ICEVI HIGHER EDUCATION PROJECT REPORT

April 2010 – March 2011



Prepared for

THE NIPPON FOUNDATION
Japan

INTERNATIONAL COUNCIL FOR EDUCATION OF PEOPLE WITH VISUAL IMPAIRMENT

EXECUTIVE SUMMARY

The ICEVI Higher Education Project is currently being implemented in Cambodia, Indonesia, The Philippines and Vietnam.

The broad objective of the project is to make higher education studies more accessible to qualified blind students.

This broad objective was initially addressed by assisting students in gaining equal access to learning materials through the provision of assistive technology solutions. While information access remains an important dimension of the program the project is now devoting equal attention to bringing about attitudinal change at all levels of the higher education system through development advocacy and public education activities and materials targeted at non-disabled students, faculty members and university administrators.

The project also strives to achieve longer term benefits by influencing the development of new proactive public policies or by bringing about needed adjustments in existing public policies that have impact on the lives of disabled students enrolled in higher education or striving to achieve higher education.

In each of the four countries a coordinating organization is responsible for the development and oversight of project activities. These coordinating organizations are Krousar Thmey (Cambodia), PERTUNI (Indonesia), Resources for the Blind (The Philippines) and Sao Mai Computer Center for the Blind (Vietnam). These project partners have submitted reports that are presented on the following pages.

In early 2011 The Nippon Foundation agreed to extend the project for an additional year to allow ICEVI and its project partners to focus on three key issues that have been identified as needing further attention:

1. Exploring the use of portable technologies to give students an additional level of independence at less cost,

2. Developing activities and materials to create for all disabled students a more welcoming university environment and
3. Expanding access to specific technical materials in accessible format.

Our project partners in Cambodia, Indonesia, The Philippines and Vietnam have all been oriented to and have had an active role in shaping these concepts, the procedures for implementation and the development of reporting mechanisms. All have been asked to document data on training activities conducted during the reporting period, materials produced, experiences of students with visual impairment and the challenges encountered in implementing the higher education programs in the universities. This information is regularly shared between the four countries now involved so that they are able to learn from each other, share resources and experience related to best practice.

Visually impaired students are benefitting from this program and they are developing their skills in using technology while becoming more self- confident and independent within the university environment. All the countries report that the project is creating much greater awareness regarding the capabilities of students with visual impairment, which is in turn resulting in more inclusive higher education facilities.

During this reporting period the project has also produced a number of learning and awareness creation materials. One example is a video entitled "Teaching Mathematics to Visually Impaired Students in Tertiary Education" This video was developed by the Resources for the Blind, our partner in the Philippines and can be adapted for use in any higher education institute which is attempting to include students with visual impairment. The information portrayed through the video instills confidence in faculty members asked to include a blind or low vision student in their courses in mathematics. All the partners have also prepared advocacy materials for the general public, administrators and teachers.

It is worth noting that both The Philippines and Vietnam have significantly exceeded their training and materials production projections for the project year ending March 31, 2011.

Though there are many positive aspects to the project, following challenges have been cited by the project partners.

1. Regular staff changes within higher education institutions require a process that includes the regular orientation of all new faculty.
2. The shortage of well-trained technicians capable of repairing assistive technology devices remains an ongoing challenge.
3. The rapid expansion of the number of universities accepting blind students presents a challenge in developing resource centers to keep pace with this growth.
4. While support systems for students with disabilities are improving they are still not a regular service offered by all universities that have accepted blind students. This needs to become a priority of our efforts to bring about positive change in public policy.

In the project year ahead we expect a continued increase in the momentum that has been achieved to date and that this momentum will lead to attitudinal and policy changes. We also will make a special effort during the 2011-2012 project year to develop an effective means of sharing the lessons learned from this initiative with countries that have not had the opportunity to be a part of this project.

Below the reader will find detailed reports of specific activities carried out by the four participating countries along with issues and challenges that have been addressed as well as those requiring further attention.

Cambodia

1. Training conducted during the period

- **2nd August 2010 to 10th September 2010:** Summer Training on Teaching Capacity to all Krousar Thmey teachers and integrated teachers.
- **11-12th August 2010:** Low Vision Training conducted by Madam Nikola supported by ICEVI and organized by Krousar Thmey. There were 20 participants including 10 from Krousar Thmey: 3 from ABC; 1 from DAC; 1 from SEO; 1 from the Ministry of Education; 2 candidates from Thailand and 1 from ICEVI. The aim of the training was to train all of the participants, how to use and produce teaching resources and to improve their knowledge about some eye diseases.
- **24th September 2010 to 3rd October 2010:** 4 staff went to India for a study visit about Low Vision.
- **25th March 2011:** 13 students with visual impairment who study in higher education were invited to participate in the workshop on Students with Disabilities Forum at Cambodian Disabled People's Organization (CDPO).

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

N/A

NOTE: This is the first year of Cambodian participation in the ICEVI Higher Education Project therefore not all areas have been addressed.

3. Number and addresses of the students who were benefited by the programme during the quarter



For the academic year 2010-2011, there are 14 students with visual impairment (7 girls) including 3 low vision students enrolled in the 2 different universities in Phnom Penh and one university in Battambang Province. In each university, they studied in different faculties including Khmer Literature, English Literature, Sociology and Math.

Those students with visual impairment, who study in Phnom Penh, are boarding in the School for Deaf and Blind, Phnom Penh Thmey and 5 other students with visual impairment who study in Battambang are boarding in School for Deaf and Blind Battambang.

No	Name	Sex	University	Subject	Year
1	MEAN Sothy	M	Royal University of Phnom Penh	English Literature	4
2	SOKUN Prum Virak	M	Pahnasastra University	English Literature	2
3	ANN Sokheng	F	Royal University of Phnom Penh	Sociology	1
4	ENG Phearith	M	Royal University of Phnom Penh	Khmer Literature	3
5	NORNG Vuthy	M	Royal University of Phnom Penh	Khmer Literature	3
6	KHOURN Sothea	M	Royal University of Phnom Penh	Khmer Literature	3
7	TU Sokha	F	Royal University of Phnom Penh	Khmer Literature	3
8	SOK Chan	M	Royal University of Phnom Penh	Sociology	1
9	NHEM Sinat	F	Royal University of Phnom Penh	English	1
10	VAN Sokvath	M	Battambang	Math	1
11	KEM Reun	F	Battambang	Khmer Literature	1
12	THOEUN Dalin	F	Battambang	Khmer Literature	1
13	SUON Kamsorth	F	Battambang	Khmer Literature	1
14	PROEUNG Sopheak	F	Battambang	Khmer Literature	1

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

After 3 years of studying in special school from grade 1 to grade 3, visually impaired students have to study half time in mainstream school and half time in special school until they finish high school. When they receive scholarships to study in university, some of them feel strongly that there is a gap, between what they experienced in special schools and what they experienced at university, as everything is different in terms of teaching and learning. They said that in special schools the teachers have specialised skills to teach them and they live at the school as their home. So they have much support, but in the university the lecturers have less skill in teaching visual impaired students as they don't read Braille. Those senior, visually impaired students who have more than one year experience of studying in University, have adapted very well to their classmates, lecturers and their new situation in the society. Those visually impaired students who have just started, even though they met with the senior



students to discuss how to prepare themselves to be ready for the University, they still faced difficulties. These include receiving the Braille books late, as they have to wait for the translation and they have to take at least one week for the Orientation and Mobility program to be able to move from one place to another, within the University. Study in university is much more difficult than in Krousar Thmey School. The visually impaired students have made much effort to learn, to review lessons and to do homework during their free time. After a couple of months they started to get to know some students in the class, and made friends with those students. This helps them a lot to overcome the difficulties in their studies. They are not isolated anymore and get much support from their fellow students. They are encouraged to be members of the assignment group with other students. Through this kind of work, they have more chances to discuss and work together with able-bodied students and to prevent discrimination. They mentioned that it is hard for them at the beginning to catch the lesson as they cannot see what is written on the board and the lecturer teaches very fast. Sometime there is nobody to help them to acquaint themselves with the documents received from the lecturer. Now they know how to deal with this problem by asking their friends to read the documents for them while recording on a tape recorder, so that they can retain it for reviewing the lesson before the exam. Students with visual impairment who study in higher education worked very hard on their studies. They usually get up at around 4am to review their lesson and to be ready for school at 7am. During the break time, they chat or discuss with their friends about the

assignments or homework, or sometime go to the library to search for documents related to their studies, asking their sighted friends to read some texts for them in order to record them with the help of their audio recorder. They study English at the School for the deaf and blind in Phnom Penh Thmey, and professional subjects at the University. After a whole semester in the University, the visually impaired students take about one month long holiday, during which they usually go to visit their family in their home town.

5. Challenges encountered in the conduct of the programme

Even though the blind students and visually impaired students are well integrated in the universities, they are still facing some challenges. These are related to several external factors and the blind or visually impaired students themselves:

- **Blind/visually impaired students receive documents in Braille late:** the studies of blind students and visually impaired students depend considerably on Braille books and voice recorders. As the lecturers do not always provide the documents to the students in advance, the blind students can only access to the documents in Braille much later. Krousar Thmey tries to solve this problem by liaising with the lecturers concerned. However, the support is still limited due to their schedule.
- **Limited support from the Ministry of Education:** To get scholarships for blind or visually impaired students to study at university, we have to go through a very long decision making process from the Ministry of Education. Every year the blind or visually impaired students are late in school registration, which makes them miss the first few classes.
- **The number of universities that accept blind or visually impaired students and thus the subjects they have an access to is limited:** Due to the consideration that it is not easy to teach students with special needs, many universities in Cambodia do not accept blind or visually impaired students. Krousar Thmey is trying to convince other universities to accept blind students and visually impaired students. We plan to conduct conferences within the Universities which have already accepted visually Impaired students and invite all University presidents to participate. We will promote Krousar Thmey activities and challenges that Krousar Thmey and the visually impaired are facing.

This is an ongoing process.

- **Blind or visually impaired students received limited support for some school activities:** Sometimes during school holidays there is a study tour conducted in some provinces within the country. Due to the fact that the place is new for them, it is almost impossible for them to participate without a guide. Their fellow students are happy to help but they are not able to do it all the time. The

consequence is that the blind or visually impaired cannot receive as much information as other able students.

- **Transportation** is one of the main problems for blind students and visually impaired students. They live far from the university and thus they have to take mototaxis to go to school every day, which costs them a lot of money.

6. Media coverage of the activities during the reporting period

N/A NOTE: This is the first year of Cambodian participation in the ICEVI Higher Education Project therefore not all areas have been addressed

7. Important visitors to the programme, if any

- **11 August 2010:** Dr. Larry Campbell and Dr. Mani from ICEVI visited the school for the deaf and blind in Phnom Penh Thmey, in order to check the process of the Low Vision and Braille Workshop. Some recommendations were proposed during their visit:
  - Possibility to set up an EFA Visual Impairment activities in Cambodia
  - Contact some regional partners in order to get technical support for the Braille workshop
- **6 January 2011:** Samdach Hun Sen, the Prime Minister of Cambodia, accompanied by his wife Lok Chomteav Bandet Bun Rany Hun Sen, who is the President of Cambodian Red Cross and other key people within the government ranks, visited the Phnom Penh Thmey School for deaf and blind children. The Prime Minister has provided his faithful support to Krousar Thmey for many years. Thus, he wanted to visit Phnom Penh Thmey to discover the new school and to find out the



current developments in special education. The Prime Minister and his wife offered the students a hearty lunch.

- **1st February 2011:** Visit of His Excellency, KHIEU Kanharith, Minister of Information, accompanied by his wife in Kampong Cham School for deaf or blind children. During the lunch that he offered to the children and KT staffs, the Minister renewed his support to Krousar Thmey by continuing and financing partly the TV news in Khmer sign language.

Changes envisaged for the following quarter

To face those challenges mentioned above, Krousar Thmey is planning to set up some activities such as:

- Conduct awareness campaign in universities of Cambodia to promote Krousar Thmey activities and to help blind or visually impaired students to get more choices of subjects as well as universities to study.
- Meet with several departments of the MoEYS of Cambodia in order:
  - to promote the access to universities for children with disabilities
  - to develop training of trainers in provinces
  - to support students with disabilities in their search of jobs
- Advocate the MoEYS to focus more on higher education for the deaf and blind students.
- Develop training sessions in summer for young graduated students who intend to go to University.

8. Project staff changes, if any, during the reporting period

June 2010: Vannary, one of the visually impaired students who graduated from Royal University of Phnom Penh in field of Khmer Literature, is now working as a volunteer in the Braille workshop. June 2010: Mr. Auray Aun, a former country Director of Aide et Action Organization, one of Krousar Thmey partners started to hold his position as a General Director for a replacement of Ms. CHEAM Kosal who was a former director of Krousar



Thmey resigned due to her serious illness. January 2011: Due to the need for human resources to work in the Braille book workshop, Mr. Pen Visal was a selected candidate as a Braille book proofread officer.

9. Any other relevant information

20th June 2010: Two visually impaired students graduated bachelor degree.

1st November 2010: Two of Krousar Thmey staffs were promoted as Vocational Training Officers.

24th February 2011: Krousar Thmey conducted a Semester Review meeting at School for the deaf Chbar Ampov. Heads of schools and district governors from 14 provinces, partners in the program of integrated classes, attended this meeting. The representative from the Ministry of Education was also invited to participate in the meeting and many discussions on improving quality of education for deaf or blind students and also the discussion on how to improve the accessibility of blind or deaf students to higher education.



Indonesia

I Project Activity

During the period the Higher Education Project has finished all the targeted activities in Islamic State University of Jogjakarta, as follows:

A. Producing two best practice documents concerning how State Islamic University of Jogjakarta – Sunan Kalijaga -- has been pioneering and developing a service center for students with disability

State Islamic University in Jogjakarta is the only university that has been pioneering service center for students with disability based on their own initiative. The initiators are a group of young lecturers who have finished their master degree in Canada. During their study, they have seen how the universities where they study provided special services for students with disabilities. This has encouraged them to start doing the same thing within their own university.



In their very early years of pioneering the service center, this university has worked together with The Mitra Netra Foundation (MNF), that has provided them with capacity building training and technology based facilities.

Observing their progress, Pertuni then decided to include this university into Higher Education Project in 2010. The project role is as follows:

1. To empower them to promote the idea of inclusive education in university, both internally and externally in Jogjakarta and its surrounding area. This has been done by conducting sensitizing events in commemorate their third anniversary.

2. Producing best practices.
   Impressed by the work that the university has been done, Pertuni encouraged them to disseminate their experience and achievement in developing the service center for disabled students, through producing best practice books. Those

books contain practical things that would be easily duplicated by other universities. Thus, those books would function as inspiring reference. There have been two best practices, as follows:

- Best practice on adaptive learning and service for students with visual impairment in university
- Best practice on how to organize a service center for students with visual impairment in university.

B. Conducting a seminar to launch and disseminate those two best practices



This seminar has been conducted on October 25. The objective of this seminar is to let university community in Jogjakarta and its surrounding area realize that they should start providing special service for students with disability, and develop their campus as welcoming environment for everybody; this is the part of their responsibility, to implement the spirit of inclusive education within their campus.

To execute all those things, universities could utilize those two best practices as inspiring references.

II. Output, and Outcome

The real output of the project within this reporting period is the production of those two best practices – one thousand each; adaptive learning and service for students with visual impairment in university, and how to organize a service center for students with visual impairment within university.

Pertuni together with the university will disseminate them to all university throughout Indonesia.

Whereas, the outcome of those awareness campaign that the university and Pertuni have done is that the university is now starting to develop their library to become more accessible for blind students, by providing “blind corner” similar to what had been done during the first year of the project at The Library @ Senayan in Jakarta.

At the same time, step by step, university staff are becoming more aware of the the existence and needs of blind students within their university.

III. Final quarter of the project year

Reaching the end of the project period, for the next three month – January – March 2011, Pertuni would still have several activities as follows:

1. Preparation steps for higher education campaign in Padang West Sumatra:
   - Conducting meeting with the rector of Padang State university
   - Conducting meeting with Pertuni Chapter in West Sumatra
   - Conducting career guidance workshop – university preparation training for high school students and university students for Padang and Payakumbuh West Sumatra.

2. Conducting a meeting with the Vice Rector of Makasar State University, regarding preparation steps to be taken to hold a sensitizing seminar on inclusive education within the university.

3. Conducting preparation meetings in Medan, both with the selected university and the North Sumatra Chapter of PERTUNI.



Philippines

I. Background

In 2010 the International Council on the Education of People with Visual Impairment (ICEVI) awarded US$60,284.00 to Resources for the Blind to implement various activities that leads to the increase in number of students with visual impairment in the tertiary level.

Strategies implemented endeavor to solve various hindrances for blind students pursuing tertiary education such as lack of self –confidence and self-help skills, the sense of isolation by blind students, the denial of enrolments by some colleges, lack of awareness and cooperation from college professors, the high cost of adaptive equipment and technology and the high cost of tuition and other school related expenses.



In implementing strategies that focus on colleges and universities such as the Workshop for College Administrators- *Education as a Human Right in the CRPD* and the Orientation for College Professors, we partnered with the Commission on Higher Education, the Commission on Human Rights, and the National Council on Disability Affairs.

We executed activities that specifically focus with the student's needs, with the involvement of selected students and their professors particularly in the production of instructional materials for Math, the college preparation training and the college semestral check-up.

II. Results and Impact of the Project

In implementing the project we classify the activities under three categories. These are awareness campaign, capacity building and appropriate services.

Activities under the awareness campaign are the Workshop for College Administrators on Education as Human Right in the CRPD, Orientation for Professors and the production of instructional materials for Math.

A. **Workshop for College Administrators on Education as Human Right in the CRPD** – The activity was attended by 48 administrators and professors from 32 colleges and universities. Key officials from the Commission on Higher Education and the Commission on Human Rights Philippines as well as the National Council on Disability Affairs have presented the different strategies they are implementing to increase the number of students with disabilities in the tertiary level. Selected outstanding graduate students were also invited in the event and emphasized that they too can excel in schools given an opportunity. The graduates also shared practical strategies utilized by themselves and their professors to access their curriculum.

   The participants were also provided opportunity to comment and suggests on finalizing the Commission on Higher Education's Guidelines in the Admission of Students with Disabilities in Higher Education and Post-Secondary Institutions in the Philippines. The suggestions were utilized to finalize the guidelines for full implementation nationwide this coming school year.

B. **Orientation for Professors of 15 colleges and universities -** This activity was implemented in different strategies such as inviting the professors in our office and student resource centers and conducting half-day to whole day orientation. The orientations mainly focus on the strategies used by students to cope up in their studies and the resources available for students and professors. We expect that these professors will also share this knowledge to their colleagues. The project was also implemented in Davao, attended by 25 administrators and professors from 12 local colleges and universities while in Manila 53 professors from 44 universities came from Luzon. Overall 78 administrators and professors from 56 colleges and universities nationwide were involved in the workshop.

C. **Production of instruction materials for Math –** We have just finished producing the Math video for professors. The video which only about 13 minutes are designed for math professors. Math professors from partner universities shared the adaptations and modification they did to help students with blindness. Students were also featured telling the different strategies they used to

understand the subjects. We are planning to reproduce 200 copies of this video for distribution to students this coming school year for their math professors.

We are currently finalizing the programs for the coming Workshop for College Administrators on Education as Human Right in the CRPD which is scheduled this coming May with Prof. Michael Ashley Stein, Executive Director of Harvard Law School Project of Disability as the main speaker. We are also planning to launch the math video on this event.



The 2-day orientation for key persons designated to implement services for students with disabilities at the university and college level is also scheduled this April. Professors who had blinds students in their classes are invited as speakers as well as selected outstanding graduate blind students.

Activities such as the college preparation, college check up and the scholarship program were categorized as capacity building. Information on how we implement the activities and the results are as follows:

D. **College Preparation Course for 30 newly Enrolled Tertiary Education Students:** Last year the activity was attended by 32 students. This year we also included in-coming second year college students which were not involved from last year's college prep. Topics discussed include adaptive skills such as orientation and mobility and use of assistive technology. We also invited selected key persons in the universities to inform participants of how they can be best help by the universities. Graduates



college students were also invited to share their unique experiences in their college days.

E. **College Check-UP:** The college check up this year was attended by 26 college prep attendees. Some provincial students were not able to come due to the conflict schedules of their mid-term exams. The workshop was designed to discuss and address problems encountered in their first semester of college. The activity provided us opportunities to determine problems faced by freshman college blind students and provide immediate possible solutions before losing their hope and drop out. Most of their concerns are related on adaptive skills that they need to master to enhanced their performance is schools. On a personal basis the students believe that they need to enhance their social skills and advocate for themselves.

F. **Scholarship:** Combining the ONNET scholars we now have 7 scholars under this project. The students were selected based in their academic performance and commitment to finish their studies against all odds. We have one student who will graduate this May.

Overall we have 126 enrolled college students last year, 22 were first year students, and 9 will graduate this May. For this coming SY 2011-2012 we are expecting 25 in-coming first year students.

Under activities related to appropriate services the following are the results:

G. **Maintaining 3 Student Resource Centers –** The three resource centers that we maintained for college visually impaired students were situated in 3 key areas. In Manila center alone we received 1,200 visits from 70 college students enrolled in Luzon. Last year we also offered Math tutorial lessons to 34 college and secondary students in Luzon.

H. **Daisy Book Production –** We produced 56 new titles last year overshooting our target of 30 and loaned 27 Daisy Players to selected college students. The staff in-charge is currently receiving requests of books that the students will be using for coming June.

I. **Equipment Loan for College Students –** With the 50 netbooks and 12 Victor Readers that we acquired, 72 students loaned it allowing them to complete their homework, do research, read books and take tests.

Below is the overall result of our projects:

Table 1: End Year Results

S. No.	Projects/Activities	2010 Target	End Year Results
1	Workshop for College Administrators- *Education as a Human Right in the CRPD*	30	**48**
2	Orientation for Professors of 15 Colleges and Universities with Enrolled Visually Impaired Students	15	**53**
3	Produce Instructional Materials for Math and Chemistry College Professors	1	**1**
4	Maintain 3 Student Resource Centers	3	**3**
5	Daisy Book Production and Player Loan	30	**56**
6	Equipment Loan for College Students with Visual Impairment	79	**72**
7	College Preparation Course for 30 Visually Impaired Students	30	**32**
8	College Semester Break Check-Up	30	**26**
9	One Year College Scholarships for the Most Outstanding High School Students (ICEVI and ONNET)	7	**7**

III. Participation of Target Group

In most of our activities aside from involving staff who are also visually impaired, we also involved selected tertiary blind students in planning the activities, implementation and evaluations.

In the recently held College Semestral Check-up all invited facilitators were expert visually impaired persons on their topics.

The constant meetings of these students in our student resource center gave birth to the establishment of their own support group called VICNET or Visually Impaired College Network. With the advent of social networking site called “Facebook” the group gained 42 members which includes both blind and sighted individuals. Members were able to share their academic success and challenges to motivate fellow students. Through this avenue students were up-dated about the different projects and upcoming events of our office.

IV. Lessons learned

The staffs involved in the projects identified the following as important lessons learned throughout the implementation of the project and will be apply for the following year.

A. Continuous dialogue with the target group in planning and implementation of our activities is necessary for effective implementation.

B. Close coordination with local government unit will help implement the activities cost effective.

C. Involving other stakeholders in the community help us advocate the program in the community and raised support to local blind students.

D. Project implementers should have field exposure to better understand the need of the target group and provide relevant recommendation.

E. Maximize available skills of qualified blind interns in the student resource center as tutors or mentors.

F. Establish mentoring group for students in partnership with successful visually impaired graduates.

G. Encourage college professors handling students with visual impairment to tap the RBI student resource center in making their curriculum accessible to their students.

H. Produce and distribute updated list of links and resources to target colleges and universities



Vietnam

1. Hardware and software technology tools for blind students

We have purchased 20 net books equipped with assistive software including NVDA, Vietnamese talking applications and Vietnamese OCR software. We have run the technology loaning program since beginning of December 2010 and we get the 5 of the blind students have loned the computers for their studying.

Besides, the computers are also used by blind students when they come to Sao Mai to study as a team and borrow it for short period of time to make presentation at school. Currently, we have other 23 loaning application forms by the blind students studying at Hanoi universities and we are processing the application form with the VBA revision.



Most of blind students request us to have some Braille displays/Braille note as it's very useful for them to borrow for attending semester exams. With the Braille support together with speech, they would improve their speed in completing the exams and more accurate. This request comes from blind students who are Braille readers/users during their high school program.

In this year, we have worked with a Microsoft main distributor here and they agree to support us free licenses for Microsoft Windows and MS Office to support for the blind students.

2. Transportation materials

We have completed an electronic version of the transportation guide kit for the blind (not only for the blind students). However, in the transportation guide, we mostly

focus on public education locations including how to go to libraries, schools, book stores and much more.

There is detailed information guidance for each location such as bus related stations, general construction structure of a place, contact information.

Currently, we are doing this transportation guide for Ho Chi Minh City and Hanoi. And we are on the process to transfer into audio format, Braille tactile format and especially the web version. With the web version, blind students simply go to the website and search the place.

In order to broaden the web version, we are studying on how to integrate the Google map system into our own website so blind students can further search on more places. However, with the Google system integrated, it doesn't provide detailed information as we do provide for locations in our transportation guide.

3. Training materials/courses

We have finished the content of the curriculum and on steps to produce it in Daisy format. All the content of the book are targeted at the students who will graduate to become the teachers. Therefore, the curriculum mostly focuses on the concepts, different approaches, different types of assistive technology and the comprehensive quiz for each lesson. We already organized two-week training for blind students in Ho Chi Minh about using technology for their studying.

4. Materials production

For this part of the project, we get the result more than what we expected as until now, we almost finished 120 book titles.

All of these books are categorized into majors that blind students are mostly following at the universities' learning programs. And we are receiving a lot of requests from blind students for different types of books which are the needs for their studying.

Besides, as we also work with volunteer clubs in Ho Chi Minh, Danang and Hanoi so we also receive the contributions from them for ebooks. However, these volunteers don't have good skills in making the accessible documents so we are on processing to check the accessibility of shared books and make them available in different accessible formats for the blind.

5. Website for higher education support program for the blind

Now, we have finished the website at http://www.sinhvienkhiemthi.org (in Vietnamese) and are uploading the materials and information. The website is as a

portal for blind students, volunteers, related organizations and university faculties to get information, sharing common interests, implementing volunteer projects and for the blind students, who can post their support requests, download materials.

The web system is divided into four main areas:

- Discussion board, where all members exchange the all related topics for higher education for the blind.
- Library, where all materials are uploaded for blind students to download.
- Blind corner, where blind students can update information about education news, scholarships, posting support requests such as seeking scholarships, materials requests etc.
- Project, where all projects are published to call for the participation of the community. So from this, it can open for organizations for/of the blind can register with the website and post their projects there to call for the volunteers to support. However, these projects must support the education for the blind.

