



International Council for Education of  
People with Visual Impairment

Annual Report

2022



## Message from the President and CEO



*Dear ICEVI Members, Partners and Supporters,*

It is with much pleasure we share with you, on behalf of the Executive Board of ICEVI, this 2021-2022 report highlighting achievements of the past 12 months. As you read this report you will note that the past year has been a busy and productive one for our organisation. Members and partners of ICEVI continue to actively progress our mission of promoting access to inclusive, equitable, and quality education for all people with visual impairment, in accordance with the United Nations Convention on the Rights of Persons with Disabilities and the Sustainable Development Goals and targets for education by 2030. The 2021-2024 quadrennial goals and priorities of ICEVI, as presented in this report, continue to progress the goals of the [Education for All Children with Visual Impairment](#) (EFA-VI) global campaign of ICEVI and the World Blind Union. The EFA-VI campaign, launched in 2006, focusses attention on awareness and demand creation for education of children and young people with blindness, low vision, deafblindness and multiple disability. The goals of the EFA-VI campaign are just as relevant today as they were in 2006 and address (i) achieving universal primary education, (ii) promoting gender equality, and (iii) developing global partnerships for development.

We are witnessing a transformative period of collaboration, networking and partnerships among the global community as efforts are directed towards mitigating the human impacts of climate change, conflict and emergencies. One example of global collaboration is the [Transforming Education Summit](#) which took place during the 77th Session of the United Nations General Assembly in New York in September 2022. The Summit, convened by the UN Secretary General, aimed to revitalise national and global efforts to achieve SDG 4, by mobilising political ambition, action, solutions and solidarity to transform education. The vision underpinning the Summit resonates with the mission and values of ICEVI and proclaims that “Knowledge and learning are humanity's greatest renewable resources for responding to challenges and inventing alternatives. Yet, education does more than respond to a changing world. Education transforms the world.”

We take this opportunity to acknowledge the continued commitment and active involvement of our members and partners. Together we are building global solidarity concerning the human right to education of children and young people with visual impairment throughout the world.

We look forward to connecting with you as we commence celebrations of the 70th anniversary of ICEVI. For a history of the first 50 years, please visit <https://icevi.org/wp-content/uploads/2018/05/History-Book-ICEVI.pdf>.

**Frances Gentle**  
President

**M.N.G. Mani**  
CEO



## First virtual General Assembly of ICEVI

In the 70-year history of ICEVI, 2021 was the first time the quadrennial General Assembly was not held in face-to-face mode but rather through the online virtual mode. Every challenge seems to have a silver lining and the COVID-19 pandemic is no exception. When the World Health Organisation announced the global pandemic in late 2019, ICEVI and our global members and partners focussed on finding alternative options for their decades old methodologies involving face-to-face events, activities, and on-site capacity building training initiatives. During the past 70 years since ICEVI's formation, teachers, parents and professionals have come together to share information, collaborate and network and to sustain their shared motivation to implement new approaches and innovations in education, health and rehabilitant services for children with blindness and low vision. The COVID-19 pandemic brought a sudden end to “business as usual” with national lockdowns halting in-person learning and interaction.

As per the proverb “necessity is the mother of invention,” learning and using technology has become a basic requirement for educators and students to address the dramatic impacts of the pandemic. It was in early 2021 when the World Blind Union (WBU) and ICEVI, together with the host organisation ONCE, decided to transition the World Blindness Summit to virtual mode, with less than six months to develop the online methodology. Conducting events in virtual mode demands a more preparation and documentation than in-person events. ICEVI had two major tasks – firstly, to table proposed amendments to its 2010 constitution, and secondly, to elect the slate of Principal Officers for the 2021-2024 quadrennium. As months went by, the uncertainties slowly faded and the International Organising Committee of ICEVI, WBU and ONCE became more confident of delivering a hybrid event and determined to offer Summit attendance free of charge.



The final event was really rewarding. Approximately 4000 people attended the Summit, including in-person attendance in Madrid, and virtually from 152 countries. In addition to the official delegates who took part in the World Blindness Summit, the regional presidents and boards of ICEVI and WBU supported several visually impaired individuals and professionals to attend various technical sessions. The Nippon Foundation provided technology funding support for several delegates with visual impairment in the East Asia region.

The program was broadcast in English, French and Spanish, and included the general assemblies of ICEVI and WBU, thematic plenary and concurrent sessions, and 30 webinars addressing such topics as education, training, employment, autonomy, technology, reading, culture and sports. ICEVI took the opportunity to launch Partnerships for Change, a joint publication with the Overbrook Nippon Network on Educational Technology (ON-NET) highlighting the impact created by The Nippon Foundation (TNF) on the lives of persons with visual impairment in the East Asia Region with the application of Technology.



The World Blindness Summit not only improved the technology skills of delegates but brought down the overall cost factor of hosting the event. One outcome of the Summit is that virtual and hybrid formats continue to be a standard operation model for human resource development, capacity building, awareness creation, events and general communication among ICEVI members and partners. Online platforms are here to stay and will continue to enable the ICEVI constituency across the world to come together more frequently than ever before.



## Global Plan of Activities, 2022-2024

ICEVI has developed a global plan of activities for the current term through a series of consultation meetings in early 2022 involving the ICEVI President, CEO and members of the ICEVI Executive Board. The global plan addresses the mission of ICEVI and includes the following recommended strategic goals and cross-cutting priorities:

### **Strategic goals:**

1. Promote access to quality education for people with visual impairment (VI);
2. Influence governments and relevant stakeholders to implement the Sustainable Development Goals and the UN Convention on the Rights of Persons with Disabilities; and
3. Facilitate networking, information sharing and collaboration at national, regional and global levels.

### **Cross-cutting priorities:**

- Support the UN agencies and global education community in “building back better” in education, post-COVID, for children and young people with blindness, low vision, deafblindness and multiple disability.
- Emphasise the right to education for all children and young people recognising the multiple discrimination experienced by those with deafblindness and/or multiple disability.
- Address gender-based discrimination by empowering children and young people with visual impairment and their parents/carers through leadership opportunities, participation in decision making, and knowledge and skill development.
- Advocate for protection against school-based violence, abuse and exploitation of teachers and students with disability, including those with blindness, low vision, deafblindness and multiple disability, and teachers with disabilities.
- Magnify the influence and “voice” of members and partners of ICEVI.

The priority activities for ICEVI during 2022-2024 are informed by the above strategic goals and cross-cutting priorities. The activities address governance and administration; networking, information sharing, collaboration and innovative practices; communications; regional development; higher education and employment; and formation of thematic task groups.

### **Thematic Task Groups**

A total of ten thematic task groups were recommended by members of the ICEVI Executive Board. Five of these groups will commence in 2022 and the remainder during 2023-2024. The five groups commencing in 2022 and their facilitators are as follows:

- Advocacy/influencing task group, facilitated by Andrew Griffiths of Sightsavers;
- Technology in education task group, facilitated by David Clarke of RNIB;
- Gender equality and women’s rights task group, facilitated by Ana Peláez of ONCE;
- Task group on children participation, with the goal of creating a Children's Council in each ICEVI region, facilitated by Ana Peláez of ONCE; and

- Deafblindness and multiple disability task group, facilitated by Mirko Baur of DeafBlind International. This group will provide input into a larger group under the auspices of DeafBlind International.

Preliminary meetings of the Task Group Facilitators and ICEVI President and CEO took place during July and August 2022. More detailed planning, including development of Terms of Reference for each group, will take place during the ICEVI Executive Board meeting in the Netherlands in October 2022.

## ICEVI Regions shift to development of quadrennial planning

Prior to the current 2021-2024 quadrennium, the ICEVI Regional Boards prepared annual plans describing the regional priorities and planned activities, subject to funding support from ICEVI (global), international partners working in the particular regions, and networking with local organisations. In 2020, the ICEVI Executive Board recommended that each region formulate quadrennial plans thereby projecting macro (regional) level priorities and sustainable activities that may be initiated during the entire Quadrennium. One of the discussion points was related to preparing the budget estimate for the entire quadrennium. Several international partner members (IPMs) came forward to interact with the Regional Boards and explore possibilities for long-term funding of specific activities in the regions where the priorities of the Regional Boards were aligned with those of partner organisations.

The ICEVI Principal Officers and CEO worked with the Regional Boards during the period of July to December 2021 and assisted in preparing comprehensive quadrennial plans and budget proposals. In addition to the region-specific meetings, the Presidents of ICEVI regions have held regular online inter-regional meetings to share their plans and stimulate ideas and approaches to regional development during the quadrennium. Several of the planned activities were priorities in more than one region and were further discussed with the international partner members and principal officers who suggested the preparation of position papers on specific themes.

The ICEVI regions adopted a rigorous process in preparing the quadrennial plans. Each Regional Board first deliberated on the priorities of the region and prepared their draft plan. The Presidents then discussed their plans with the Principal Officers and CEO, followed by sharing the plans with the ICEVI international partner members. The plans were then revised to incorporate the feedback and suggestions provided. Summaries of the quadrennial plans of the ICEVI regions are enumerated below.

The **Africa region** proposes to focus on the Visionary Learning through Technology which was first created in Kenya during the last Quadrennium. The region plans to extend the project in more countries in the region and organise several capacity building programmes. In addition to these main activities, the region also proposes to work with African governments in influencing legislation, particularly with



regards to implementation of the WIPO Marrakesh Treaty. The administrative priority, another proposed activity, is to streamline the work of the Regional Board by complying with the legal requirements associated with legal entity status. In addition, the Board is proposing to organise a regional conference.

The quadrennial plan of the **East Asia region** includes youth development programs in member countries, soft skills development for graduates with visual impairment leading to employment, networking with parent organisations, influencing legislation and promoting higher education opportunities. With regards to influencing policy, the region will continue to work with the Special Education Centre of the Southeast Asia Ministers of Education Organisation, SEAMEO-SEN, and the regional bodies of the United Nations. The East Asia Regional Board will also work closely with Project ASPIRO of the World Blind Union to share case studies of individuals with visual impairment and good practices in higher education and employment that may be of interest to others. During the 2021-2024 quadrennium, the region will also hold a concurrent regional Conference and regional Youth Summit.

The **Europe region** has been focusing on regional development for many years and continues its focus group meetings during the quadrennium. A regional conference is planned during the quadrennium in addition to country level thematic workshops and conferences. The electronic newsletter of ICEVI Europe will be published and it is proposed to involve the region in research activities in collaboration with funding organisations and professional bodies.

The **Latin America region** is primarily focusing on teacher training during the 2022 to 2024 TERM. For training purposes, the region is proposing to develop instructional and multimedia materials by involving Professionals who have expertise in particular themes that include braille literacy and related topics, teaching of mathematics, Universal design for learning and adjustments to curriculum and pedagogy, low vision and school settings, rehabilitation strategies, training in deafblindness and multiple disabilities and inclusive education, and training for parents, families and VI education stakeholders.

The **North America and Caribbean** region is proposing to focus on advocacy/influencing and capacity building. Though advocacy is at the regional level, the capacity building activities will focus on Saint Vincent and the Grenadines where ICEVI collaborative projects were initiated during the previous Quadrennium. The capacity building areas include pedagogy, orientation and mobility and working with parents, and the region is proposing to explore possibilities for similar training activities in other countries in the Caribbean region. The Regional Board is also proposing to organise a regional conference in conjunction with the conference of the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER).



The **Pacific region** conducted a Scoping Study in 2021 to gain a more detailed understanding of current educational services, resources and opportunities available to people who are blind or vision impaired in the Pacific, along with priorities and hopes for the future. The full report and a summary report of the

study are available on the ICEVI Pacific page of the website. The plan will be shared with potential funding organisations for supporting specific areas of interest particularly regarding capacity building and provision of assistive devices. The region will also work closely with the South Pacific Educators of the Visually Impaired (SPEVI) to draw the required expertise to organise various capacity building programmes in the region.

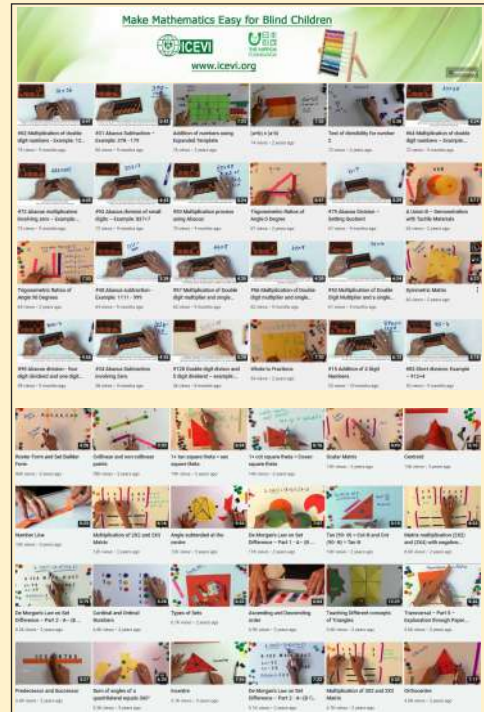
The focus of the **West Asia region** during the 2021-24 quadrennium on strengthening regional and national networks. The region will be conducting capacity building programmes in such areas as inclusion, use of technology, gender, climate change and youth development. Special focus is on delivering country champions programs which aim to empower young people with blindness and low vision, with programs planned for most of the countries within the region. Responding to the COVID-19 situation and its impacts in the blindness sector across the West Asia region will also be a focus area during the Quadrennium. Information about the region’s activities are shared via the dedicated ICEVI West Asia website.



## Videos on Mathematics instructional materials

ICEVI has established a dedicated YouTube channel which provides a wealth of online learning resources - <https://www.youtube.com/c/ICEVIMathMadeEasy/playlists>. The channel now has more than 400 instructional videos on teaching concepts in mathematics, including teaching the abacus. ICEVI is pleased to advise that there are currently 3300+ subscribers and the rate of subscription is steadily increasing. The viewership of the instructional videos is also nearing 400,000. ICEVI has initiated the process of preparing an additional 75 instructional videos on teaching the abacus that will be uploaded on the YouTube channel before the end of November 2022.

ICEVI believes that these open access, online instructional videos are a quality resource for individuals with visual impairments, parents and teachers, and promote children learning and enjoying mathematics. In the years ahead, ICEVI will also be gathering similar instructional materials prepared by teachers from around the world and placing them on the website of ICEVI based on quality and relevance.

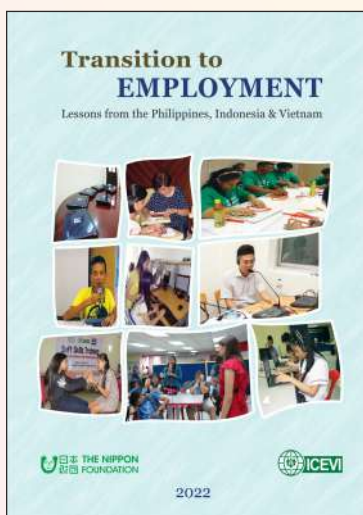




## Documentation of Good Practices

The Higher Education project of ICEVI, 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, Laos in 2014 and Mongolia in 2017. The broad objective of the project was to make higher education institutions inclusive and also to develop the performance of students with visual impairment by training them adequately in using technology. Right from the inception of the project in 2007 in Indonesia, ICEVI has been practising the concept of partnership whereby the implementing institution whether it is a university or higher education institute provides the infrastructure whereas the project assisted minimal equipment support and the necessary technical expertise. This partnership enabled the implementing organisations to develop ownership towards the project activities. Similarly, the project was instrumental in influencing proactive legislations to promote higher education of persons with visual impairment that enabled the project partners to lobby with the Governments to bring out disability friendly Decrees. It is evident from the data of the last decade that the enrolment increased from a mere 300 Students with visual impairment in 2005 to nearly 2,880 students who have graduated from The Nippon Foundation supported higher education project. Since the focus is on the employment from 2016, the project partners could facilitate employment opportunities for more than 340 persons with visual impairment and the proactive measures will continue.

The higher education project and the Overbrook Nippon Network on Education Technology (ON-NET) jointly prepared a book **“Partnerships For Change: National Strategies-Regional Collaboration”** which highlighted the impact created by The Nippon Foundation on the lives of persons with visual impairment in the East Asia region. The book was released at the World Blindness Summit held on 28 - 30 June 2021 and is available for free download in PDF, ePub and Daisy formats on the website of ICEVI [www.icevi.org](http://www.icevi.org).

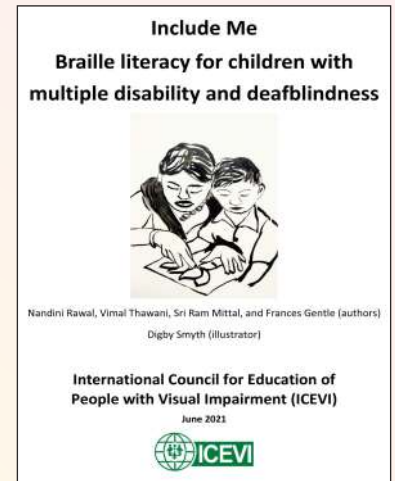


In continuation of the 2021 publication, ICEVI released the book, **“Transition To Employment: Lessons From the Philippines, Indonesia and Vietnam”** on 3rd August 2022 in Jakarta. The first section of this new book deals with the importance of access to the school curriculum areas of Science, Technology, Engineering and Mathematics (STEM) in preparing students with visual impairments for STEM-related studies at higher education level. The second section deals with the need for soft skills in combination with academic studies to prepare individuals with visual impairment for the successful transition to the employment sector. The third section deals with the importance of accessibility in terms of materials as well as physical environment and also the awareness and support of employees for the successful recruitment of persons with visual impairment.

A number of case studies of individuals narrating their experiences in the employment sector clearly provide direction for other employment seekers with visual impairment.

## Second publication promoting education of children with deafblindness and multiple disabilities

ICEVI launch its second publication addressing the inclusion of children with multiple disability and deafblindness during 2021. The first publication, launched in June 2020 and entitled “Include Me”, highlighted the right to inclusion in family and community. This second publication addresses the importance of braille literacy and offers practical “tips” for how to introduce braille to children with multiple disability and deafblindness. The two publications have been released by ICEVI in response to a World Braille Council resolution in 2018, in which the Council undertook to collaborate with ICEVI and the World Braille Council to provide educational support, including braille access, for children with multiple disability and deafblindness in developing countries.



The writing team consisted of Nandini Rawal, Vimal Thawani, S.R. Mittal, and Frances Gentle. ICEVI dedicated the publication to Mr Ajay Kumar (A.K.) Mittal, former Executive Member of ICEVI and Secretary General of World Blind Union. A braille user himself, A.K. was a strong advocate for the right to education and braille literacy for children with blindness, including those marginalised from education due to the nature of their disabilities.

## Participation of ICEVI officers in global events

Advocacy and networking are important approaches to progressing ICEVI’s mission of promoting access to inclusive, equitable, and quality education for all people with visual impairment. The Principal Officers and regional Presidents continue to attend meetings at the global and regional levels to propagate the mission of ICEVI. Dr Frances Gentle, President, organised a series of meetings with ICEVI international partners and the Presidents of the ICEVI regions. She also attended several meetings connected with the RaisedMath project.

The Principal Officers attended various meetings at the global and regional levels. Dr. Bhushan Punani, ICEVI First Vice President, represents ICEVI on the Global Campaign for Education (GCE). He also contributed to various policy making meetings in India and in the West Asia region. Mrs Sabine Fijn van Draat, ICEVI Second Vice President, represents ICEVI on the Inclusive Education Task Group and the United Nations Task Group of the International Disability and Development Consortium (IDDC). Sabine contributed to the recent Call to Action statement of IDDC, IDA, GLAD and GCE. The Statement calls on the Secretariat of the UNESCO Transforming Education Summit, UN Member States, civil society partners and other education actors to uphold the rights of children and youth with disabilities, ensuring the promise of Leaving No One Behind.

Dr Praveena Sukhraj-Ely, ICEVI Treasurer, represents ICEVI on the Executive Board of the WIPO Accessible Books Consortium and the International Disability Alliance (IDA) Inclusive Education Task Group. Dr MNG Mani, ICEVI CEO, represented ICEVI at the Governing Board meeting of the International Agency for Prevention of Blindness (IAPB), and is the Project Director of the higher education project.

We acknowledge the global leadership of Ms Gertrude Oforiwa Fefoame, President of ICEVI Africa, has also been re-elected to the UN Committee on the Rights of Persons with Disabilities (CRPD); and Ms Ana Peláez Narváz, ICEVI Executive Board member and ONCE representative, has been re-elected as Vice Chair of the CEDAW Committee, UN Convention on the Elimination of Discrimination against Women.

## Reconvening Vision Alliance



The blindness sector, in general, addresses the three dimensions of human rights, education and prevention. Three umbrella organisations, the World Blind Union (WBU), The International Council for Education of People with Visual Impairment (ICEVI), and the International Agency for Prevention of Blindness (IAPB) primarily address these three areas respectively with specific focus. However, there are many connections between these three dimensions. The education of children with visual impairment, for example, includes assessment which requires the intervention of the eye health sector – IAPB. The right to access quality education is the concern of WBU, and how to provide quality education is primarily the domain of ICEVI.

The Vision Alliance, established in 2009, represents a collaborative partnership network of IAPB, ICEVI and WBU. The leadership of the three organisations come together annually to discuss synergies and areas of collaboration. Members of the Alliance have issued joint statements concerning education, human rights, advocacy, natural disasters, etc. The current Vision Alliance leaders have decided to provide more thrust to the network by strengthening collaboration at the global and regional levels of the three organisations. Their presidents and CEOs have held conference calls in the recent past to revitalise the Alliance. More concrete plans will emerge post the October 2022 Executive Board meeting of ICEVI and we shall update the constituency through the ICEVI website and publications.

## “Let Me In”: Partnership promoting education for children with deafblindness

ICEVI has joined a collaborative partnership with Deafblind International (Dbi), the World Federation of the Deafblind (WFDB) and UNICEF to implement a global campaign promoting the right to quality education for all children with deafblindness. The priority targets for the campaign are increased participation in quality early childhood development, care, and pre-primary education; and increased participation in free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

A global committee has been established, chaired by the President and Vice-President of Dbi. This committee is responsible for the global framework of the campaign and corresponding resources, communication, advocacy, networking, coordination and support. The President, Frances Gentle, represented ICEVI at the inaugural meeting of the global committee which took place in Cairo, Egypt, on 26th November 2022. The President also represented ICEVI at the first conference on multiple disabilities and deafblindness in Egypt, hosted by the Nida Society, on 27-28 November 2022.



ICEVI, Dbi, and Nida Society members  
at the deafblindness conference

Presentation by  
ICEVI President, Frances Gentle

Implementation of the campaign will include the creation of regional “networks of competence”. These networks will help to guide development of culturally sensitive, regionally relevant goals; and coordinated, system responsive projects. The following four-year timeline has been established by Dbi, commencing with the campaign launch in January 2023:

- 2023: Create awareness and connect regionally
- 2024: Support joint regional analysis, goals & coordinated projects; facilitate international project support
- 2025: Support corresponding capacity building and advocacy
- 2026: Support evaluation and follow-up planning, facilitate further international support

It is anticipated the campaign will commence in the regions of Africa, Asia and Latin America, as these regions were identified in the 2018 WFDB Global Report on Deafblindness as having the lowest education participation rates for children with deafblindness. The campaign will involve ICEVI members and partners, and we will provide regular progress reports through our publications and website.

ICEVI is committed to supporting this important campaign which promotes realisation of the human right to education for all children with deafblindness and children with related needs. This human right is proclaimed in the Convention on the Rights of Persons with Disabilities in Article 24, Clause 3: “Ensuring that the education of persons, and in particular children, who are blind, deaf or 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” (United Nations, 2006).

## Participation in UNESCO Conference

Dr Bhusan Punani, 1st Vice President, ICEVI attended the World Conference on Early Childhood Care and Education, organised by UNESCO on 14 – 16 November 2022 in Tashkent. He submitted papers on Role of legislation and policies in promotion of early intervention, School Readiness Program – a tool for ensuring inclusion in education and Role of ICEVI in promotion of inclusive education in the parallel sessions organised by Civil Societies Organisation on the sidelines of the conference. He also took active role in advocating for the inclusion of disability references in the Tashkent Declaration.

The Tashkent Declaration has been produced in audio format for the benefit of persons with visual impairment. The audio version is available on the website with this <https://iceviwestasia.in/wp-content/uploads/2022/12/Part-1-Taskent-Declaration.mp3> It has also been translated into Hindi (national language of India), and Malayalam (Language of Kerala). These versions are available on the website of the ICEVI [www.icevi.org](http://www.icevi.org) and also on the website of the ICEVI West Asia region [www.iceviwestasia.in](http://www.iceviwestasia.in)



## Regional Youth Summit

The ICEVI Regional Youth Summit on Catalysing a Sustainable Future for People with Visual Disability was successfully hosted by the Resources for the Blind, Philippines on 3-4 December 2022 in conjunction with the International Day of Persons with Disabilities (IDPD). The summit, supported by The Nippon Foundation, was attended by 30 participants, who are the former graduates of the higher education project and currently serving as employees in various organisations and industries. The participants were drawn from Philippines, Indonesia, Vietnam, Laos, Cambodia and Mongolia.

*The summit covered the following broad presentations:*

- Empowering Youth with Disabilities: International Perspective - ICEVI
- Empowering Youth with Disabilities: Initiatives of The Nippon Foundation
- Overcoming Barriers in Education
- Technology for Empowerment
- Empowering persons with Visual Impairment – National Perspectives
- Factors Contributing to Successful Employment
- My experiences as an Employee
- How do we promote employment opportunities – Perspectives of Employers
- Barriers – Programmatic, Physical, Attitudinal, Communication and Social
- How the countries may strengthen Youth Movement among persons with visual impairment
- How youth movement can be used as a vehicle to increase employment opportunities for persons with visual impairment



The presenters included officials from The Nippon Foundation, ICEVI, government departments, employers, voluntary organisations, parents, persons with visual impairment and human resource development personnel.

Besides formal presentations, there were panel discussions, thematic group deliberations, etc., that provided ample opportunities for the participants to interact and share experiences. The entire program was regulated by persons with visual impairment themselves.

Taking positive lessons from this Youth Summit, the higher education project will hold a Regional Youth Summit consisting of about 70-80 employees and graduates with visual impairment drawn from these member countries in December 2023 in conjunction with the IDPD. The objective of the summit in 2023, which is fully supported by The Nippon Foundation, is to form a strong Youth Network in the East Asia region who will advocate for the employment and empowerment of persons with visual impairment in the region and beyond.

## Acknowledging the Contributions of ICEVI Member Organisations

The Executive board of the ICEVI consists of five categories of members. The first category includes the elected Principal Officers who look after the day-to-day functioning of the organisation. The second category includes the presidents of the seven regions of ICEVI who primarily deal with the activities at the regional and national levels. The third category includes the umbrella organisations, namely the International Agency for the Prevention of Blindness (IAPB), The World Blind Union (WBU) and The Deafblind International (DbI). The fourth category includes the three founding members, viz., The Perkins School for the Blind, Royal National Institute of Blind People and the American Foundation for the Blind. The members representing the above categories are either elected or nominated for every Quadrennium. Key members of the ICEVI Executive Board are our international partners who are not only advocating for ICEVI's global mission and values but also contributing to the organisation in terms of membership fees and designated project grants. ICEVI is a convening organisation that promotes networking, information sharing and promotion of the work of members and partners in progressing the rights of children with visual impairment to education and social inclusion. ICEVI amplifies the voices of our international partners wherever appropriate and vice versa.

During the last two decades, the international partner members have been closely involved with many flagship activities of ICEVI, including the Global Campaign on Education For All Children with Visual Impairment (EFAVI) which was launched in 2016 in partnership with the World Blind Union. In recognition of the contributions of member organisations, the 2021 Annual Report featured information about the activities of our international partner members (IPMs), and additional information is included this 2022 annual report. The ICEVI Publications Committee of The Educator, which is ICEVI's official magazine, has dedicated the July 2022 issue to the international partner members. The Publications Committee and Principal Officers of ICEVI are of the view that international member information will be of interest to governments and organisations of parents and persons with disabilities across the seven regions of ICEVI and will be appreciated by the broad ICEVI readership.

Links to the websites of our partner organisations are provided on the homepage of ICEVI website/ [www.icevi.org](http://www.icevi.org). We are pleased to present below brief profiles of our international partner members for the benefit of the ICEVI constituency.



### CBM, Germany

CBM is active around the world. CBM's work is divided between their office in Germany, which hosts some of the organisation's central functions, and their regional hubs and country offices in the field. CBM supports programmes and raises funds to build the capacities of its partners in the world's poorest communities. CBM's mission of improving the quality of life of persons with disabilities includes a focus on Africa, Asia, and Latin America.

### NextSense, Australia

NextSense is a not-for-profit organisation which supports people across Australia who are deaf, hard of hearing, blind, or have low vision. NextSense is a world leader in research, technology, and professional education in the field of sensory disability. The organisation's purpose is to enhance lives by working with people who have hearing or vision loss, so we can redefine what's possible, together.



### Norwegian Association of the Blind and Partially Sighted (NABP), Norway

NABP was established in 1900 and its main objective is to achieve equal opportunities and status in society for people with visual impairment and other groups of disabled people. Influencing political authorities and other decision-makers is important in reaching this goal. The decision-making committees of NABP consist of a majority of persons with blindness and partial sight. NABP provides a multitude of specialist products and services for blind and partially sighted people in Norway and other regions of the world.

### ONCE (National Organization of Spanish Blind People), Spain

Since its foundation in 1938, ONCE has laid the foundation for a system of specialized social services for the blind that today forms the basis for associations for the blind worldwide and is a requisite standard for social services professionals. Self-reliance, educational services, job normalization and universal accessibility are some of the core elements that comprise the ONCE service structure. ONCE offers a range of international programs that support and empower persons with visual impairment.



### Overbrook School for the Blind, United States of America

Founded in 1832, Overbrook School for the Blind (OSB) prepares students who are blind, visually impaired, or living with other challenges to have the greatest opportunity to experience active and fulfilling lives. At OSB, teams of highly qualified teachers and specialists work together to create a caring, can-do environment. OSB's International Program reaches thousands of children and adults in Southeast Asia and builds the capacity of local teachers and administrators to work with students with blindness and visual impairment.



### Perkins School for the Blind, United States of America

Perkins School for the Blind is the worldwide leader in education services for children and young adults with visual impairment and multiple disabilities. Perkins focuses on innovative solutions to longstanding and emerging problems facing communities, students and their families. Perkins International works in approximately 100 countries, providing programs and service to facilitate children's access to highly trained teachers and accessible education. Perkins also works closely with parents in the USA and around the world.



### Royal Dutch VISIO, The Netherlands

The Royal Dutch Visio provides information, advice, and a range of services relating to research, counselling, rehabilitation, education and living for persons who are partially sighted or blind, and those with intellectual, physical and sensory disabilities. Visio also offers information and professional development for people who are personally or professionally involved with the areas of partial sight or blindness.

### Royal National Institute of Blind People, United Kingdom

The Royal National Institute of Blind People (RNIB) is one of the UK's leading sight loss charities and the largest community of persons with blindness and partial sight. RNIB recognises the unique experience of sight loss and offers support for persons with blindness and partial sight. The organisation is a catalyst for change, inspiring people with sight loss to transform their own personal experiences, their community, and, ultimately, society as a whole. RNIB focuses on providing persons with visual impairment the support and tools they need to realise their aspirations.

**R N I B**

See differently



### Sightsavers, United Kingdom

The vision of Sightsavers is a world where no one experiences blindness or low vision due to avoidable causes, and where people with disabilities participate equally in society. Sightsavers works in more than 30 countries to prevent avoidable blindness and fight for the rights of people with disabilities and advocates for the rights of people with visual impairments and other disabilities. The organisation promotes development of quality, sustainable local health services and provides many international programmes particularly in the regions of Africa and Asia.

# ICEVI Audit Report

## INTERNATIONAL COUNCIL FOR EDUCATION OF PEOPLE WITH VISUAL IMPAIRMENT (A Company Limited by Guarantee)

### INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF INTERNATIONAL COUNCIL FOR EDUCATION OF PEOPLE WITH VISUAL IMPAIRMENT (CONTINUED)

Our procedures to respond to risks identified included the following:

- reviewing the financial statement disclosures and testing to supporting documentation to assess compliance with provisions of relevant laws and regulations described as having a direct effect on the financial statements;
- enquiring of management concerning actual and potential litigation and claims;
- performing analytical procedures to identify any unusual or unexpected relationships that may indicate risks of material misstatement due to fraud;
- reading minutes of meetings of those charged with governance;
- testing revenue recognition by reviewing against bank receipts, grant documentation to assess deferred income and after date information;
- obtaining third party confirmations of balances, income and expenditure signed by chartered accountants of the project region they are pertaining to.
- in addressing the risk of fraud through management override of controls, testing the appropriateness of journal entries and other adjustments; assessing whether the judgements made in making accounting estimates are indicative of a potential bias; and evaluating the rationale of any significant transactions that are unusual or outside the normal course of the company's operations.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: [www.frc.org.uk/auditorsresponsibilities](http://www.frc.org.uk/auditorsresponsibilities). This description forms part of our Auditors' Report.

#### Use of our report

This report is made solely to the Company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the Company's members those matters we are required to state to them in an Auditors' Report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Company and the Company's members, as a body, for our audit work, for this report, or for the opinions we have formed.

#### Matthew Green (Senior Statutory Auditor)

for and on behalf of

#### Lubbock Fine LLP

Chartered Accountants & Statutory Auditors

Paternoster House

65 St Paul's Churchyard, London EC4M 8AB

Date: 22 December 2022

**INCOME AND EXPENDITURE ACCOUNT**  
**YEAR ENDED 31 DECEMBER 2021**

	2021	As restated 2020
	\$	\$
<b>Turnover</b>	577,620	549,366
Administrative expenses	(517,295)	(367,934)
	-----	-----
<b>Operating profit</b>	60,325	181,432
Interest receivable and similar income	1	2
	-----	-----
<b>Profit before tax</b>	60,326	181,434
	-----	-----
<b>Profit for the financial year</b>	<b>60,326</b>	<b>181,434</b>
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**BALANCE SHEET**  
**AS AT 31 DECEMBER 2021**

		2021		2020	
	Note	\$	\$	\$	\$
<b>Current assets</b>					
Cash at bank and in hand	5	915,277		854,200	
		-----		-----	
		915,277		854,200	
Creditors: amounts falling due within one year	6	(203,339)		(202,588)	
		-----		-----	
<b>Net current assets</b>			711,938		651,612
			-----		-----
<b>Total assets less current liabilities</b>			711,938		651,612
			-----		-----
<b>Net assets</b>			711,938		651,612
			-----		-----
<b>Capital and reserves</b>					
Profit and loss account			711,938		651,612
			-----		-----
			<b>711,938</b>		<b>651,612</b>
			-----		-----

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

Date: 15 December 2022

**Praveena Sukhraj-Ely**  
Treasurer

Date: 15 December 2022

Company Registration Number: 04521195

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED DECEMBER 2021

### 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.

#### 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.

## 3. Income Analysis

Income can be analysed as follows:

	<b>Designated Funds 2021 \$</b>	<b>Undesignated Funds 2021 \$</b>	<b>Total Funds 2021 \$</b>	<b>Total Funds 2020 \$</b>
<b><u>Subscriptions</u></b>				
Koninkli JKE Vision	-	20,000	20,000	19,223
Norges Blindforbund	-	20,000	20,000	20,000
ONCE	-	19,939	19,939	20,000
Other Subscriptions	-	3,239	3,239	-
Ekitab LLC	-	-	-	698
Overbrook School for the Blind	-	-	-	20,000
Perkins School for the Blind	-	39,990	39,990	-
University of Northern Colorado	-	1,500	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	-	4,258	4,258	3,000
South East Asian Minister of Education	-	-	-	11,965
CBM International	20,000	-	20,000	-
<b>Subscription Total</b>	<b>20,000</b>	<b>168,926</b>	<b>188,926</b>	<b>154,886</b>

	<b>Designated Funds 2021 \$</b>	<b>Undesignated Funds 2021 \$</b>	<b>Total Funds 2021 \$</b>	<b>Total Funds 2020 \$</b>
<b><u>Donations and Grant Income</u></b>				
Other	-	-	-	1,225
CBM International	28,296	-	28,296	44,230
The Nippon Foundation	360,398	-	360,398	345,875
Latin America Region	-	-	-	3,150
<b>Total Donations and grant income</b>	<b>388,694</b>	<b>-</b>	<b>388,694</b>	<b>394,480</b>
<b>Total Income</b>	<b>408,694</b>	<b>168,926</b>	<b>577,620</b>	<b>549,366</b>

#### 4. Employees

There were no employees in the year (2020 - None) other than the Executive Committee Members who did not receive remuneration.

#### 5. Cash and cash equivalents

	<b>2021 \$</b>	<b>2020 \$</b>
Cash at bank and in hand	915,277	854,199

#### 6. Creditors: Amounts falling due within one year

	<b>2021 \$</b>	<b>2020 \$</b>
Other creditors	32,533	24,386
Accruals and deferred income	170,806	178,202
	<b>203,339</b>	<b>202,588</b>

#### 7. Prior year adjustment

The prior year adjustment relates to an error in the classification of a cash advance balance. As a result the profit for the year, cash at bank and in hand and undesignated funds carried forward in the comparative period together with undesignated funds brought forward in the current period were understated by £7,849.

#### 8. 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.

**DETAILED ACCOUNTS  
YEAR ENDED 31 DECEMBER 2021**

**DETAILED INCOME AND EXPENDITURE ACCOUNT  
FOR THE YEAR ENDED 31 DECEMBER 2021**

	2021	As restated 2022
	\$	\$
Income	577,619	549,366
	-----	-----
<b>Gross profit</b>	577,619	549,366
Administration expenses	(517,294)	(367,934)
	-----	-----
<b>Operating profit</b>	60,325	181,432
Interest receivable	1	2
	-----	-----
<b>Profit for the year</b>	<b>60,326</b>	<b>181,434</b>
	-----	-----

**SCHEDULE TO THE DETAILED ACCOUNTS  
FOR THE YEAR ENDED 31 DECEMBER 2021**

	2021	2020
	\$	\$
<b>Income</b>		
Income	577,619	549,366
	-----	-----
		As restated
	2021	2022
	\$	\$
Hotels, travel and subsistence	-	4,701
Auditors' remuneration	9,327	9,239
Bank charges	5,614	4,980
Difference on foreign exchange	1,124	1,955
Sundry expenses	(1,265)	424
President's office expenses	1,739	1,765
Secretary General's Office expenses	118,035	108,956
Meeting expenses	-	15,000
Project expenses	382,720	220,914
	-----	-----
<b>Total</b>	<b>517,294</b>	<b>367,934</b>
	-----	-----

	2021 \$	2020 \$
<b>Interest receivable</b>		
Bank interest receivable	1	2

### Unaudited Fund Analysis

	Brought Forward at 1 Jan 2021 (as restated) \$	Income \$	Expenditure \$	Transfers \$	Carried Forward at 31 Dec 2021 \$
	-----	-----	-----	-----	-----
<b>DESIGNATED FUNDS</b>					
<b>EFA VI Project</b>					
- In Latin America, Africa, East Asia, West Asia & Pacific	7,514	-	-	(7,514)	-
<b>The Christian Blind Mission</b>					
- In Latin America, Africa, East Asia, West Asia & Pacific	-	48,296	(38,200)	(10,096)	-
<b>The Nippon Foundation on Higher Education Projects</b>					
- In Indonesia, Cambodia & Vietnam	351,221	360,398	(401,659)	(156,960)	153,000
<b>Total Designated Funds</b>	<b>358,735</b>	<b>408,694</b>	<b>(439,859)</b>	<b>(174,570)</b>	<b>153,000</b>
<b>UNDESIGNATED FUNDS</b>					
Undesignated funds	285,028	168,926	(77,435)	174,570	551,089
Prior year adjustment	7,849	-	-	-	7,849
<b>Total Undesignated Funds</b>	<b>292,877</b>	<b>168,926</b>	<b>(77,435)</b>	<b>174,570</b>	<b>558,938</b>
<b>Total</b>	<b>651,612</b>	<b>577,620</b>	<b>(517,294)</b>	<b>-</b>	<b>711,938</b>



## Our International Partners and Members of the Executive Committee



## PRINCIPAL OFFICERS



**President**  
**Frances Gentle**  
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**First Vice President**  
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**Second Vice President**  
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**Treasurer**  
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**Immediate Past President**  
**Colin Low**  
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## REGIONAL PRESIDENTS



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### ICEVI Secretariat :



**Dr. M.N.G. Mani**, *Chief Executive Officer*

**International Council for Education of People with Visual Impairment (ICEVI)**

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