



International Council for Education of
People with Visual Impairment

Annual Report

2021





Message from the President and CEO



Dear friends and colleagues

We are pleased to present the 2021 Annual Report of ICEVI. This report is integral to ICEVI's governance procedures as it informs members and partners of the Council's operating and financial activities during the year. The report also features the work of our international partner members and the preparations of the ICEVI regional boards as we commence the 2021-2024 quadrennium.

ICEVI works closely with our members and partners to promote equitable access to quality inclusive education for children and young people with vision impairment. However, the global COVID-19 pandemic, which was first identified in late 2019, has disrupted education for all children. In April 2020, UNICEF noted that more than 91% of students worldwide were impacted by school closures due to the pandemic. UNICEF stated that “never before have so many children been out of school at the same time, disrupting learning and upending lives, especially for the most vulnerable and marginalised”. ICEVI members and partners are advocating for the return to classrooms of girls and boys with blindness, low vision, deafblindness and multiple disability. At the local level, we are providing support for educators, children and families who have been marginalised and disadvantaged by rolling restrictions. At the global level, we continue to add our voice and contributions to international disability and education communities.

Online platforms have become a major vehicle for ICEVI networking, information sharing and advocacy programs. Global and regional conferences, webinars and training programs took place throughout the year in virtual format, often in collaboration with ICEVI members and partners. The virtual World Blindness Summit, held in June 2021, exemplified the power of collaboration and use of accessible information and communication technology (ICT) to effectively bring people together to share ideas and expand friendships and networks. The virtual format of the Summit resulted in greater than expected participation levels of people from around the world who

generally have limited access to in-person events. However, the Summit shone a light on the inequities in ICT access and internet connectivity across countries and communities. This is a challenge that is not easy to solve and will require the united efforts of global and national leaders.

The World Blindness Summit showcased the ICEVI-Nippon Foundation higher education program, with the release of “Partnerships for Change”, a joint publication of ICEVI and the Overbrook Nippon Network on Education Technology (ON-NET). The higher education program commenced with a small pilot in four countries in 2006-2007 and now provides higher education support and training in seven countries in the East Asia region. It is noteworthy that the technology and soft skills training included in the program has enabled students to continue their studies during lockdowns of their higher education institutions due to the pandemic.

We are delighted to announce ICEVI's appointment to a permanent seat on the Board of the WIPO Accessible Books Consortium (ABC). ICEVI is represented on the ABC Board by Dr Praveena Sukhraj-Ely, Treasurer of ICEVI. Dr Praveena has represented ICEVI on the Board for several years and brings to the role her extensive knowledge and lived experience of print disability. We look forward to collaborating with our ABC Board colleagues and partners in promoting “born accessible” publications and an increase in the number of educational texts in braille, audio, e-text, large print and other accessible formats.

We take this opportunity to thank our members, partners, principal officers, and regional committees for their substantive contributions to progressing the Mission of ICEVI. We look forward to the year ahead as we commence the 2021-2024 quadrennium.

Frances Gentle
President

M.N.G. Mani
CEO



Having seen the most disruptions in 2020 due to the COVID-19 pandemic, every organisation started 2021 with an optimistic note and ICEVI is no exception. We were hoping to hold the ICEVI General Assembly in the face-to-face mode in 2021. However, the plans had to be changed to online mode due to the continuing impact of the COVID-19 pandemic and emergence of new variants. The International Organising Committee of the World Blindness Summit, jointly organised by the World Blind Union, ICEVI, and the Spanish National Organisation of the Blind (ONCE), sent out the formal announcement to this effect in early 2021 and subsequently we were geared up for organising the General Assembly on 28-30 June 2021.

The first half of 2021 was devoted to the successful organisation of the General Assembly. The varied time zones around the world presented a big challenge to encouraging many participants to attend the General Assembly and thematic webinars. The time zones varied from 3 am in the North America region to midnight in the Pacific region.

Many apprehensions were present at the beginning as the World Blindness Summit had to depend heavily on technology and the organising committee was fully aware of the issues of connectivity in different parts of the world. The planning went on and side-by-side efforts were made by the ICEVI regions to encourage participants to register for the online webinars and general sessions. The final result was more than satisfactory. The Summit became a hybrid one with most of the delegates in Spain attending in person and most participants from the rest of the world attending online. The World Blindness Summit and ICEVI General Assembly provided tremendous lessons and highlighted the ability of participants to make optimum use of the technology.

Though the World Blindness Summit was a joint program, the following key events associated with ICEVI are worth mentioning.

Release of the publication “Partnerships For Change”



The ICEVI in partnership with The Nippon Foundation has been implementing a flagship higher education programme for visually impaired students in the East Asia region. The programme has assisted more than 2700 visually impaired individuals to graduate over the last decade. ICEVI and the Overbrook Nippon Network on Education Technology (ON-NET) have jointly collaborated to bring out the publication entitled **“Partnerships For Change: National Strategies and Regional Cooperation”**. The publication chronicles the development of services for persons with visual impairment in the areas of technology, higher education, employment, etc. Hundreds of visually impaired individuals who have benefited from the projects supported by The Nippon Foundation were contacted and their experiences documented in the form of statements and videos. The publication was released by Mr. Sasakawa, Chairman, The Nippon Foundation at a special function organised as a part of the World Blindness Summit. The recording of the function can be accessed from the ICEVI website, www.icevi.org.

Thematic webinars



As a part of the World Blindness Summit, the World Blind Union and ICEVI organised nearly 30 webinars. ICEVI took initiative for organising 14 of the webinars which addressed a wide range of topics such as early intervention, multiple disabilities, teacher preparation, parents' involvement, Mathematics education, inclusive education, climate change, coping with Covid-19 impacts, advocacy, etc. The webinars were well attended by participants and the resource persons included members of the ICEVI Executive Board and sighted and visually impaired experts from different regions.

ICEVI virtual General Assembly



For the first time in the history of ICEVI, the Quadrennial General Assembly was organised in the virtual format. More than 100 of the 111 voting delegates attended the General Assembly and deliberated on a range of organisational matters.

The constitutional amendments proposed by the ICEVI Executive Committee were published in the January 2021 issue of *The Educator* and subsequently all the voting delegates of ICEVI were contacted to endorse the amendments via electronic voting. Similarly, the proposal of the Nominations Committee for the new slate of Principal Officers was also shared with the General Assembly delegates for their endorsement.

The proceedings of the General Assembly have been included in the July 2021 issue of *The Educator*. One of the key highlights of the General Assembly was endorsement of the constitutional amendments to the Articles of Association and Memorandum of Association of ICEVI. The amendments were considered necessary as per the governance framework developed during the previous Quadrennium. The revised Memorandum of Association and the Articles of Association were also published in the July 2021 issue of *The Educator*.

Principal Officers and Presidents of ICEVI regions (2021-24)

The June 2021 virtual General Assembly included election of the Principal Officers for the 2021-2024 quadrennium. The Presidents and Boards of each of the seven ICEVI regions were elected at regional assemblies during the months leading up to the General Assembly. We are pleased to welcome the following Principal Officers and regional Presidents for 2021-2024:

PRINCIPAL OFFICERS:

Dr Frances Gentle, President; **Dr Bhushan Punani**, First Vice President; **Ms Sabine Fijn van Draat**, Second Vice President; **Dr Praveena Sukhraj-Ely**, Treasurer; and **Lord Colin Low**, Immediate Past President.

PRESIDENTS OF REGIONS:

Ms Gertrude Oforiwa Fefoame, Africa region; **Ms Aria Indrawati**, East Asia region; **Dr John Ravenscroft**, Europe region; **Mr Julio Cesar Canizalez**, Latin America region, **Ms Susan LaVenture**, North America/Caribbean region; **Dr Joanne Mosen**, Pacific region; and **Dr Birendra Raj Pokharel**, West Asia region.

We acknowledge with thanks the work of Andrew Griffiths (Chair) and the ICEVI Nominations Committee, who prepared the slate of candidates for the Principal Officer positions. We also acknowledge our outgoing office bearers and thank them for their substantial contributions over many years.

OUTGOING OFFICERS:

Ms Rima Canawati, **Mrs Nandini Rawal**, **Dr Hans Welling**, **Ms Cristina Sanz**, **Mr Ben Clare** and **Dr Kay Ferrell**.

Dr Ferrell will continue on the ICEVI Executive Board in the position of Editor of The Educator.

Principal Officers



Dr. Frances Gentle
President



Dr. Bhushan Punani
First Vice President



Ms. Sabine Fijn van Draat
Second Vice President



Dr. Praveena Sukhraj-Ely
Treasurer



Lord Colin Low
Immediate Past President

Presidents of Regions



Ms. Gertrude Oforiwa Fefoame
Africa



Ms. Aria Indrawati
East Asia



Dr. John Ravenscroft
Europe



Mr. Julio César Canizález
Latin America



Ms. Susan LaVenture
North America / Caribbean



Dr. Joanne Mosen
Pacific



Dr. Birendra Raj Pokharel
West Asia

Outgoing Officers



Ms. Rima Canawati



Mrs. Nandini Rawal



Mrs. Panagiota (Betty) Leotsakou



Dr. Hans Welling



Ms. Cristina Sanz



Dr. Kay Ferrell

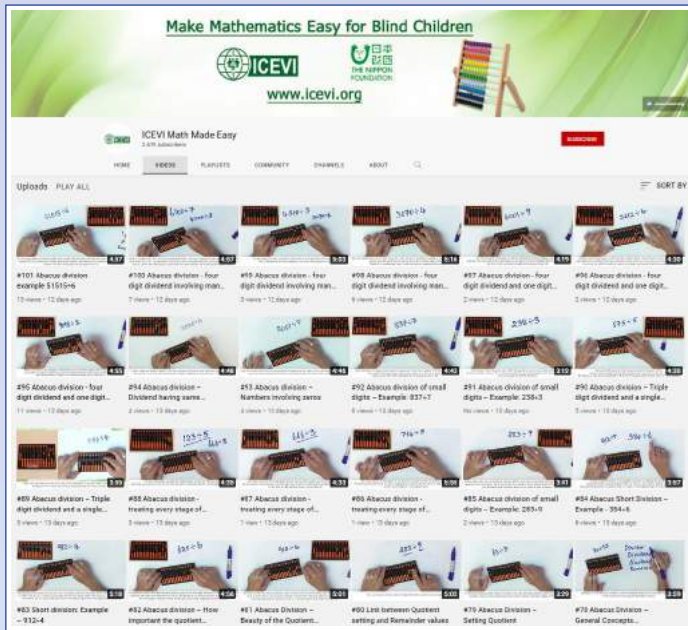


Mr. Ben Clare

Quadrennial Plans of ICEVI regions

In the weeks following the ICEVI General Assembly in June 2021, the Presidents of the seven ICEVI regions were requested to prepare quadrennial plans for their regions in consultation with members of their regional Boards, ICEVI international partner members (IPMs), and key stakeholders in each region. The Principal Officers have initiated a series of meetings between the IPMs and regional Boards with the aim of strengthening communication and collaboration at regional levels of ICEVI. These meetings will continue in 2022 and it is anticipated that the quadrennial plans for each region will be strengthened as a result. More details of the plans will be provided on the ICEVI website.

Instructional Videos for Learning Abacus



ICEVI is pleased that its YouTube channel, ICEVI Math Made Easy, is popular with teachers and parents who support and teach mathematics to visually impaired children. At the time of writing, there were more than 2800 subscribers, including teachers of mathematics to visually impaired children and teachers of mathematics to sighted children. We are pleased that the instructional videos are helpful not only for teaching visually impaired students' mathematics, but all students, and as a result, will facilitate effective inclusion in the mainstream settings.

At present there are 325 instructional videos organised in different playlists under the topics of general concepts, numbers, trigonometry geometry, inequalities, set algebra, and Abacus, to name a few. We have plans to add more videos into these playlists and are anticipating the addition of another 300 videos before 2024, exclusively addressing concepts in mathematics ranging from primary to senior secondary level. We are hopeful that the videos will facilitate mastery of children in the mathematical concepts at the school level will help them to pursue higher education courses in STEM, that is, selection of courses related to science, technology, engineering and mathematics.

Higher Education activities



The ICEVI Higher Education program, supported by The Nippon Foundation and implemented in Indonesia, Cambodia, Philippines, Vietnam, Myanmar, Lao PDR and Mongolia, has benefited more than 2700 young visually impaired persons to date to complete their graduation.

The primary focus of the Higher Education program is to increase the enrolment of Higher Education students who are visually impaired with the dual purpose of

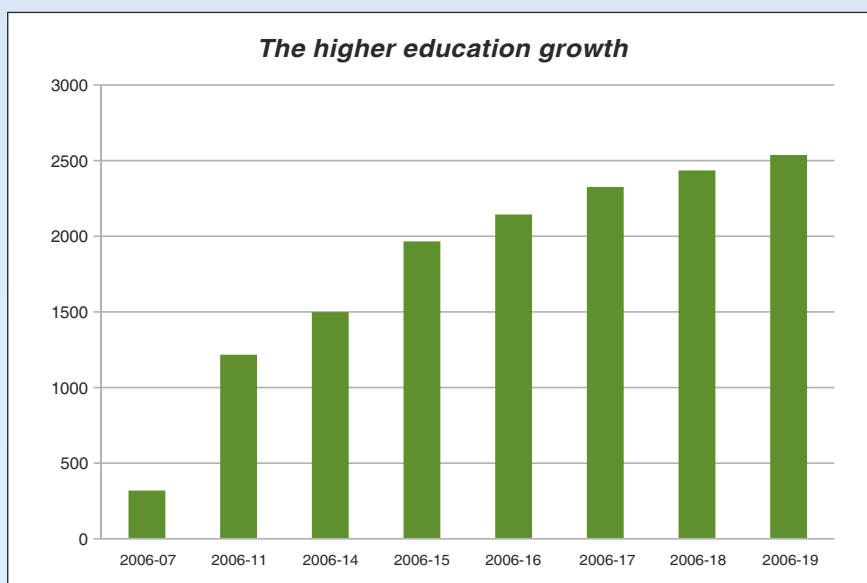
expanding their educational opportunities and preparing them as leaders who will inspire parents and others to send their children to school to achieve the Education for All initiative.

The higher education project is also focusing on employment creation by organising soft skill training programs that will increase the employability of persons with visual impairment once they have graduated. The soft skill training includes teamwork, interview techniques, personal hygiene, how to write a resume, and improving communication skills. More than 300 individuals with visual impairment have been assisted in securing employment as a result of the higher education project. The project will continue to promote education and employment, realising the empowerment of persons with visual impairment.

Student Enrollment in Higher Education institutions

Country	2006-07	2006-11	2006-14	2006-15	2006-16	2006-17	2006-18	2006-19
Indonesia	250	385	480	609	631	644	660	678
Vietnam	28	354	470	563	630	736	757	799
Philippines	32	460	489	671	710	732	751	769
Cambodia	04	14	22	52	83	91	105	127
Myanmar	-	-	29	54	69	88	114	114
Laos	-	-	07	16	19	25	33	33
Mongolia	-	-	-	-	-	08	14	16
Students enrolled	314	1213	1497	1965	2142	2324	2434	2536

Student Enrollment in Higher Education institutions



ICEVI's participation in global events

Blindness, low vision and deafblindness are low incidence disabilities that can have a substantial impact on a child's development and life-long learning. ICEVI members and partners advocate for laws, policies, services and programs that are inclusive of children with visual impairment, from early childhood through to higher education and adulthood.

During 2021, ICEVI's Principal Officers participated in the following events and initiatives:

- Permanent Board Member of the WIPO Accessible Books Consortium (ABC), represented by Dr Praveena Sukhraj-Ely, Treasurer of ICEVI. The Consortium is led by the World Intellectual Property Organisation (WIPO) and aims to increase the number of books worldwide in accessible formats, including braille, audio, e-text, large print; and to make them available to people who are blind, have low vision or are otherwise print disabled.

ICEVI has had representation on the board of the Accessible Books Consortium (ABC) since 2015. Due to the intrinsic link between access to books and access to education, the collaboration between ICEVI and ABC is essential, and efforts are ongoing to strengthen our networks and partnership with ABC to ensure that the effects of our collaboration are felt at grassroots level. Specific mention must be made as regards ABC's capacity building initiative which focuses on empowering organisations on how to make books accessible for persons with visual impairments in alternative accessible formats. ICEVI is excited to highlight that during 2021 the ABC granted ICEVI a permanent seat on its board, thus recognising the importance of the partnership between our two organisations.

- Member of the Global Campaign for Education (GCE), represented by Dr Bhushan Punani, First Vice President of ICEVI. The Global Campaign is a civil society movement that promotes and defends education as a basic human right.
- Member of the task groups of the International Disability and Development Consortium (IDDC). The IDDC is a grouping of civil society organisations that come together to promote inclusive international development and humanitarian action with a special focus on the full and effective enjoyment of human rights by all people with disabilities. ICEVI is represented on the IDDC United Nations Task Group by Ms Sabine Fijn van Draat, Second Vice President of ICEVI, and the IDDC Inclusive Education Task Group by Frances Gentle, President, and M.N.G. Mani, CEO of ICEVI.
- Representation on the International Disability Alliance (IDA) Inclusive Education Task Force, represented by Dr Praveena Sukhraj-Ely, Treasurer of ICEVI.

- Submission of a Statement to the 14th Session of the Conference of States Parties to the Convention on the Rights of Persons with Disabilities (COSP14) in June 2021. The ICEVI statement was submitted by ICEVI President, Dr Frances Gentle, and addressed the overarching COSP14 theme of “Building back better: COVID-19 response and recovery; Meeting the needs, Realizing the rights, and Addressing the socio-economic impacts on persons with disabilities”.
- Submission of a Statement to the Economic and Social Council (ECOSOC) High Level Segment in July 2021 on the COVID-19. The ICEVI submission by Frances Gentle, addressed the COVID-19 experiences of professionals and families supporting persons with vision impairment in Africa, Latin America and West Asia.

Advocacy will continue to be a focus area at global and regional levels of ICEVI and will be reflected in the regional plans and initiatives during the quadrennium.

“Include Me” publication series



Education of children with deaf blindness and multiple disabilities is growing as a priority area in most regions of ICEVI. With a view to support parents and teachers to develop understanding and skills in deafblindness and multiple disabilities, ICEVI has commenced preparation of a series of publications pertaining to such topics as education and social inclusion, braille literacy, early childhood

communication, and transition to adulthood. Following the publication “Include Me” released in 2020, a publication on braille literacy was released in 2021. This publication is available in several world languages and can be accessed from the website of ICEVI www.icevi.org.

Roadmap for the future

The ICEVI Executive Board met in December 2021 to review key priorities of ICEVI at the global and regional levels. During the latter part of 2021, ICEVI officers had a series of meetings with the international partner members, including CBM, ONCE, NABP, NextSense, RNIB, Overbrook

School for the Blind, Perkins School for the Blind, Sightsavers and the Royal Dutch Visio. The purpose of these meetings was to share information and commence the process of formulating strategies for the Quadrennium 2021-2024. One of the recommendations that emerged from these meetings was the formation of ICEVI task forces or working groups, with a view to influence policies at the global, regional and national levels. The broad range of thematic areas that could be addressed by the task forces during the quadrennium include early intervention, climate change, low vision, youth development, gender, advocacy, deafblindness and multiple disabilities, STEM curriculum, and inclusive education. More details on progressing this recommendation will be shared with the ICEVI constituency during 2022.

Although the COVID-19 impact has continued during 2021, ICEVI regions have maintained their momentum and organised a series of activities pertaining to education, employment, awareness creation, etc.

ICEVI profoundly thanks its international partners and The Nippon Foundation for maintaining their solid support for the ICEVI regions during the pandemic, enabling the Regional Boards to continue having a positive impact on the lives of persons with visual impairment. ICEVI is optimistic that the situation will improve going forward and there will be greater opportunities for in-person meetings of our officers and partners.

Audit Reports of ICEVI for 2020

Summary

The audited accounts of 2020 will be submitted to the Companied House before the end of December 2021. Our Auditors who are based in the UK – Lubbock Fine are handling the audit process since 2006 and they are satisfied with the accounting system of ICEVI. As per the audit report, the opinion of the auditors on financial statements is given as follows:

OPINION OF THE AUDITORS ON FINANCIAL STATEMENTS

In our opinion the financial statements:

- give a true and fair view of the state of the company's affairs as at 31 December 2020 and of its profit for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

OPINION ON OTHER MATTERS PRESCRIBED BY THE COMPANIES ACT 2006

In our opinion, based on the work undertaken in the course of the audit, the information given in the Executive Committee Members' Report for the financial year for which the financial statements are prepared is consistent with the financial statements; and the Executive Committee Members' Report has been prepared in accordance with applicable legal requirements. The summary of the audited accounts is as follows:

INCOME AND EXPENDITURE ACCOUNT YEAR ENDED 31 DECEMBER 2020

	2020	2019
	\$	\$
INCOME	549,366	621,275
Administrative expenses	(375,783)	(583,580)
	-----	-----
OPERATING PROFIT	173,583	37,695
Interest receivable and similar income	2	17
Interest payable and similar expenses	-	951
	-----	-----
Profit before tax	173,585	36,761
	-----	-----
PROFIT FOR THE FINANCIAL YEAR	173,585	36,761
	-----	-----

BALANCE SHEET
AS AT 31 DECEMBER 2019

		2020		2019	
	Note	\$	\$	\$	\$
CURRENT ASSETS					
Cash at bank and in hand	5	846,351		690,865	
		-----		-----	
		846,351		690,865	
CREDITORS: Amounts falling due within one year	6	(202,588)		(220,687)	
		-----		-----	
NET CURRENT ASSETS			643,763		470,178
			-----		-----
Total Assets less Current Liabilities			643,763		470,178
			-----		-----
NET ASSETS			643,763		470,178
			-----		-----
CAPITAL AND RESERVES					
Profit and Loss Account			643,763		470,178
			-----		-----
			643,763		470,178
			-----		-----

The financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime and in accordance with the provisions of FRS 102 Section 1A – small entities.

These financial statements were approved and authorised for issue by the Executive Committee Members and were signed on its behalf by:

Frances Gentle
President

Nandini Rawal
Treasurer

Company Registration Number: 04521195

Notes to the Financial Statements

1. General information

International Council for Education of People with Visual Impairment is a limited liability company, limited by guarantee, incorporated in England and Wales under the Companies Act. Its registered office and principal place of business is 105 Judd Street, London, WC1H 9NE.

2. Accounting policies

2.1 Basis of preparation of financial statements

The financial statements have been prepared under the historical cost convention unless otherwise specified within these accounting policies and in accordance with Section 1A of Financial Reporting Standard 102, the Financial Reporting Standard applicable in the UK and the Republic of Ireland and the Companies Act 2006.

The preparation of financial statements in compliance with FRS 102 requires the use of certain critical accounting estimates. It also requires management to exercise judgment in applying the Company's accounting policies.

The following principal accounting policies have been applied:

2.2 Income

Income comprises membership subscriptions from subscribing organisations and individuals as well as voluntary donations and grant income. Donations and grant income towards specific projects are classified as designated funds.

Subscriptions are accounted for on a receivable basis.

Donations and grant income is recognised as income when received, except in circumstances where the donor specifies the time period that the donation relates to, in which case they are recognised as income in that period.

Donations in kind are where possible valued and included in income to the extent that it represents goods or services which would otherwise be purchased. An equivalent amount is charged as expenditure.

Interest income is recorded on a receivable basis.

2.3 Going Concern

The Executive Committee Members consider it appropriate to prepare the financial statements on a going concern basis. This assumes that the company will continue in operational existence for the foreseeable future and for at least 12 months after the signing of the financial statements.

The impact of the COVID-19 outbreak on the performance of the company will depend on future developments, including the duration and spread of the outbreak, the continuing restrictions and the impact of COVID-19 on the overall economy, all of which are high uncertain and cannot be predicted. However the Executive Committee Members are confident that should the company see a fall in donations received they will be able to rely upon reserves to keep the company operational.

2.4 Cash and cash equivalents

Cash is represented by cash in hand and deposits with financial institutions repayable without penalty on notice of not more than 24 hours. Cash equivalents are highly liquid investments that mature in no more than three months from the date of acquisition and that are readily convertible to known amounts of cash with insignificant risk of change in value.

2.5 Financial instruments

The Company only enters into basic financial instrument transactions that result in the recognition of financial assets and liabilities like trade and other debtors and creditors, loans from banks and other third parties, loans to related parties and investments in ordinary shares.

Financial assets that are measured at cost and amortised cost are assessed at the end of each reporting period for objective evidence of impairment. If objective evidence of impairment is found, an impairment loss is recognised in the Profit and Loss Account.

For financial assets measured at amortised cost, the impairment loss is measured as the difference between an asset's carrying amount and the present value of estimated cash flows discounted at the asset's original effective interest rate. If a financial asset has a variable interest rate, the discount rate for measuring any impairment loss is the current effective interest rate determined under the contract.

For financial assets measured at cost less impairment, the impairment loss is measured as the difference between an asset's carrying amount and best estimate of the recoverable amount, which is an approximation of the amount that the Company would receive for the asset if it were to be sold at the balance sheet date.

Financial assets and liabilities are offset and the net amount reported in the Balance Sheet when there is an enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

2.6 Creditors

Short term creditors are measured at the transaction price. Other financial liabilities, including bank loans, are measured initially at fair value, net of transaction costs, and are measured subsequently at amortised cost using the effective interest method.

2.7 Foreign currency translation

Functional and presentation currency

The Company's functional and presentational currency is USD.

Transactions and balances

Foreign currency transactions are translated into the functional currency using the spot exchange rates at the dates of the transactions.

At each period end foreign currency monetary items are translated using the closing rate. Non-monetary items measured at historical cost are translated using the exchange rate at the date of the transaction and non-monetary items measured at fair value are measured using the exchange rate when fair value was determined.

2.8 Finance Costs

Finance costs are charged in profit or loss over the term of the debt using the effective interest method so that the amount charged is at a constant rate on the carrying amount issue costs are initially recognised as a reduction in the proceeds of the associated capital instrument.

3. Income Analysis

Name of Organisation	Designated	Undesignated	Total	Total
	Funds	Funds	Funds	Funds
	2020	2020	2020	2019
	\$	\$	\$	\$
<u>Subscriptions</u>				
CBM International	-	-	-	20,000
Koninkli JKE Vision	-	19,223	19,223	19,738
Light for the World	-	-	-	20,000
Norges Blindforbund	-	20,000	20,000	19,970
ONCE	-	20,000	20,000	20,000
Other Subscriptions	-	-	-	3,059
Ekitab LLC	-	698	698	-
Overbrook School for the Blind	-	20,000	20,000	20,000
Perkins School for the Blind	-	-	-	19,995
University of Northern Colorado	-	-	-	1,500
NEXTSENSE Australia	-	20,000	20,000	20,000
Royal National Institute of the Blind	-	20,000	20,000	20,000
Royal Commonwealth Society for the Blind	-	20,000	20,000	20,000
ICEVI African Project Fund	-	3,000	3,000	-
South East Asian Minister of Education	-	11,965	11,965	-
	-----	-----	-----	-----
Subscription Total	-	1,54,886	154,886	204,262
	-----	-----	-----	-----
<u>Donations and Grant Income</u>				
Other	-	1,225	1,225	1,989
CBM International	44,230	-	44,230	36,355
The Nippon Foundation	345,875	-	345,875	367,000
Royal Institute for Deaf and Blind Children	-	-	-	5,000
Latin America Region	-	3,150	3,150	6,670
	-----	-----	-----	-----
Total	390,105	4,375	394,480	417,014
	-----	-----	-----	-----
Total Income	390,105	159,261	549,366	621,276

4. Employees

There were no employees in the year (2019 - None) other than the Executive Committee Members who did not receive remuneration.

5. Cash and cash equivalents

	2020	2019
	\$	\$
Cash at bank and in hand	846,351	690,865

6. Creditors: Amounts falling due within one year

	2020	2019
	\$	\$
Other creditors	24,386	39,225
Accruals and deferred income	178,202	181,462
	202,588	220,687

7. Company status

The International Council for Education of People with Visual Impairment is a private company limited by guarantee and consequently does not have share capital.

Every member of the company undertakes to contribute such amount as required exceeding £1 to the assets of the company in the event of its being wound up while he or she is a member, or within one year after he or she ceases to be a member.

Administrative Expenses

Item of Expenses	2020	2019
	\$	\$
Hotels, Travel and Subsistence	4,701	53,472
Auditors' Remuneration	9,239	7,962
Bank Charges	4,980	5,291
Difference on Foreign Exchange	1,955	1,567
Sundry Expenses	424	91
President's Office Expenses	1,765	11,232
Secretary General's Office Expenses	108,956	145,821
Meeting Expenses	15,000	-
Project Expenses	228,763	358,144
	375,783	583,580

Glimpses from our International Partner Members

The international partner members of ICEVI are key to the overall development of the organisation. Besides supporting ICEVI at the global level, many of them work in the seven ICEVI regions. The following highlights and recent initiatives of our international partners are presented for the benefit of the ICEVI constituency.

CBM

CBM is a leading organisation in disability inclusive education. Based on our Christian values and more than 100 years of professional expertise, we address poverty as a cause and a consequence of disability. We work in partnership to create an inclusive society for all. The emphasis throughout our work is on local capacity development in poorer regions of the world. This increases service delivery in the fields of healthcare, education, rehabilitation and livelihood development as well as organisational development of partner organisations.

CBID Community Based Inclusive Development

- CBID is a people-centred, community driven and human rights-based approach,
- Where local government, people with disabilities, community members and organizations,
- Take collective actions for achieving inclusive development within their communities

How? Priority Areas and Enablers

Priorities:

- Inclusive communities
- Inclusive systems
- Disaster prepared communities
- Thought leadership and influence

Enablers:

- Ongoing CBID capacity development and training
- Resource mobilisation
- Close internal engagement (3-way working methodology)
- Proactive CBID communication

CBID Initiative Plan

With links with inclusive Eye health, the CBID Initiative Plan includes the following five technical specialist areas:

- Inclusive Education
- Physical Rehabilitation

- Livelihood
- Ear and Hearing Care
- DIDRR

2022 priorities for Inclusive Education (IE)

- CBM Training Guide Inclusive Education (IE) (English, French and Spanish) –
 - ▲ capacity building (LAR 2021; 1 training in Africa 2022)
- Supporting Country offices, Regional offices and partners to embed IE in CBID approaches:
 - ▲ Deeper understanding about IE
 - ▲ Early identification and early interventions
 - ▲ Universal Design for Learning
 - ▲ Supporting capacity building and training – educators, parents, persons with disabilities
 - ▲ Documentation; case stories
 - ▲ CBID – IE – IEH
 - ▲ Support for transformation of Special School to Resource Centres
 - ▲ Greater focus on mainstream services
 - ▲ Strengthening Organisations of Persons with Disabilities (OPDs), parents’ groups
 - ▲ Linkages between different areas of CBM’s work e.g., IE and Livelihoods

Nextsense

NextSense, formerly the Royal Institute for Deaf and Blind Children, is one of Australia’s oldest charities. Established in 1860, NextSense supports children and adults with blindness and low vision and deafness and hard of hearing. The NextSense Institute (formerly RIDBC Renwick Centre), in affiliation with Macquarie University, delivers continuing professional education, research and postgraduate degree programs for professionals in the field of sensory impairment. The NextSense Institute has established the UEB Online website as a means of offering online, self-paced, self-marking training programs in Unified English Braille (literary and mathematics) for sighted or vision impaired persons who want to learn braille.

The purpose of the UEB Online website, www.uebonline.org, is to promote equitable information access and expression in braille for persons with blindness and severe vision impairment. The UEB Online training programs are suitable for anyone who wants to learn braille. This includes educators, families, allied health professionals, and education administrators and policy makers who promote the use of braille as a medium for information access and communication.

UEB Online has been created using accessible, inclusive digital technologies that enable equal information access for all.

- **Visual access mode:** For people with sufficient sight to access regular sized print-based information on the website,
- **High contrast mode:** For people with low vision who wish to adjust the font size, background colour or text colour,
- **Non-Visual access mode:** For people who wish to use a screen reader for accessing website information.

The training modules available now include: UEB Literacy, UEB Introductory Mathematics, UEB Advanced Mathematics and UEB Extension Maths.

Register now: bit.ly/3pw4eB9

Norwegian Association of the Blind and Partially Sighted (NABP)

NABP is Norway's oldest association of persons with disabilities. Alongside advocacy, NABP carries out charitable work and services, partially through government funds. It owns and runs several events for the visually impaired and carries out various rehabilitation and well-being activities for all ages.

NABP has 14 projects in seven countries in Africa and Asia which address the following three areas. Cooperation between the three areas is a goal for mutual benefit and increased impact.

- Strengthening of organisations of the blind and partially sighted,
- Rehabilitation, education, and
- Eye health and prevention of blindness.

Together for Inclusion (TOFI) is a new way of working with cooperation between disabled peoples organisations (DPO's) and mainstream Non-Governmental Organizations (NGO's). The focus is on inclusive education, economic empowerment and human rights. TOFI projects are in Mozambique and Ethiopia.

Mozambique inclusive education results:

- 1300 teachers from 22 schools and 60 trainer-of-trainers from universities, teacher training institutes and local education officials, trained in inclusive education.

Ethiopia inclusive education results:

- Identification work going on in 17 schools
- 20 teachers and members of the Ethiopian Association of the Blind (ENAB) trained in the use of ORBIT 20.

The biggest challenges for inclusive education in 2021 have been the ongoing COVID-19 pandemic leading to closed schools as well as the security situation in Ethiopia.

Overbrook School for the Blind

Overbrook School for the Blind is a dynamic and multi-faceted organization centered around the operation of a private non-profit school for children aged 3 to 21. In addition to operating a renowned school for the blind for 180 enrolled students at its historic Philadelphia campus, OSB is among a handful of schools for the visually impaired throughout the world actively involved in international programming.

The Mission of Overbrook School for the Blind (OSB) is to develop and deliver education that enhances the options available for persons with visual impairment, including those with additional challenges, so that they have the greatest opportunity to experience active and fulfilling lives.

In addition to school and international operations, OSB manages expansive birth to age 3 services in multiple USA counties and oversees an international program that serves nine developing countries in Southeast Asia. OSB provides support to the Overbrook Friedlander Programs (OFP), a distinct and separate non-profit that administers residential and day programs to adults with disabilities, several of whom have dual sensory impairment. Additionally, OSB provides itinerant services by Teachers of the Visually Impaired to students in local school districts and charter schools.

International Efforts: Since the late 90's, The Nippon Foundation, based in Tokyo, Japan, has funded the Overbrook-Nippon Network for Educational Technology (ON-NET) program, which brings access to education and employment to persons with visual impairment through provision of assistive technology, training, and capacity-building in several countries throughout Southeast Asia. OSB works in close collaboration with ICEVI on several in-country projects to ensure a strong nexus between provision of educational and assistive technology, infrastructure support for ICT, higher education access and gainful employment.

OSB's involvement in the international realm and cooperative work with ICEVI predates the current ON-NET program described above and can be fully explored by accessing the recently published Partnerships for Change: National Strategies – Regional Collaboration, available on the ICEVI and OSB websites.

ONCE – Spanish National Organization of the Blind

ONCE is a unique organization in the world, without parallel in any other country. Its social objectives are aimed at achieving personal autonomy and the full integration of people with severe visual impairment.

The ONCE Social Group is the largest generator of social services for people with disabilities in Spain and the world. Since its inception, its goal has been the full inclusion of people who are visually impaired or have other disabilities under the principle of equal opportunities, thus adding value to society through the creation of a guarantor and sustainable model, leading the social economy and showing every day that economic and social profitability are compatible.

ONCE Social Group is the people with visual impairment or other disabilities who receive services and promote the survival of the system. It combines three areas of action: responsible gaming management by ONCE, economic opportunity and support for blind people; training, accessibility and employment to foster the inclusion of people with all types of disability through ONCE Foundation; and the business reality of Ilunion which, under one single brand and with very positive economic and social results, offers valuable services to its clients, creates quality employment and showcases the talent of people with disabilities and other groups at risk of social exclusion.

For those people who are part of ONCE and ONCE Social Group, the secret lies in sticking together to defend their interests - the joint effort of all workers to maintain independence as the essence of the organisation and to reinvent itself every day around a word that is already a motto and a way to progress through life: hope.

ONCE is currently collaborating with ICEVI in the Latin America region through FOAL and supporting many resource centres and capacity building programmes. It has undertaken significant work in promoting youth with visual impairment and focused on gender issues.

Perkins School for the Blind

Perkins School for the Blind has been educating children with visual impairment and multiple disabilities for nearly 200 years. Outside our historic USA campus, Perkins has worked with families, teachers, schools, hospitals, community leaders, universities, and governments in 96 countries to make education accessible to all children—wherever they are and whatever their ability. In 2021, Perkins international programs reached 340,000+ children and more than 81,000 educators around the world.

Three goals guide us:

1. Supporting children to learn

For a child with multiple disabilities, the journey to education may begin at home, in an orphanage, in a hospital, in a community program or at school. Perkins starts where children are so that no child is invisible or excluded.

2. **Equipping adults to teach**

For 100 years, Perkins has been training leaders and educators who change the world for children in 96 countries. Through mentoring and training, including the Perkins International Educational Leadership Program, we offer a wide range of opportunities for professionals and family members to learn about the most effective ways to help children achieve their full potential in life.

3. **Making Education Accessible**

For a child with multiple disabilities and visual impairment to learn and thrive, families, schools, hospitals, communities and governments must all work together. Perkins works with local stakeholders to set the standards and build the networks that sustain and strengthen teaching, learning and community life.

Perkins believes every child can learn, and we can show you how.

Royal National Institute of Blind People

The Royal National Institute of Blind People (RNIB) was established in 1868 and is one of the UK's leading sight loss charities and the largest community of blind and partially sighted people. We recognise everyone's unique experience of sight loss and offer help and support for blind and partially sighted people – this can be anything from practical and emotional support, campaigning for change, reading services and the products we offer in our online shop.

We're a catalyst for change – inspiring people with sight loss to transform their own personal experience, their community and, ultimately, society as a whole. Our focus is on giving them the help, support and tools they need to realise their aspirations. Everyday 250 people begin to lose their sight. RNIB has a crucial role to play in creating a world where there are no barriers to people with sight loss. We want society, communities and individuals to see differently about sight loss.

RNIB is focusing on up-skilling professionals thereby through the creation of resources that can be shared globally. RNIB is looking forward to supporting the ICEVI Regional Presidents and Boards by providing resources that will be useful for specific regions.

Sightsavers

Sightsavers is an international non-governmental organisation with a 70-year history. Sightsavers works with local and national partners in our programme countries to promote inclusive, quality education, giving all children the chance to go to school. Despite significant increases in school attendance over the past decade and efforts to reduce gender disparities,

children with disabilities continue to be left behind, with girls more likely to miss school than boys.

We work with schools, communities, governments, and disabled people's organisations around the world to ensure children can learn and play alongside their peers in pre-school, all the way through to primary and secondary school.

We make schools more inclusive for children with disabilities. We make sure lessons are stimulating and classrooms are as accessible as possible, and we ensure children with disabilities have the necessary equipment, receive specialist support, and can learn with their peers.

We promote inclusive education throughout communities. We encourage parents to play an active part in education. 'Mothers' clubs' have been set up in Sierra Leone to make school uniforms for students with disabilities, and community members in Malawi help young children to travel to pre-school using adapted bicycles.

We also work with governments to improve education systems. We make sure schools get the support they need: we develop teacher training and help ministries of education collect data on children with disabilities enrolled in their schools and promote joined-up services by linking health and social services with schools and families. Disabled people's organisations are key partners, and we work with them across sub-Saharan Africa and South Asia to ensure people with disabilities have a meaningful say in education decision-making.

At the global level, we influence international development actors to ensure that inclusive education for children with disabilities is prioritised and mainstreamed. These actors include multilateral organisations, such as UN agencies and the World Bank, and bilateral organisations, such as the Foreign, Commonwealth and Development Office in the UK. Our national and international influencing is closely linked – for example, through our support for the implementation of international policy frameworks at the national level.

Some examples of our work include:

- In Kenya, we work with national assessment and resource centres to ensure children with disabilities are assessed and given follow-up support where needed.
- In Uganda, we work with teacher training colleges to ensure trainee teachers have the skills needed to include children with disabilities in their classrooms.
- In Cameroon, we work with the Ministry of Education's national network of 64 inclusive primary schools, including providing teacher training packs.
- In Malawi we work with pre-schools run by community volunteers to encourage children with and without disabilities to play and learn together. Including children with disabilities in pre-

schools supports their development and helps them progress and adapt well to primary education.

- In Senegal, we have worked with the Ministry of Education to ensure more resources are available for the education of children with disabilities, and the need for a more strategic approach to inclusive education.
- In Sierra Leone, we worked with the Ministry of Education on the new National Policy on Radical Inclusion in Schools.

Royal Dutch Visio

Visio is the expertise center for visually impaired and blind people. With more than 3000 employees, Visio offers rehabilitation, advice, care, living, day care and education to people with a visual impairment throughout the Netherlands. Care varies from rehabilitation, ambulant support, part-time stay and full stay. Education varies from ambulatory educational support and special education.

There is an enormous amount of knowledge within Visio about working with people with a visual impairment. This knowledge is also great for use in other parts of the world. At the same time there is a lot of knowledge and experience over there that we, in turn, can benefit from in the Netherlands. That is why Visio International exists: to share, inspire, work together and to grow as an organisation. To ensure that we as Visio have maximum impact. And to make sure that people with a visual impairment, no matter where in the world, can participate in life.

To make a real impact on the lives of people with a visual impairment, it is important that in a country you work closely: with the government, education, care, community, parents and with children and young people with a visual impairment. We are currently doing this in six countries. Every programme tells a story by itself.

Please find below the link with information on six programmes.

<https://www.visio.org/en-gb/home/visio-international/internationale-netwerken>

Our International Partners and Members of the Executive Committee



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