all and rights-based perspectives on equity and inclusion. The Beyond 2015 education agenda includes particular attention to gender equity and overcoming all forms of discrimination in and through education.

Presentation Topics

Papers are invited on all aspects of education for children and youth with visual impairment including, but not limited to, the following:

- Parent and family perspectives (e.g., building family support systems, the role of parents in education, parent impact on community, formation of parent groups)
- Early intervention, early childhood care and education, and/or preschool education



- Awareness, creation, and advocacy in education of children with visual impairment
- Inclusion and inclusive educational practices
- Educational equity for girls and women
- Curriculum alignment or adapted instructional materials
- Access to curricular and extracurricular areas, and the expanded core curriculum
- Teaching mathematics and science
- Literacy and alternative formats (braille, large print, electronic)
- Orientation and mobility
- Social, life and independent living skills
- Career education
- Access to sport, physical education, and recreational activities
- Education options for out-of-school children with visual impairment
- Transitions: Home to school, or school to adult life
- Education for children with visual and multiple disabilities (MDVI) and/or deafblindness
- Low vision
- Access to mainstream and/or adaptive/assistive technologies
- Innovation and emerging technologies
- Principles of universal design in education
- Innovation in the provision of support services and use of community resources
- Personnel preparation – education of teachers or other professionals
- Role models and mentors

- Higher education - opportunities and challenges
- Alternative education models for young adults
- Tackling adult illiteracy among persons with visual impairment

Type of Presentations

The Programme Committee invites the following four types of presentations:

1. Paper presentations

Paper presentations of 15 to 20 minutes duration, relating to one of the ICEVI Day topics. The presentation format may include a demonstration, discussion, or lecture.

2. Interactive workshop presentations

Interactive workshop presentations of 40 minutes duration, providing opportunities for the active engagement of participants.

3. Video presentations

Video presentations of 20 minutes duration, with an extra 10 minutes for discussion, showcase one of the ICEVI Day themes. Video presentations may be a suitable option to presenters who speak languages other than English.

4. Poster presentations

Presenters will be provided with a dedicated space during the ICEVI Day to present their poster, to interact with delegate, and to answer questions.

Audio-Visual Devices

The following equipment will be available for all types of presentations: computer and data projector, single slide projector, video, DVD, overhead projector and LCD projectors.



Translation

The official language of the ICEVI-WBU Joint Assemblies is English. Simultaneous translation will not be possible for the concurrent sessions. People wishing to present papers in languages other than English may send a request to the Programme Committee, which will explore the possibility of arranging translation, but this cannot be guaranteed.

Key dates

Deadline for abstract submission:

August 31st 2015

Committee feedback to authors:

January 31st 2016

Guidelines for Abstract Submission

- The closing date for abstract submissions is August 31st 2015 and all successful presenters will be notified by 31st January 2016.
- The Programme Committee will only accept abstracts that are written in English.
- An Official ICEVI Day Abstract Form is required for each presentation.
- Submission of an abstract does not indicate automatic inclusion in the ICEVI Day Programme.
- The submission of an abstract acknowledges your consent to publication (if accepted) in the ICEVI Day Abstract Booklet provided to participants.
- Abstract receipt will be acknowledged to the person submitting the abstract.
- Further communication will be with the lead author presenting the paper, unless otherwise directed in your abstract submission.
- On acceptance of the abstract, authors will be asked to submit a formally prepared paper for inclusion in the conference proceedings.
- When completing the ICEVI Day Official Abstract Form, please adhere to the following guidelines:
 - ▲ Use single line spacing and an easy-to-read font, such as Verdana, Arial or Calibri.
 - ▲ In 250 words or less, concisely outline the aims and content of the presentation.
 - ▲ Check that all sections of the Abstract Form have been completed before submission.

Please email, post or fax your completed ICEVI Day Official Abstract Form by **August 31st 2015** to:

Dr. Frances Gentle

Chairperson of the ICEVI Day Programme Committee

c/o The ICEVI Secretariat

No.3, Professors' Colony, S R K Vidyalaya Post, Coimbatore - 641 020, Tamil Nadu, INDIA

Email: officevi@gmail.com ; Fax: **91 422 2693 414**

WBU-ICEVI Joint Assemblies 2016

ICEVI DAY - 22nd August 2016

Theme : **Education For All Children with Visual Impairment: Beyond 2015**

18 - 25 August 2016 H Rosen Centre Hotel, Orlando, Florida, USA

Host Organisation : **National Federation of the Blind (USA)**

OFFICIAL ABSTRACT FORM

1. Lead Presenter (contact person for all communication)

Title (Prof., Dr., Mr., Ms., Mrs) :

First Name and Surname :

Centre/Institute :

Position :

Street Address and City/Region :

Country and Postal/Zip Code :

Home and Work Telephone numbers :

Fax and/or email :

2. Co-presenters (if more than two presenters, please add additional information)

Title (Prof, Dr, Mr, Ms, Mrs) :

First Name and Surname :

Centre/Institute :

Position :

Street Address and City/Region :

Country and Postal/Zip Code :

Home and Work Telephone numbers :

Fax and/or email :

3. If the Lead Presenter is not the key person for communication, please provide details of the contact person

When completing the following sections, please select the option of your choice by placing an 'X' between the square brackets.

4. Type of presentation (please select)

- ☐ 4.1 Paper Presentation
- ☐ 4.2 Interactive Workshop Presentation
- ☐ 4.3 Video Presentation
- ☐ 4.4 Poster Presentation

5. Preferred format (please select your preferred option)

- ☐ 5.1 Regular Print
- ☐ 5.2 Large Print (N18)
- ☐ 5.3 Electronic
- ☐ 5.4 Other (please describe)

6. Preferred communication method for updates prior to ICEVI Day (please select)

- ☐ 6.1 Electronic (this option is preferred by the ICEVI Day Programme Committee)
- ☐ 6.2 By post or Facsimile (please select this option if you do not have email access)

7. Has this presentation or paper been presented elsewhere?

- ☐ Yes
- ☐ No

8. Title for Presentation (in 25 words or less)

9. Abstract (Written in English, in 250 words or less)

Please email, post or fax this Official Abstract Form by **August 31st 2015** to:

Dr. Frances Gentle, Chairperson of the ICEVI Day Programme Committee,
c/o The ICEVI Secretariat

No.3, Professors' Colony, S R K Vidyalaya Post, Coimbatore - 641 020, Tamil Nadu, INDIA

Email: officevi@gmail.com ; Fax: **91 422 2693 414**