

ICEVI Higher Education Network

Creating inclusive and welcoming university environments for students with disabilities

ANNUAL Report

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THE NIPPON FOUNDATION
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International Council for Education of People with Visual Impairment

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Project Summary

The Higher Education project supported by The Nippon Foundation commenced in Indonesia in 2006-2007. Based on the positive outcomes of the evaluation, the project was extended to the Philippines and Vietnam in 2008, Cambodia in 2010, Myanmar in 2013 and Laos PDR in 2014. The broad objective of the project was to make higher education institutions inclusive and also develop the performance of students with visual impairment by training them adequately in using technology. This work has resulted in significant increases in access to university education and during 2015-16, 177 additional students were benefitted by the Higher Education programme. The total beneficiaries since the commencement of the project in 2006-2007 are 2,142.

The project cycle 2015 – 2018 listed the following as the key objectives of the project:

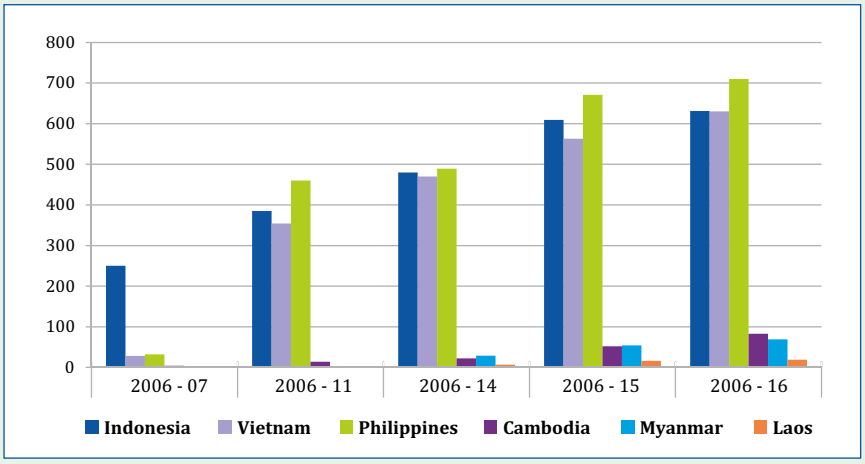
- Continued attention to the existing programme to increase the enrolment of students in higher education institutions and provide them necessary IT skills to enhance their performance.
- Increased attention to advocacy and public policy with universities and with the key government agencies.
- Expanding student admissions and increasing access to a wider variety of courses of study pursued by visually impaired students beyond traditional studies in the humanities.
- Attention to better preparing higher education students for the world of work with increased numbers gainfully employed in jobs commensurate with their education.

In response to the above key objectives, the project partners implemented relevant activities and following are some of the key achievements during the first year (2015-16) of the current project cycle.

Cumulative Enrolment Data

The enrolment of 2015-16 and the cumulative data since 2006-07 are presented below, which reveal the trend in the growth of the higher education programme.

Country	2006-07	2006-11	2006-14	2006-15	2015-16	Cumulative 2006-16
Indonesia	250	385	480	609	22	631
Vietnam	28	354	470	563	67	630
Philippines	32	460	489	671	39	710
Cambodia	4	14	22	52	31	83
Myanmar	0	0	29	54	15	69
Laos	0	0	7	16	3	19
Students enrolled	**314**	**1213**	**1497**	**1965**	**177**	**2142**



Brief profiles of Partner Institutions

Krousar Thmey, Cambodia

Created in the refugee camps at the border with Thailand in 1991, Krousar Thmey ("New Family" in Khmer) is the first Cambodian foundation supporting underprivileged children. It is a non-political and non-religious organisation. Since its creation, Krousar Thmey, aims to enable the integration of underprivileged and disabled children through education and appropriate support in accordance with their traditions and beliefs.

Website : **www.krousar-thmey.org**

Pertuni (Indonesian Blind Association) Indonesia

Pertuni is a national blind member based organization in Indonesia and it has its chapters in 33 provinces and branches in 210 cities/districts throughout Indonesia. The Pertuni plays an important role in lobbying for the rights of persons with visual impairment. For the period of 2015-2019, Pertuni elected Mrs. Aria Indrawati, as its first female president.

Website : **http://pertuni.idp-europe.org**

Myanmar National Association of the Blind (MNAB), Myanmar

The Myanmar National Association of the Blind (MNAB) was formed in 1996 by over 100 visually impaired persons. In 2013, it became a legislative organization with the recognition by the Government. International bodies including ICEVI, Overbrook School for the Blind, The Nippon Foundation and the Danish Association of the Blind are supporting various activities of the MNAB.

Website : **www.mnab-myanmar.org**

Resources for the Blind, Inc., Philippines

RBI was started in the Philippines in 1988 with a goal to develop and implement programs that will remove the hindrances, and to provide services, training, materials, and equipment needed in order for those who have visual impairment to reach their fullest potential in life. The main office is in Cubao, Quezon City, with two regional offices in Cebu City and Davao City, which serve the central and southern Philippines, respectively.

Website : **www.blind.org.ph**

Sao Mai Vocational & Assistive Technology Center for the Blind, Vietnam

Sao Mai Vocational & Assistive Technology Centre for the Blind was established in 2001 with the main goal of promoting the usage of assistive technology in education and employment of persons with visual impairment. The Centre has also offered consultancy to other organisations in assistive technology.

Website : **www.saomaicenter.org**

National University of Laos (NUOL) Lao PDR

Founded in 1996, the National University of Laos is located in Vientiane. The University has many Faculties specialising in humanities, science, management, etc., The higher education program for persons with visual impairment comes under the Faculty of Letters. The program also collaborates with the Laos Association of the Blind (LAB) which focuses on advocacy, education, networking, etc., to empower persons with visual impairment.

Website : **www.nuol.edu.la**

Key highlights during 2015-16

The detailed country presentations of activities are enumerated in the separate sections of this report. Key highlights of the project are summarized below:

- **Meeting of the ICEVI President and Chairman, The Nippon Foundation**

  On 24th November, ICEVI President Lord Colin Low met with Mr Yohei Sasakawa, Chairman of The Nippon Foundation, at the House of Lords. The Nippon Foundation has generously supported ICEVI's Higher Education project based in South East Asia for the last 10 years, and Lord Low took the opportunity to express ICEVI's heartfelt appreciation for this support.



  Mr Sasakawa spoke about how honoured he was to be in London to receive an award, the recent successes on combatting leprosy, a particular passion of his (a UN resolution and news of the last country to achieve elimination - Brazil) and his commitment to supporting vulnerable, including disabled people. He also spoke with obvious commitment about his work in Myanmar, where he has been given a commission by the government to help to promote peace in that country. Mr. Sasakawa also spoke about the work of The Nippon Foundation in Africa, and asked to be kept up to date about progress ICEVI made in this region.

- **Award to the Nippon Foundation**

  The Nippon Foundation was given a special award at the Regional Conference of ICEVI East Asia region held at Bali, Indonesia from 28 September to 1st October 2015. The award was presented to The Nippon Foundation in grateful recognition of their support and partnership in expanding educational access and full inclusion of blind and low vision persons in the East Asia Region. Mr. Shuichi Ohno, Executive Director of the Nippon Foundation received the award and delivered a special address.





- **Meeting of the Coordinators of Higher Education**

  A meeting of the Coordinators of higher education was organized in Bali on 27th September in conjunction with the ICEVI East Asia regional conference. Members agreed to exchange expertise among the partner organisations especially in preparing visually impaired students in pre-employment and soft skills.

- **Orientation of Universities**

  All partners organizations conducted orientation programmes for university administrators during the 2015-16 project year.

- **Video documentation of job experiences in member countries**
  The partners of the higher education project have developed videos highlighting the job experiences of visually impaired persons and these will be used for training purposes. ICEVI will also post these videos on its website for wider dissemination.

  The higher education partners focussed on job placement through individual contacts and job fairs and placed 117 visually impaired persons in employment.

- **Soft skills training**
  Soft skills training programmes were conducted by project partners in Vietnam, Cambodia, Indonesia and Philippines. These countries have been sharing experiences on the most effective approaches as they work with the curriculum on soft skills training outlined by a core committee in the region.

- **Job placement**
  The higher education partners focussed on job placement through individual contacts and job fairs and placed over 110 visually impaired persons in employment.

- **TTS development in Myanmar**
  The Burmese Text-to-Speech (TTS) beta version developed by MNAB and the Solve Circle Solutions technical team was launched on 3 December 2015, the International Day of the Disabled at the ceremony hosted by the Ministry of Social Welfare in the capital city of Nay Pyi Taw.

- **Scholarship programme for higher education in Laos**
  The National University of Laos has developed a scholarship program to support students with visual impairment who wish to enrol in higher education. We are confident that this initiative will do much to motivate students currently enrolled in secondary education to consider pursing higher education.

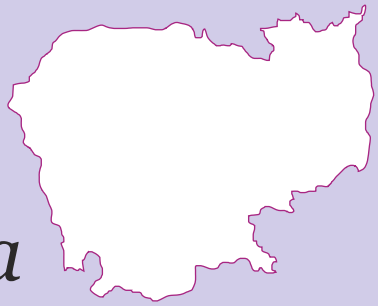
- **Efforts to formulate Decree on higher education**
  The project partners were asked to emulate the experiences of our partner in Indonesia, Pertuni, which played a vital role in the formulation of a Decree on Higher Education in Indonesia that enabled all higher education institutions in the country to become inclusive. The ICEVI-TNF Higher education project purports to influence similar legislative measures through its partners in the participating countries.

  The 2015-16 project year has been yet another one full of significant achievement for the higher education programme. Many of the students currently enrolled in secondary and higher education have indicated that they have been motivated by achievements of prior project beneficiaries in their own communities. In short, the ICEVI-The Nippon Foundation higher education programme is having an impact at many levels from early intervention to the creation of gainful employment opportunities.

  Each of our national partner organizations worked tirelessly during this project year to expand and improve inclusive higher education. This work included efforts directed at all aspects of higher education ranging from direct services to blind students to broad issues of university and public policy. These national level initiatives are described in the pages that follow.



Cambodia



1. Inclusion art training for low vision students

Following an announcement from Epic Arts, an NGO working with People with disabilities, a low vision youth from Krousar Thmey joined the training, perhaps the first low vision person to undergo visual based fine arts training.

2. Capacity building for blind students

- Mr. SIENG Viboth, a graduate in public administration, who is working in the Quick News Reaction Unit of Ministers' Cabinet met with sixteen (16) high school students living in the province. He shared his experience and provided inputs on how to overcome challenges faced in daily life.
- The Academic and Career Counselling (ACC) department conducted individual meetings with six (6) university students in Battambang and Siem Reap to discuss their studies and plans for internships or part time jobs.
- The ACC department also conducted 2 group meetings with visually impaired students who will shortly complete their Bachelors degree to discuss their professional plans.

3. Orientation workshop for blind and low vision students

In December 2015 and January 2016, four orientation workshops were conducted for high school students from four (4) Krousar Thmey schools. The topic of the workshop was "How to choose the right academic area of concentration at the university". Students from grades 10 to 12 participated in the workshop and acquired information about different universities and academic areas of study.

4. Pre-employment training



Pre-employment soft skill training was successfully conducted from January 23 to January 27, 2016. Thirteen (13) university students participated in the training which was conducted by Mr. Alabanyo, a visually impaired psychologist from Indonesia. During the week-long training the students focused on:

- Self-Concept
- Goal Setting

- Goal identification
- The importance of an "Action Plan"
- Time Management
- Assertiveness Training
- The importance of Verbal and Non-Verbal Communication
- How to prepare a Curriculum Vitae
- Handling interview sessions effectively.

5. Workshop on inclusion of person with disabilities in higher education

On 12 June 2015, Krousar Thmey organized a workshop on the inclusion of blind or deaf students in higher education. The main objective of the workshop was to facilitate the integration of blind or deaf people into the Cambodian society through an active participation into the labor market. Sixteen (16) representatives from nine (9) universities and other related institutions attended the workshop that was chaired by the Minister of Education, Youth and Sport. The Minister urged that the outcomes of this workshop be used as a national strategy for inclusive Higher Education.

6. Job placement training for students with visual impairment

In collaboration with the National Employment Agency and the recruitment company HRINC, Krousar Thmey organized two employment seminars. The first seminar, conducted in Phnom Penh, included nine (9) companies. The seminar was to create awareness regarding job placement for people with visual impairment. The second seminar was conducted in Siem Reap province where job opportunities are diverse and numerous. Fourteen (14) companies, participated in seminar and job matching was done. Following the seminar Krousar Thmey collaborated with the National Employment Agency team to visit the participating companies to gather more detailed company profiles to better prepare students for appropriate placements.

7. ICT training for computer teachers

Four computer teachers and four assistants participated in the one week training on ICT conducted by Mr. Silatul Rahim Dahman, a blind ICT expert from the Malaysian Foundation for the Blind (MFB). The training covered computer teaching strategies for visually impaired students from primary thru secondary levels.

8. Exhibition of assistive devices at universities

Between December 2015 and April 2016, three exhibitions were organised in 3 universities in Phnom Penh and one in Battambang province to demonstrate the use of assistive devices and learning materials by persons with visual impairment. Approximately one hundred fifty (150) students participated in these sessions and more than 400 non-disabled students viewed the displays and learning materials presented at each of the four exhibitions.

9. Job placement for students with visual impairment

During the reporting period, 45 students were given job placement training. 10 students of higher education were helped to study and at the same time work to earn and learn.





Indonesia

1. Seminar to Promote Inclusive Higher Education

A seminar to promote Inclusive Higher Education was conducted on June 3, 2015 in cooperation with the Christian University of Tumohon (Ukit) at the Governor of North Sulawesi office. Around 250 participants consisting of lecturers and university authorities, regular school teachers and headmasters; representatives from rehabilitation centres, government organizations, non-government organizations, disabled people organizations, Pertuni board members, and University students including blind students attended the seminar. The seminar resulted in:

1. Signing MOU between Pertuni and Ukit to promote inclusive higher education in north Sulawesi;
2. Cooperation between Ukit and Jogjakarta State Islamic University; Jogjakarta State Islamic University also committed to become the mentor of Ukit, in order to develop Ukit to become inclusive university;
3. Ukit commitment to provide 10 blind students with scholarship to pursue education within the university for both bachelors as well as master degree courses.

2. Preparation for soft skill pre-employment training in Jakarta



One of the project activities in 2015-2016 was to conduct soft skill pre-employment training for university blind students in Jakarta. During first quarter of the project period, various preparation activities were carried out:

1. Conducted meeting with Mitra Netra Foundation – Pertuni's partner in conducting this activity.
2. Conducted meeting with Alabanyo Brebahama a person with low vision and psychologist and faculty member of Yarsi University in Jakarta.
3. Developing training module.
4. Inviting university blind students in Jakarta to apply for this training.

3. Soft skill pre-employment training in Jakarta

Soft skill pre-employment training for Jakarta university blind students was conducted from 10 to 15 August 2015. 18 students from various universities in Jakarta attended the training. Students were trained on the topics listed below by renowned resource persons:





1. Knowing you;
2. Understanding a career;
3. Goal setting;
4. Action planning;
5. Verbal communication skills;
6. Nonverbal communication skills;
7. Assertiveness;
8. Time management;
9. Interview preparation;
10. CV writing skill and
11. Training given by corporate staff at their companies including:
    - FIF group, a well-known large leasing company in Jakarta
    - Think Web, a digital consulting company, and
    - Talk Link; a public relations and communication consultant firm

4. Material produced for training and awareness activity

A training module was developed to train students on soft skill and pre-employment.

5. Focus Group Discussion (FGD) In Jogjakarta

The rationale of conducting this FGD was that as university which has been accepting students with visual impairment for such a long time, Jogjakarta State Islamic University observed that there had been "gap" between their alumni and institutions / companies that might be able to employ blind people. Misunderstanding of institutions / companies about blind people was identified as the one which caused the gap. On the other hand, fear inside the university to let blind graduate try something new was also noted. This FGD was conducted on 21st October 2015, in the campus of Jogjakarta State Islamic University with the following goals.

1. What kind of job opportunities might be appropriate for blind people in the formal employment sector;
2. What kind of skills are required to meet these job opportunities, both hard skill as well as soft skill;
3. What should be done to prepare university graduates who are blind to meet job requirements;

4. What are the challenges that might be faced by both institutions who employ blind people as well as blind people themselves in inclusive work environments;
5. What should be done specially for those who might not be able to work in the formal sectors ?

There were 33 participants attending this FGD. In order to get the answers of all those questions above, the FGD invited related stake holders.

6. Pre-Employment Soft Skill Training

In Jogjakarta, pre-employment soft skill training was conducted on the campus of Jogjakarta State Islamic University on 28-31 December 2015. This training was participated in by 23 university blind students and recent university graduates from Jogjakarta. Due to the FGD conclusion, two more topics, viz., self-advocacy and self-employment skills were needed by blind people after university life to develop their career.

7. Campaign Tool on Employment

The project has produced a campaign tool on "employment" that includes a video and booklets on the subject. The video shows examples of what kinds of jobs blind people can do, whereas, the booklet provides additional information needed by companies/employers if they are willing to employ blind people.





Lao PDR

1. The Laos Association of the Blind (LAB) initiated the higher education programme in Lao PDR and convinced the National University of Laos (NUOL), the largest University in the country, to assume responsibility for its expansion. The University administration has enthusiastically taken on this task and we anticipate a major scale-up in the years to come. On March 31, 2016 the University inaugurated a fully equipped resource centre.



2. In February, 2016 a study visit to the ICEVI higher education programme in Vietnam was organized for Mr. Lianthong and Mr. Thongsouk, from the University and Ms. Yangxia Lee, Director of Inclusive Education, Laos PDR, Ms. Kongkeo and Mr. Pratya from the Laos Association of the Blind. This exposure visit motivated and helped the team to initiate many positive strategies to promote inclusive higher education within universities in Lao, PDR.

3. The Government of Lao PDR has developed an initiative to provide financial assistance to visually impaired students who enrol for higher education. This support covers costs related to tuition fees, accommodation and food. ICEVI is pleased that preparation work with the Inclusive Education Department in Vientiane has brought some positive policy changes that are contributing to the growth of inclusive higher education.

4. The LAB provided support services to visually impaired students to attend the courses at the National University of Laos.



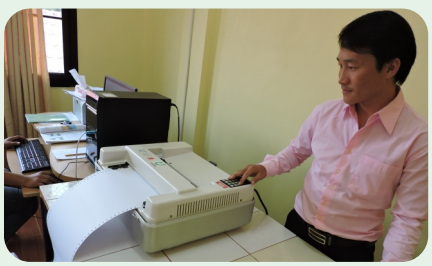
5. The LAB produced 78 Braille textbooks to support the blind and partially sighted students covering 6 main subjects:

    1) Effective learning
    2) Basic Grammar
    3) Phonetics
    4) Pronunciation Practice
    5) Writing Practice
    6) Essential Reading

    Braille books for the second year will be produced by the Faculty of Letters with the new Braille embosser provided by the ICEVI and The Nippon Foundation.

6. A seminar was organized by the Faculty of Letters, NUOL on 29-30 March 2016 to orient them to inclusive higher education concepts. Prof. Dr. Saykhong SAYNASINE, Vice-President, National University of Laos inaugurated the programme, which was attended by 65 lecturers and professors from different faculties of the University. During this seminar assurance was given regarding the admission of qualified students with visual impairment in various departments of the university.









Myanmar

1. Developing Myanmar Text to speech



The Myanmar Text-to-Speech (TTS) beta version developed by the Myanmar National Association of the Blind (MNAB) and the Solve Circle Solutions technical team was launched on 3 December 2015 on the occasion of the International Day for Disabled People. The ceremony was hosted in Nay Pyi Taw by the Ministry of Social Welfare. Four hundred (400) persons representing other ministries, international and local NGOs, disabled peoples organizations, and the media were in attendance. The Minister highlighted the TTS as one of the most successful initiatives carried out for persons with disabilities in the year 2015.

2. Building up Accessible learning environment in Universities

MNAB negotiated with the Sagaing University to launch a resource centre and it is gratifying that the University has welcomed the program and established a resource centre to support students with visual impairment.

3. Project visits by ICEVI

Dr. Mani and Ms. Yoshimi Horiuchi visited MNAB on 1-3 July 2015. During their visit the following activities were carried out:

- Meeting with executive committee members
- Visiting Western University Yangon
- Skype meeting with Google team with regard to TTS
- Reviewing financial accounting and project implementation

4. Setting up Braille production

In order to provide braille learning material for university students, the MNAB purchased one unit of Braille embosser Everest D V4 and an acoustic hood for sound proofing.

5. Setting up Online Library

A Webpage with name **<mnablearninghouse.org>** has been developed to facilitate online library services. The project has started uploading learning materials regularly for the benefit of visually impaired learners.

6. Laptop borrowing service

Seven members borrowed laptops from the project for improving user skills and further studies.

7. Reaching out through community radio

MNAB started reaching out to visually impaired students living in the community via radio channel this year and as a result referrals for services have increased.

8. Setting up of resource room in Western University, Yangon

The university allocated one room with internet facilities as a resource centre for visually impaired students studying at the University. A workshop for the faculty members of the University was organized on 15 September 2015 to orient them on the use of the centre for learning purposes. The teachers agreed to provide electronic files of lessons which can be used by visually impaired students at the resource centre.

The formal inauguration of the Resource room was held on 14 January 2016, and attended by more than sixty (60) individuals including the Rector, professors from all departments, administrators, blind students and two media groups. The MNAB ICT staff visits the university once a week to provide necessary guidance.

9. Accessible environment at the Dagon University



A resource centre was established at this University for the benefit of visually impaired learners and the University has started organizing a volunteer bank to read and type learning material for blind students.

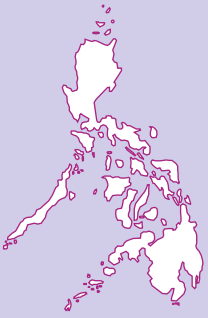
10. Study visit to Universities in Bangkok, Thailand



Two staff members from Sagaing University, Ms. Rosy, Professor, History Department, and Ms. Wai Wai Naing, Registrar and two other staff from Dagon University Ms. Nilar, Computer Lab operator, and Ms. Hsu Myat Mon from the E-library visited three universities in Bangkok from 23 to 28 November 2015. Dr. Suwimon Udompiriyasak, Chairperson of ICEVI East Asia Region hosted the team and guided the programme.



Philippines



The activities carried out by the Resources for the Blind, Inc., The Philippines include the following:

Key Objectives of the Project Activities	Annual Target	Annual Result
Objective1 : To create and expand engagement of stakeholders (STEM professors, students) to foster STEM (Science, Technology, Engineering and Mathematics) education and careers that are welcoming and accessible to students with visual impairment in higher education.		
Providing STEM orientation to colleges and universities	20	**16**
Conducting training on inclusive practices on STEM for at least 100 faculties	100	**155**
Loan of STEM assistive devices to college students	22	**22**
Providing trainings for students who requested loan of assistive devices from RBI and students who received computers from the government agency	20	**21**
Production of new Daisy books	60	**67**
Objective 2 : To increase employment opportunities of blind individuals in government and private sectors.		
Facilitate soft skills training to higher education students	40	**59**
Facilitate skill training in software developed by NODA for inclusion to BPO employment	20	**6**
Conduct sensitivity training for focal persons of Technical Educational Skills Developmetn Authority (TESDA)	100	**72**
Objective 3 : To raise awareness and motivation on inclusive education and to increase the number of prospective students with visual impairment		
Production of advocacy materials on access to higher education and equal work opportunities for persons with visual impairment		
Access to Higher Education Brochure		**2,500**
Access to Employment Opportunity Brochure		**7,600**
Access to Math and Science Curriculum		**514**
Filming of Success Stories in Higher Education		**6**

As is evident from the above table, the project fulfilled most of the targets of activities it set forth for the year 2015-16 and the experiences were more than satisfactory.

Filming of Success Stories of Higher Education ICEVI beneficiaries

RBI has produced six success stories of persons with visual impairment who are working in private and government agencies, one of whom received an award as one of the best entrepreneurs in the Philippines. Since these videos were completed, RBI has already shared copies to several colleges and universities, partner organizations and employers especially to our future partners who visited the RBI. RBI is very positive that, through these success stories of our clients, school administrators, key persons and employers will be more trusting and confident to the capabilities of persons with visual impairment to work efficiently and competitively just like the sighted people. These success stories will be posted on the website of ICEVI for wider dissemination.

Testimonies of netbook borrowers

Me and my netbook

When I first touched my netbook, I felt that I was so ignorant because the operating system was new. But as the day went on, I figured it out. In fact, it was very efficient. The processing of the computer is quite fast. So I see it as a good companion of mine. Because of my netbook, I am now able to catch up on my lessons in school. Every time my teacher discusses our lesson in front of the class, I use the sound recorder, so I can listen to it whenever I have homework, for reviewing or just to enhance my knowledge. The netbook is also useful in learning about what is happening around the world through the internet and it helps me relax whenever I feel stressed out by simply playing good music through it. So, thank you RBI for lending me this computer. And also to those who help Resources for the Blind, thank you so much. May God continue to shower you with his unfailing love and blessings. May you continue to help those who are in need. I promise that I will cherish this netbook; I will never waste my time for nothing. I will study hard in exchange of your goodness to me. I will use it with care and love.

Mary Jane M. Cruz
AB English, 1st year,
Isabela State University

Dear RBI,

Good day!

First of all I would like to say thank you for the opportunity to have a netbook for my studies. It helps me a lot especially, in our class discussions and during examinations. My professors had given me soft copies of their lecture before the discussion started. I no longer need to ask my guide to dictate what was written on the blackboard. I can easily follow during discussions, except when there are graphics or pictures. And every time we have an activity, report, exercises, hand-outs, quizzes, by using my flash drive, I have easy access to get those. Also I am now fast to do my school works. I am very thankful for the opportunity to use this netbook which allows me to do the tasks easily. I never felt I'm a blind person, with my net book. On my studies, I can compete with my classmate during discussion and do research in advance using internet. I'm looking forward to using the same net book for the 2nd semester of my studies.

Sincerely Yours,
Ma. Shiela Lyne P. Naputo
Emilio Aguinaldo College
Dasmarinas Cavite Branch
1st yr Elementary Education Student



Vietnam



1. Academic materials production



The Sao Mai Vocational and Assistive Technology Center for the Blind (SaoMai) has improved the quality and production speed of academic materials for the blind students by:

- Conducting two training for fourteen (14) volunteers to join the text correction and recording steps;
- Adding an online sharing text editing feature for our web platform so volunteers can work from anywhere they want;
- Working with more local voluntary groups and associations of blind persons based in cities including Hanoi, Hai Phong, Hue, Danang and HCM where there are blind students enrolled in higher education, to help with book collection and scanning;
- Educating blind students to be more responsible for their own materials by getting book titles for their upcoming terms to send to our production team, using available resources to support themselves such as their classmates/parents and getting them more involved with available services.
- The centre has converted 433 book titles and 87 hand-outs for the blind students. Since October, 2015, the center has begun converting music scores into accessible formats including Braille and electronic versions.
- The centre has purchased five laptops for the laptop loan program, especially for first-year students.

2. Trainings/workshops



- Sao Mai Center for the Blind has organized four computer courses for 30 blind students, one in April, one in July, one in August and one in November to enhance their study skills using the computer. In June, the center also organized one workshop for the students to discuss employment challenges as well as how they can better advocate themselves.

- In September 4, 2015 the centre also organized a small media meeting to disseminate information about the project with the aim of raising awareness about the importance of higher education and employment. This was done on the occasion of the start of a new school year. Three media agencies including the Knowledge Today magazine, Education Magazine and the HCM Radio station participated in the meeting and are disseminating this information.
- In December 2015, Sao Mai organized a one-day job fair at Nhat Hong Center with the participants from related organizations for the blind, local government agencies, potential employers and blind students. During this event, a workshop session was conducted to discuss higher education issues and to introduce new useful technology tools.
- In March 2016, 22 blind students attended the job event at the Vietnam Computer Institute where potential employers described jobs and demonstrated working systems. At this event, potential employers received 11 job applications from blind candidates and these candidates will receive one-week of training at Sao Mai focused on soft skills and job skills before their official interview.



3. Consultation Services

- Since March, 2015, the center has provided consultation and support service for universities and their students. This service is available eight hours a day from Monday to Friday. The project has two counsellors and one teacher of the visually impaired to provide consultation and support through email, phone and face-to-face. The center is setting up the working schedule with different universities to get the team to visit the universities to mentor in-charge faculty to assist them to better support their disabled students.
- The center also provides the O&M support service for the blind students who are new to their campus and transportation.
- The center continues to provide consultation for universities, especially two role model universities, HCM Social Sciences & Humanities and the HCM Univ. of Pedagogy. One constructive initiative of the HCM Univ. of Social Sciences & Humanities is that they have developed a policy to assure that all of their future construction meets the accessibility standards for students with disabilities.
- In addition, the center has worked with the HCM Univ. of Pedagogy (Special Education Dept.) and the HCM Univ. of Social Sciences & Humanities (Sociology Dept.) to promote their social/soft skills training program for the blind and make them more inclusive for the blind students.

4. Employment

- From April 2015 to March 2016, the center supported 14 blind persons secure 6 positions at the Saigon Cacao company, 3 at the Vietnam Computer Institute, 1 at the Intel Corp., 1 at the Gasco Tech Company and 3 at a Hanoi Bakery.

5. Others

- In April, the center supported the library of the HCM Univ. of Social Sciences and Humanities with two scanners with the aim of having sighted students scan books for their blind classmates.
- The center has also provided two Perkins Braillers for the Special Education Department of the HCM Univ. of Pedagogy to use for their trainings. These two Perkins machine were donated by Mr. Larry Campbell and the Perkins School for the Blind.

Employment focus in the Higher Education Project

The first phase of the higher education project has clearly demonstrated that access technology greatly enhances the learning potential of students with visual impairment and that attitude of higher education authorities can be changed by demonstrating that students with visual impairment are able to learn effectively in a mainstream university environment. In the phase 2015-18, the project is expected to focus on preparedness for employment as a key component besides technological applications and advocacy towards inclusive universities.

The efforts of the project partners in focusing initiatives on soft skills and employment preparation are evident from the facts that all partners have organized many soft-skill training activities for visually impaired students who are currently undergoing higher education courses and also succeeded in generating gainful employment for a number of persons with visual impairment. Vietnam has provided job placements for 27 persons, Cambodia has placed 38 persons in employment out of whom 11 persons with visual impairment study and at the same time do part-time work, Philippines has placed 13 persons with visual impairment in employment sectors and Indonesia has facilitated opportunities for 39 persons.

Following are the details of employment creation achieved by the project partners till 2016 but mostly in the last 4 years:

Summary of placements made by the partners in employment sectors

S. No.	Name	Company where employed	Trade
INDONESIA			
1	Vina Novina Ridwan	ISS Indonesia	English instructor
2	Irma Hikmayanti	ISS Indonesia	English instructor
3	Mohamad Reza Akbar	Think. Web	Developer of digital marketing strategy
4	Irawan	Metro TV	Telephone operator
5	Alabanyo Brebahama	Yarsi University	Lecturer
6	David Putranto	Ministry of Education	Administration staff
7	Adi Gunawan	Ministry of Education	Administration staff
8	Bayu Iwan Yulianto	Ministry of Social Affairs	Instructor
9	Pricilia	Standard Chartered Bank	Tele Marketer
10	Nahrawi	Standard Chartered Bank	Tele marketer
11	Lorensius Barus	Standard Chartered Bank	Tele marketer
12	Atung	Standard Chartered Bank	Tele marketer
13	Sapto Kridayanto	Permata Bank	Tele sales
14	Desha Novanto	Toyota Astra Finance	Call center staff
15	Merlinasari Dewi	Toyota Astra Finance	Call center staff
16	Iklil Gunawan	CIMB Niaga	Tele marketing
17	Roy Mulyanto	ANZ Bank	Tele marketing
18	Azis	Hermina Hospital	Telephone operator
19	Mariana	Indosiar	Telephone operator
20	Rina Prasarani	Grand Melia	Telephone operator & customer service
21	Synthia L. Montolalu	Provincial Government of North Sulawesi	Staff of provincial government of social affair office
22	Jonna Damanik	Plastic Factory	Marketing
23	Syahrul Gunawan	Permata Bank	Tele sales
24	Lusie Sulistiawati	Astra World	Call center staff
25	Sri Barwati	Pharmacy Company	Marketing
26	Abi Primatama	WHO representative in the Ministry of Health	Research staff
27	Fien Andriani	Standard Charter Bank	Secretary
28	Edy Satya Juwana	Supplier company	Marketing
29	Citra Cempaka	Astra World	Call center staff
30	Mujahid	Secretariat office of post graduate of University of Indonesia	Telephone operator
31	Totok Sugihatno	Indosiar	Telephone operator
32	Subur Malik	Indosiar	Telephone operator
33	Zul Hendri	Indosiar	Telephone operator
34	Welly	TIKI	Telephone operator
35	Wisnu Perdana	Ministry of Social Affair	Sport teacher/instructor
36	Masta	Ministry of Social Affairs	Production staff
37	Mursyidah	Ministry of Social Affairs	Production staff
38	Zul Kifli	Ministry of Social Affairs	Production staff
39	Fandy Dawenan	Provincial government office	Administration staff
PHILIPPINES			
40	Boquilla Billious	The Positive Ways Solutions, Inc.	Telemarketer
41	Czarinah Mercado	The Positive Ways Solutions, Inc.	Telemarketer
42	Irish Ayesa Mendez	Saint Dominic College	Teacher
43	Sonny Boy Garcia	Department of Education	Teacher

44	Jennie-lyn Gabriel	Local Government Unit – Persons with Disability Affairs Office (LGU – PDAO)	Administration Aide
45	Ma. Eleonor Valbuena	NODA Soft Philippines, Corporation	Telemarketer
46	Ryan Casumpang	Price Solutions Philippines, Inc.	Telemarketer
47	Eugemar Garcia	Price Solutions Philippines, Inc.	Telemarketer
48	Lench Ann Perilla	Department of Education	Teacher
49	Crisanta Marcelino	Farmout Transcription	Transcriptionist
50	Arman Mendoza	Price Solutions Philippines, Inc.	Telemarketer
51	Katrina Ambuyoc	Price Solutions Philippines, Inc.	Telemarketer
52	Jairus Obrique	Philippine Christian University	Teacher
VIETNAM			
53	Nguyen Hoang Giang	Intel	Technology
54	Duong Tuan Nam	Vasco	Technology
55	Dao Thi Le Xuan	NOI Restaurant	Food Service
56	Dong Thi Thuong	NOI Restaurant	Food Service
57	Pham Thi Thu	NOI Restaurant	Food Service
58	Tran Vo Vien Nghia	NOI Restaurant	Food Service
59	Le Nguyen Vien Duong	NOI Restaurant	Food Service
60	Ngan Van Bao	NOI Restaurant	Food Service
61	Nguyen Anh Tan	NOI Restaurant	Food Service
62	Ma Thi Kim Phan	NOI Restaurant	Food Service
63	Nguyen Ky Phong	NOI Restaurant	Food Service
64	Tran Phuoc Hoang	NOI Restaurant	Food Service
65	Nguyen Dinh Tru	Vina Caccao	Sales
66	Nguyen Van Trung	Vina Caccao	Sales
67	Nguyen Thi Men	Vina Caccao	Sales
68	Phan Thi Nhung	Vina Caccao	Sales
69	Nguyen Thi Thuy	Vina Caccao	Sales
70	Nguyen Thanh Sang	Vina Caccao	Sales
71	Phan Thi Cam Tu	Vina Caccao	Sales
72	Le Thanh Van	Aegis	Insurance
73	Nguyen Phuong Thao	Aegis	Insurance
74	Do Van Hoang	Hanoi Bakery Shop	Sales/order
75	Nguyen Thi Lan	Hanoi Bakery Shop	Sales/order
76	Nguyen Phuong Uyen	AAA Company	Insurance
77	Nguyen Van Nhan	Vietnam Computer Institute	Tech Support
78	Dinh Thanh Tung	Vietnam Computer Institute	Tech Support
79	Le Ky Phong	Vietnam Computer Institute	Tech Support
CAMBODIA			
80	Chea Vey	Krousar Thmey	Education
81	Him unsochea	Radio	Radio
82	Ann Sophorn	DID, Botanic Café	Restaurant
83	Ran Songhak	DID, Botanic Café	Restaurant
84	Hong Saem	Pactics	Souvenir shop
85	Kong Srey	Krousar Thmey	Education
86	Korn Savon	Radio, Kg. Cham	Radio
87	Sok Kungha	Radio	Radio
88	Van Naroth	Radio	Radio
89	Vit Rambo	Radio	Radio
90	Pech Tork	Cambolac	Souvenir shop
91	Vet Rachana	Radio	Radio

92	Mean Sothey	Krousar Thmey	Education
93	Sieng Vibol	Minister Cabinet	Government
94	Kreang Leang	Krousar Thmey	Education
95	Kong Vibol	Ceramics	Souvenir shop
96	Sorn Choeun	Blind Radio	Radio
97	Loy Luy	Krousar Thmey	Education
98	Soun Kamsut	Radio	Radio
99	Sokhun Prumvirak	Ministry of Foreign Affair	Government
100	Hun Menghong	Music teacher	NGO
101	Lim Phalla	Blind Radio	Radio
102	Soum Chantha	Blind radio	Radio
103	Nao Sokneang	Culture & Art Department	Government
104	Phal Phorn	DID, Botanic Café	Restaurant
105	Tes Thearith	Krousar Thmey, PPT	Education
106	Proeung Sopheak	Singer(Group singing) by street	
107	Muth Sora	Cambolac	Souvenir shop
108	Nhem Synath	DID, Botanic Café	Restaurant
109	Thoun Dalin	Radio	Radio
110	Soeum Navy	Siem Reap school	Education
111	Long Sreymom	Own business	
112	Prok Chanthorn	Radio, Kg. Cham	Radio
113	Hoeum Channan	Restaurant	Restaurant
114	Run Phary	Pactics	Souvenir shop
115	Chhom Sreynich	Pactics	Souvenir shop
116	Chhouen Sreyneang	Private shop	Private
117	Thi Sopernin	Radio	Radio

The 2015-16 project year has been yet another one full of significant achievement for the higher education programme. ICEVI wishes to extend its gratitude to The Nippon Foundation for their generous and tireless support as the regional initiative helps to create well educated and successfully employed young leaders.

Many of the students currently enrolled in secondary and higher education have indicated that they have been motivated by achievements of prior project beneficiaries in their own communities. In addition to the direct benefit that this project brings to those currently enrolled in higher education, it clearly is having a less direct and but very positive impact on blind and visually impaired students at all levels of the education spectrum.

We are also learning that the outcomes of this initiative are having a positive impact on the general attitudes of parents of younger blind and visually impaired students. As parents of children with visual impairment encounter beneficiaries of this program in their own community who are confident, well-educated and employed they are encouraged to send their visually impaired children to school thus increasing demand for education. In short, the ICEVI-The Nippon Foundation higher education programme is having an impact at many levels from early intervention to the creation of gainful employment opportunities.



Partner Institutions

The students with visual impairment supported by the project are studying in more than 200 higher education institutions and we thank them for creating an inclusive learning environment for visually impaired students. The country-wise lists of higher education partner institutions are as follows:

Cambodia

1 Asia Europe University
2 Angkor University
3 Build Bright University
4 Battambang school for blind or deaf of Krousar Thmey
5 Chea Sim Kamchaymea university
6 Institute of Foreign Language
7 Institute of New Khmer
8 Kampong Thom Krong high school
9 Khemara University
10 Puthi Kak university
11 Provincial Pedagogy of Kampong Cham Province
12 Phnom Penh Thmey school for blind or deaf of Krousar Thmey
13 Pannasastra University of Cambodia
14 Royal school of Administrative
15 Royal University of Fine Arts
16 Royal University of Law and Economics
17 Royal University of Phnom Penh
18 University of Battambang

Indonesia

1 Admajaya University – Jakarta
2 Airlangga University – Surabaya
3 Bandar Lampung University
4 Bandung Islamic University
5 Bandung State Islamic University
6 Brawijaya University – Malang – East Java
7 Dian Nuswantoro University
8 Diponegoro University
9 Education Institute – Jember - East Java
10 Gajahmada University – Jogjakarta
11 Indraprasta University
12 Institute of Social Welfare – North Sulawesi
13 Institute of Cristian of Jogjakarta
14 Institute of Cristian Religion
15 Institute of Education – Cimahi – West Java
16 Institute of Hindu Dharma – Denpasar - Bali
17 Institute of Islam – Banyuwangi – East Java
18 Institute of Islamic Religion – Martapura – South Kalimantan
19 Institute of Social Welfare – Bandung
20 Institute of Social Welfare – Manado
21 Institute of Social Welfare – North Sulawesi
22 Islamic Institute – Banyuwangi – East Java
23 Islamic Institute – Cimahi – west Java
24 Jakarta Islamic University
25 Jakarta Muhamadiyah University
26 Jakarta State Islamic university
27 Jakarta State University
28 Jogjakarta State Islamic University
29 Lambung Mangkurat University – South Kalimantan
30 Langlang Buana University – Bandung
31 Makasar Muhamadiyah University – South Sulawesi
32 Makasar Muslim University
33 Makasar State University
34 Malang State University – East Java
35 Manado State university
36 Muhamadiyah University of Jakarta
37 Mulawarman University – East kalimantan
38 Nusantara Islamic University – Bandung
39 Nusantara University – Bandung
40 Padang State Islamic Institute
41 Padang State University – West Sumatra
42 Samratulangi University – Manado – North Sulawesi
43 Surabaya State University

44 Surakarta State Islamic University
45 Syahkuala University – Banda Aceh
46 Tomohan Christian University – North Sulawesi
47 UIN Sunan Kalijaga – Yogyakarta
48 University of Education – UPI
49 University of East Indonesia
50 University of Education
51 University of Education – UPI – Bandung
52 University of Education of Indonesia Bandung
53 University of Indonesia
54 University of North Sumatra
55 University of Prima Indonesia
56 Widya Mandala University – Surabaya

Philippines

1 AMA Business Education International Business College
2 AMA Computer College-Cubao
3 AMA Computer Learning Center-Paco
4 AMA University-QC
5 Bible School in Naga
6 Brokenshire College of Gensan
7 Brokenshire College Socsargen Inc.
8 Bulacan State University
9 Cagayan Valley College of Information and Technology
10 Calos Mission Arts College-Baguio City
11 Cavite State University
12 Cebu Normal University
13 Central Philippine State University
14 Central Philippine University-Jaro Iloilo City
15 Colegio de Dagupan
16 College of Maasin
17 College of St. Benilde-Manila
18 Columban College-Olongapo City
19 Computer Communication Development Institute
20 Consolacion Community College
21 Data Center
22 De Lasal University-Bacolod City
23 Deaf Ministries Inc.
24 Don Mariano Marcos State University-La Union
25 General Santos SPED Integrated School
26 Holy Child Academy-Butuan City
27 Holy Cross of Davao
28 Holy Trinity College
29 ICCT College-Cainta
30 Informatics-QC
31 Isabela State University
32 Lapasan Bible College-Cagayan de Oro City
33 Lyceum
34 Mabini College
35 Macrohon SPED Maasin City College
36 Malaybalay
37 Mandaue City College
38 Manila Central University
39 Meuycauyan Bulacan
40 Negros Oriental State University
41 North Negros Baptist Bible College
42 Pamantasan ng Lungsod ng Valenzuela
43 Philippine Central College of Arts and Science and Technology
44 Philippine Christian University-Manila
45 Philippine Normal University-Cadiz
46 Polytechnic University of the Philippines-Manila
47 PUP Distance Education
48 San Francisco College
49 San Pedro College
50 Skill Power Institute-Antipolo
51 Soliman University, Dumaguete City
52 South East Asian Institute of Technology
53 Southern Mindanao University
54 Southern Tech College
55 St. Anthony's College
56 St. Claire College of Caloocan
57 St. Louis University-Baguio
58 St. Mary's College-Tagum
59 St. Michael College of CARAGA
60 St. Paul University-Manila
61 St. Paul's College
62 STI-Baguio
63 STI-Balagtas
64 STI-Cainta
65 STI-Caloocan
66 STI-Cubao
67 STI-Dagupan
68 STI-Fairview
69 STI-Ilocos Norte
70 STI-Munoz
71 STI-Naga
72 STI-Novaliches
73 STI-Recto
74 STI-Tanauan
75 Surigao City Trade School
76 Trinity University of Asia
77 University of Baguio
78 University of Cebu
79 University of Negros Occidental-Recoletos
80 University of Nueva Caceres-Naga City
81 University of Rizal System-Cainta
82 University of South Eastern Mindanao
83 University of St. Louis-Tuguegarao
84 University of the Assumption

85 UP-Diliman
86 Wesleyan Bible College-Rosales
87 Western Mindanao State University
88 Western Visayas State University
89 Xavier University

Vietnam

1 Chu Van An School
2 College of Culture and Arts of Ho Chi Minh City
3 College of Culture and Arts of Hue
4 College of Teacher Training of Ho Chi Minh City
5 Culture and Art College
6 Dong Tien School
7 Ha Noi Academy of Music
8 Ha Noi Medicine College
9 Ha Noi Nguyen Dinh Chieu High School
10 Ha Noi Nguyen Van To High School
11 Ha Noi Open University
12 Ha Noi Tran Nhan Tong High School
13 Ha Noi University of Law
14 Hanoi National University of Education
15 Ho Chi Minh City International University
16 Ho Chi Minh City Open University
17 Ho Chi Minh City Teacher Training College TW
18 Ho Chi Minh City University of Culture
19 Ho Chi Minh City University of Economics
20 Ho Chi Minh City University of Economics and Finance
21 Ho Chi Minh City University of Foreign Languages and Information Technology
22 Ho Chi Minh City University of Industry
23 Ho Chi Minh City University of Law
24 Ho Chi Minh City University of Social Sciences and Humanities
25 Ho Chi Minh City University of Technology
26 Ho Chi Minh City University of Pedagogy University
27 Hue Academy of Music
28 Hue University of Science
29 Music College
30 Nguyen Dinh Chieu School
31 Nguyen Tat Thanh University
32 RMIT International University Vietnam
33 RMIT University
34 Sai Gon University
35 School of Theatre and Cinema of Ho Chi Minh City
36 Tan Tao University
37 Ton Duc Thang University
38 Tran Nhan Tong High School
39 University of Education
40 University of Social Science and Humanities
41 University of Technical Education Ho Chi Minh City
42 Van Hien University
43 Vietnam National Academy of Music

Myanmar

1 Dagon (Yangon)
2 Eastern (Yangon)
3 Mandalay
4 Miketilar
5 Monywa
6 Sagaing
7 Western (Yangon)

Laos

1 Art and Music College
2 Dongkhamxang Pedagogical College
3 Hirusuka University
4 Lao-America College
5 Luangnamtha University
6 National University of Laos

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