



**International Council for Education and  
Re/habilitation of People with Visual  
Impairment**

# **Annual report 2022**

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# 1 Preface

Herewith the board of ICEVI-Europe presents the annual report 2022. This year, in many aspects, should be seen as a recovery year, but with projects finally being completed or being started as a direct response to the COVID-19 Pandemic.

As for ICEVI-Europe itself – we still remain in a transition period, emerging out of the pandemic but also collaborating with other agencies to ensure that all people with visual impairment are supported in Europe, including those that are effected by war.

The board met online in 2022 with international travel at the beginning of this period still remaining unreliable and difficult, however as travel becomes more relaxed in the months ahead we hope to soon have our main general board meeting face to face.

Unfortunately, it is still not entirely clear to get a good picture of the impact of Covid-19 on education and re-habilitation opportunities for people with visual impairments across all of Europe. There have been several publications that have now been completed and so following on from the decision in 2020 to open a section on the ICEVI-Europe website under the title, "Covid-19 Online Resource Library." We still strongly encourage you to visit this special dedicated page on our website about the effects that the pandemic is having on the services for people with visual impairment <http://www.icevi-europe.org/covid.php> It is up to members (i.e. Individual Members, Organization Members & National Representatives) to fill this resource library with their experiences and solutions and share it with their fellow colleagues. Please send us any research or best practices, learning resources, and other practical information that may be useful in describing the impact of the COVID-19 pandemic on facilitating equal access to appropriate education and re/habilitation opportunities for people with visual impairments. Everyone is therefore invited to send relevant information for publication to Martha Gyftakos, Executive Assistant to the President, at [mgyftakos@yahoo.com](mailto:mgyftakos@yahoo.com). Our COVID-19 Online Resource Library page will be regularly updated for the benefit of our members and visitors, so please continue to share your experiences and information.

In 2022, as usual, three regular issues of our European Newsletter were published which highlight the excellent work our members do across all of Europe. I report on some of these in the next chapter of this report. It is very important for specialists in our field to share their practices and to disseminate their publications and research or projects. Therefore, we invite all of our members to provide articles to our Newsletter Coordinator, Andrea Hathazi ([ahathazi@yahoo.com](mailto:ahathazi@yahoo.com)), identifying any special events, news, projects, activities, scientific work or good practices undertaken by your organization in your country in the field of visual impairment in order to be published in future issues of our European Newsletter.

After exploring various possibilities, the board found a suitable candidate to fulfil the vacant position created by the resignation of Dorte Marie Degn sitting on behalf of the Baltic and Nordic Countries region, as well as, the vacant role of National Representative of Norway. In April 2022, Torø Graven was appointed as a member of the board representing the Baltic and Nordic Countries region, subject to the approval of the upcoming General Assembly in 2025. Toro is a qualified teacher for learners who are visually impaired («Synspedagog»), and she also has been working as a Research Fellow at the University of Oslo and the University of Oxford. She is a member of The British Journal of Visual Impairment and Blindness Editorial Board,

and has been very active in The Norwegian Association of the Blind and Partially Sighted for years, both nationally and internationally. The Board of ICEVI-Europe looks forward to a close and productive cooperation with Torø as it works towards shaping the association's plan of action for the coming years.

May we take this opportunity to remind you to pay your annual membership contribution. Your membership fee is crucial to the work of ICEVI-Europe.

Membership fees are the organization's main income and they enable us to continue to promote international cooperation in broadening the knowledge and skills of professionals working in the education and rehabilitation of persons with visual impairment. For further information regarding the membership benefits and payment details, please visit the relevant pages on the ICEVI-Europe website.

The board would like to thank all of you who have contributed and given shape to ICEVI-Europe activities in 2022. We hope you will continue to participate in 2023 with the goal of improving the quality of services to people with visual impairments.

This Annual Report was sent to all of the National Representatives, being that they are members of the General Meeting, asking for their agreement. We have made some textual changes to the Annual Report, as per the feedback provided by the National Representatives, and it was approved by them.

The board hopes to make a fresh start in 2023 together with all members in good health.

On behalf of the Board,



John Ravenscroft, President

<http://www.icevi-europe.org/>

## 2 Report from the board

In the past year under review, members have been informed in the usual way about developments in the field of education and rehabilitation in Europe through the periodic newsletter and via the website.

The board met once virtually, on April 28, 2022. Of course, the upcoming **10<sup>th</sup> ICEVI European Conference in Padova, Italy** was an important item on the agenda. This is considered to be a milestone conference in celebration of the 10-year Anniversary of European Conferences of ICEVI-Europe and the first time it will be held in Italy. As you will see in this report, we are making significant developments in the preparations of this event, thanks to the great work by our colleagues at the Robert Hollman Foundation. **Save the Date and follow the news on the ICEVI-Europe website!** The board has agreed to hold this conference on three days, specifically on the date of **May 15<sup>th</sup> – 17<sup>th</sup> 2025** at the **Town Hall & University of Padova**. After much discussion, we have decided on the title and theme of the conference:

*Supporting Children and Young Adults with Visual Impairment: What can we do?  
What can be done?*

and that the conference will be divided into four main areas – which can be either thought of separately or probably interlinked:

**AREA 1: PHYSICAL AND PSYCHOLOGICAL ASPECTS**

**AREA 2: EDUCATION AND LEARNING**

**AREA 3: FUNCTIONAL ASSESSMENT AND RE-HABILITATION**

**AREA 4: ORIENTATION, AUTONOMY AND INCLUSION**

The subthemes of ‘Accessibility and Inclusion’ and ‘(Support) models and Quality of life’ will be spread and transversed to each of the 4 Main Areas. We will publish any new developments and announcements regarding our 2025 European Conference as information becomes available to us, so please make certain to regularly visit our website’s homepage <http://www.icevi-europe.org/>

We are happy to announce that the next **General Assembly** of ICEVI-Europe will be held **within the 2025 European Conference in Padova**. The General Assembly is required to account for the policies pursued in the past period and the policy to be implemented in the coming period. At the same time, it is during the General Assembly that official elections take place for the positions of ICEVI-Europe President, Board Members & National Representatives.

For a third time, a successful ICEVI-Europe Conference in French for teachers and other professionals about inclusive education was organized by the Higher Institute for Training and Research on Special Needs Education (INSHEA) located in Suresnes, near Paris, together with ICEVI-Europe and Inja (National Institute for the Blind, Paris). The theme of this conference was “*Visual impairment and access to culture: What’s new?*” and it was held on June 10, 2022 in Suresnes.

We are pleased to report that a lot has been happening across Europe this year. In the UK, we saw the release of the new Curriculum Framework for Children and Young People with Visual Impairment. The framework is underpinned by the 'Access to Learning / Learning to Access' (A2L/L2A) model (McLinden et al, 2016, Douglas et al. 2019, Keil and Cobb, 2019), which is based on the premise that specialist support for children and young people with VI should focus on two key outcomes as a route to inclusion:

- Access to learning: Ensuring that all children and young people have fair and optimised access to education.
- Learning to access: Ensuring all children and young people have opportunities to develop their own agency, voice and independence.

In line with the A2L/L2A model, the identified curriculum areas from the UK wide consultation have a focus on inclusion and inclusive practice to ensure physical and social environments are accessible for learners with vision impairment (Area 1), as well as highlighting the particular skills that they require to enable them to participate in education with increasing independence, learn how to carry out everyday activities, move around by themselves, and to feel fully included in their respective education setting (Areas 2-11). For further information, please see the following curriculum framework link:

<https://www.nib.org.uk/professionals/health-social-care-education-professionals/education-professionals/curriculum-framework-for-children-and-young-people-with-vision-impairment/>

ADD@ME is a training programme developed by Erasmus + ((ADD@ME, No: 2020-2-IT03-KA205-019070) and supported by Dr Vassilios Argyropoulos (ICEVI-Europe National Representative of Greece) which supports people with visual impairments to take the lead and become active agents and ambassadors of their rights at all levels of everyday life. The Main Objectives of the project can be framed as follows:

- Foster the social inclusion and the active participation of Vi youngsters through the development of new, innovative youth work practices (the ADD@ME model) to be used by youth with Vi themselves
- Empower and enhance self-confidence, spirit of initiative and self-esteem of young people with Vi through the development of a tailor-made Blended Training Programme and a set of digital adapted tools
- Combat prejudices and misinformation through the design of new and innovative non-formal learning methods to be used by Vi youngsters in awareness-raising events for their local community
- Encourage young people with Vi to undertake actions of active citizenship and commitment in the society, through the implementation of Awareness Raising events in order to make their community aware of diversity and disability issues
- Strengthen transnational cooperation among civil society organizations dealing with visual impairment.

To find out more please see: <https://www.ambassadorsodiversity.eu/>

ICEVI-Europe is proud to have supported this important and successful project this year.

The board is also delighted to see members of ICEVI publish research or books on the topic of visual impairment. This year we saw Professor Kenneth Koslowe publish research about the causes of visual impairment in infants in Eliya, ELIYA is Israel's leading organization for the care and advancement of children who are blind and visually impaired, including children with additional developmental challenges. Founded in 1982, ELIYA now serves populations in centers throughout the country, from its first and central location in Petah Tikvah, to Jerusalem, Rehovot, Be'er Sheeba in the south and Kfar Hamaccabi in the north. ELIYA's focus is on children from birth to the age of six, and finding a two-fold increase in refractive errors which could be related to decreased time spent outdoors during the first two years of the Covid-19 pandemic. Very interesting and be interesting to see if this is replicated elsewhere.

Also our colleagues and members of ICEVI-Europe published "Promoting Equitable Access to Education for Children and Young People with Vision Impairment". This new book offers a vocabulary and developmental route map to examine the changing influences on promoting equitable access to education for learners with vision impairment in different contexts and settings, throughout a given educational pathway. Bringing together a wide range of perspectives, the authors of this book argue that inclusive educational systems and teaching approaches should focus upon promoting and sustaining a 'balanced curriculum'. The book provides an analysis of how a suitable curriculum balance can be promoted and sustained through the stages of a given educational pathway to ensure equitable access and progression for all learners with vision impairment. To obtain this book see: <https://www.routledge.com/Promoting-Equitable-Access-to-Education-for-Children-and-Young-People-with/Mclinden-Douglas-Hewett-Cobb-Keil-Lynch-Roe-Thistlethwaite/p/book/9780367432997>

A topic that we think is often not reported upon is sex education for children and teenagers with visual impairment. However, we are delighted to report that ICEVI - Europe is supporting the project EDUCATE to PROTECT! lead by Laetitia Castillian and Caroline Chabaud who are developing a collection of works, resources and tools on the theme of intimate, emotional and sexual life targeted at children and teenagers with visual impairment and the professionals that work with them. The establishment of positive sex education is an essential lever in the fight against sexual violence and gender inequalities and contributes to the construction of better self-knowledge and we look forward to the end result of this project.

Continuing upon the broad theme of social emotional support, we are delighted that ICEVI- Europe members have developed SMILE and SMILE Too – social skills make inclusive life easier too! A Training programme for teachers and other professionals working with young people with visual impairments which is another Erasmus + project lead by Anja Pečaver, Centre IRIS – Centre for Education, Rehabilitation, Inclusion and Counselling for the Blind and Partially Sighted, Ljubljana, Slovenia. To read their wonderful publication see: [https://center-iris.si/files/2022/01/Publikacija\\_Smile\\_ANG\\_splet\\_compress.pdf](https://center-iris.si/files/2022/01/Publikacija_Smile_ANG_splet_compress.pdf) and <https://ucilnice.arnes.si/course/view.php?id=95614&lang=en>

This is only a fraction of some of the projects and activities that ICEVI– Europe has supported this year and we apologize to all of those that we have not covered in this report. However, it is very encouraging to see that ICEVI – Europe has strong representation across various European projects and that the education of children with visual impairment significantly benefits from the expertise of our membership.

### 3 ICEVI-Europe activities in 2022



#### Report from the Baltic and Nordic countries by Torø Graven

**Region: Nordic-Baltic region**

**Period: 2022**

Area of Reference	Description
How were practices and/or services regarding the education and rehabilitation of people with visual impairments affected as a consequence of the COVID-19 pandemic?	<p><b>Denmark</b>  <i>Synscenter Refsnæs</i>  The practices and services were, if possible, transitioned to online services. If not possible, the practices and services took place as recommended in guidelines from the health authorities (protective equipment etc). None of our practices and services was cancelled as a consequence of the pandemic.</p> <p><i>Institute for the Blind and Partially Sighted, IBOS</i>  All the services, meetings and courses, that could be carried out online were transitioned to online. Many services are still offered online after Covid since it is time- and energy saving for both clients and staff. The clients can now choose what they prefer. Saving expenses means more persons with VI can receive the service faster.</p> <p><b>Finland</b>  Despite Covid schools in Finland were not closed in 2022. The Valteri Centre for Learning and Consulting offered support for learning and school attendance to pupils, their families and staff working closely with them. We were able to take counselling visits, organize the group support periods and offer in-service training for the teaching staff almost normally. Only couple of the group support period weeks were cancelled in spring 2022 and some counselling visits were postponed.</p> <p><b>Sweden</b>  The National Agency for Special Needs Education and Schools (SPSM), Resource Center Vision, is back to standard procedures after the pandemic. Assessments of children and pupils are being conducted as usual and waiting times are back to normal. Counselling and courses are mainly conducted digitally. SPSM has received an official assignment from the Ministry of Education to offer information and courses to pupils reading Braille. A pilot project has started together with the Swedish vision clinics to cooperate in giving information and education to parents of children with blindness in the ages of 1-5 years.</p>
Regional and Sub-regional committee meetings conducted, if any	<p><b>Denmark</b>  Two Baltic-Nordic regional meetings were conducted online.</p>

Area of Reference	Description
	<p><b>Finland</b> Three Novir Steering Group online meetings were conducted 8<sup>th</sup> of February, 26<sup>th</sup> of August and 14<sup>th</sup> of October 2022.</p>
Seminars, workshops, capacity building programmes, if any conducted during the reporting period	<p><b>Denmark</b> The Nordic Congress in Low Vision held in Billund, Denmark, 7-9 September 2022. The congress is held every three years and is a meeting place for those of us working with and for people with vision loss at all ages. The Congress's overall purpose is to exchange knowledge, experience and training in order to strengthen us in our roles as professionals in the field. Research and practice come together, and the program offers collegial networking, professional development and inspiration. The conference provides an inclusive setting for researchers, practitioners, exhibitors, speakers and workshop presenters to share knowledge and best practices in the field of low vision. Both Synscenter Refsnæs and IBOS participated with several workshops at the Congress.</p> <p>- <i>Refsnæs</i>:</p> <ul style="list-style-type: none"> <li>• <b>Braille learning from a parent's perspective</b>: Presentation of the importance of parents for the children's early learning of braille and thus the acquisition of a functional written language in the long term. Including the question of whether the parents are prepared enough to support the child's braille learning.</li> <li>• <b>Love Your Device – How to support your pupil's success with low vision IT-aids</b>. Presentation of the teaching material "Well done!" – a booklet for educational work with the implementation of compensatory ICT strategies based on the child's visual compensatory aids.</li> <li>• <b>Interactional observation as method related to visual impairment</b>: Theoretical presentation of the observation method illustrated with case examples in relation to supporting well-being, development and participation in children and young people with visual impairment.</li> <li>• <b>The Stress profile as method in relation to visual impairment</b>: Presentation of how to work with the method, Stress profile, adapted to children and young people with visual impairment.</li> </ul> <p>- <i>IBOS</i>:</p> <p>Keynote speech about <b>Social skills in young people with visual impairments – and the challenges that may follow</b>.</p> <p>Workshops held:</p> <ul style="list-style-type: none"> <li>- <b>Comparing built-in accessibility features in modern computer operating systems</b>. Analyzing, and comparing, the accessibility features from Microsoft, Apple, and Google. The focus in this workshop were on built-in accessibility features on the operating system and software bundled with the operating system.</li> <li>- <b>Getting ready for education. How do we assist the young VIP to prepare for and complete an education?</b> Presenting the possibilities and methods of support to students in mainstream education and to students, who need extra guidance to identify their interests and potentials. IBOS' student councilors practice is appreciative and resource-focused counselling, and the aim is to enhance the students' self-efficacy.</li> <li>- <b>Electronic glasses. A walk-through time, our experiences, and bids for the future</b>. Presenting a literature study and pilot project with the The Eye Clinic Kennedy Center at Rigshospitalet. The purpose was to clarify</li> </ul>

Area of Reference	Description
	<p>whether electronic glasses can improve the visual function and everyday life of a group of 10 people diagnosed with Stargardt disease. Four different electronic glasses were selected for testing: eSight3, IrisVision, Acesight and Jordy2.</p> <p><b>-Pre-Employment Programme.</b> Presenting IBOS' project (2017-21) culturally adapting and four physically and one online testings of the 15 modules specifically designed by Ph.D. Karen Wolffe, USA og RNIB, UK to assist VIP's in entering the labour market. 65% of participants found a job during the project period.</p> <p><b>-Blind people's use of AI technology (BlindTech).</b> BlindTech examines how people with visual impairment or blindness use AI in everyday situations such as smartphones with AI-based apps and smart speaker systems such as Google Home Assistant. Based on the empirical studies of technological lead users, the aim is to build a model for how the technologies can best be used. The model will include training materials to be used by vision professionals in their counseling of the BVIP. The project is carried out with the Copenhagen University and funded by the Velux foundations.</p> <p>-IBOS is teaching at the <b>Occupational Therapist Education</b> in Copenhagen. International knowledge Partner in <b>project TOPON</b>, transferring knowledge from IBOS' PD O&amp;M-education to the Polish State (PFRON) and local partners in setting up, testing, evaluating and implementing an education for O&amp;M instructors serving young and adult VIP (2021-23)</p> <ul style="list-style-type: none"> <li>- Speech on the possibilities for support for young and adult VIP's in Denmark at the The Maria Grzegorzewska University, in Warsaw</li> <li>- Member of Steering Committee</li> </ul> <p>-Project "<b>Ban vejen</b>" (Pave the way). IBOS is the knowledge partner to the youth org. SUHM and four municipalities' efforts to implement and expand the VIP target group of the former IBOS Pre-Employment Programme project and it's results to persons with other disabilities.</p> <p>-Educational days for Jobcenter employees in collaboration with hearing center Castbjerggård.</p> <p>IBOS and University College South Denmark offers <b>Pedagogic Diploma, PD modules</b> a 10 ECTS in</p> <ol style="list-style-type: none"> <li>1. Vision Impairment or Blindness – Assessment</li> <li>2. Vision pedagogy and vision Rehabilitation</li> <li>3. ADL (Activity in Daily Living)</li> <li>4. O&amp;M (orientation and mobility)</li> <li>5. Acquired Brain damage and VI, young and adult.</li> </ol> <p>In 2022, professionals at Synscenter Refsnæs have taught on the Pedagogical Diploma module 2 at IBOS in Vision Education and Vision (Re)Habilitation in:</p> <p><u>Other workshops and network participation:</u>  <i>Refsnæs:</i></p>

Area of Reference	Description
	<ul style="list-style-type: none"> <li>• Synscenter Refsnæs' representatives in the Danish Punctuation Board, DPN, have given a presentation at the Nordic Punctuation Board meeting: Braille teaching in Denmark</li> <li>• Synscenter Refsnæs has, in connection with holding the annual network meetings for vision consultants, contributed with the following presentation: <ul style="list-style-type: none"> <li>o Autism and severe visual impairment/blindness – comorbidity or coincidence of behavioral traits?</li> <li>o The special counselling's psychological efforts locally for individual inquiries in 2021 and 2022</li> <li>o The digitized teaching environment - What hinders and promotes the student's inclusion in a digitized teaching environment in primary school?</li> </ul> </li> </ul> <p><i>IBOS:</i></p> <p>-Two-day <b>Sight Professional Network Days</b> “De Synsfaglige Netværksdage” 22-23<sup>rd</sup> of September with a variety of workshops arranged by the Danish Hearing, Speech and Vision Institutions (DTHS) and IBOS.</p> <p>-Workshops:</p> <ul style="list-style-type: none"> <li>• Demonstration of NaviLens</li> <li>• Knowledge Forum of O&amp;M</li> <li>• Introduction to graphic illustrations</li> <li>• New braille apparatus</li> <li>• Sight and IT</li> <li>• Synscenter Refsnæs and IBOS representatives in the Knowledge Forum for point and graphic representation have held a workshop on new point abbreviations.</li> </ul> <p>-Speeches:</p> <ul style="list-style-type: none"> <li>• SightExpo at the Copenhagen Mayors House</li> <li>• Speech at the Enviter Conference in Angers: Positive side effects of Covid for VIP</li> <li>• Speech at the Knowledge center for Neuro Rehabilitation: Status today and the future of neuro rehabilitation. Results from the IBOS and Herlev Hospital's Neuro Vision Technology, NVT Research project.</li> </ul> <p>-Network:</p> <ul style="list-style-type: none"> <li>• NorVis – European network on Norwegian Stroke in Vision Network, to improve the outcomes and quality of life after stroke.</li> <li>• NOVIR – Nordic Visual Impairment Network. <a href="http://www.novir.net">www.novir.net</a></li> <li>• Enviter- The European Network for Vision Impairment, Training, Education and Research. GA and conference in Angers and project meetings in Angers and Trieste. IBOS is heading an international working group on the access to qualified O&amp;M education in Europe.</li> <li>• ICEVI-Europe Country Representative for Denmark</li> <li>• Sutton Network – Academy for neuro optometry</li> </ul> <p><u>Courses held by Synscenter Refsnæs:</u></p> <p>-First-time course for parents and their children with visual impairment and blindness</p> <ul style="list-style-type: none"> <li>• Vision, vision functions and vision development</li> </ul>

Area of Reference	Description
	<ul style="list-style-type: none"> <li>• The emotional and social development and needs of the 0–2-year-old child</li> <li>• Stimulastic</li>   <li>-<i>Assessment process for 2–4-year-olds with visual impairment</i></li> <li>• Sight. What is the significance of reduced vision for my child? Vision function, vision development and vision testing</li> <li>• Mobility</li> <li>• ADL skills through communication and play</li> <li>• The emotional and social development of the 2–4-year-old child</li> <li>• Sensory motor skills in the 2–4-year-old child</li>   <li>-School start assessment 5–6-year-olds</li> <li>• Low vision at school. Presentation of aids, materials from Synscenter Refsnæs as well as the transition from toddler guidance to school guidance</li> <li>• My child is about to start school – expectations, hopes and worries</li> <li>• About functional vision leading up to the start of school</li> <li>• About ADL (activities of daily living) and starting school</li> <li>• Sensory motor skills – is my body ready for the start of school?</li>   <li>-<i>Assessment process for 0-7-year-old toddlers with visual impairment, blindness and with additional functional impairments together with their parents</i></li> <li>• Sight: about visual observation</li> <li>• Development, level of development, speed of development and development profile</li> <li>• Sensory motor skills for children with visual and other functional impairments</li> <li>• Communication, senses and togetherness</li>   <li>-<i>Assessment process for school pupils aged 7-17 with visual impairment, blindness and additional impairments together with their parents</i></li> <li>• About visual observation</li> <li>• Communication, play and learning</li> <li>• Communication, language and ICT</li> <li>• Senses and mobility</li>   <li>-<i>Group course students 2.6. class with visual impairment</i></li> <li>• ADL</li> <li>• Vision and optics</li> <li>• Body and self-understanding</li> <li>• ICT</li> <li>• Home economics</li>   <li>-Courses for professionals</li> <li>Refsnæs:</li> <li>• Braille and compensatory technology</li> <li>• Sports, theory and practice</li> <li>• Social skills in children and young people with severe visual impairment</li> <li>• ADL in theory and practice</li> <li>• Mobility, orientation and accompanying technique</li> <li>• Mathematics, methods and materials</li> <li>• The child's sensorimotor development</li> </ul>

Area of Reference	Description
	<ul style="list-style-type: none"> <li>• Danish and Braille learning – materials and methods</li> <li>• The Expanded Core Curriculum</li> <li>• Auditory learning</li> <li>• Vision: basic knowledge about the structure and function of the eye, visual acuity and blindness, eye diseases, etc.</li> <li>• Communication, play and inclusion/learning</li> <li>• Visual development, visual comprehension and delayed visual development</li> <li>• Body language for children with blindness</li> <li>• Sensorimotor development and stimulation of visually impaired children</li> <li>• Auditory attention</li> <li>• The importance of the senses and children with visual impairments</li> <li>• Visual impairment, preschool children and inclusion</li> <li>• Visually impaired children and visual compensatory aids</li> </ul> <p><u>Courses held by IBOS:</u> 61 courses to VI persons and their relatives and professional staff</p> <p><b>Finland</b> National training days for multiprofessional staff working with children with visual impairment was organized on December (8. – 9.12.2022). This annual meeting offers a great possibility for the specialists as teachers and rehabilitation workers to hear the latest situation with the services and trends on the area and naturally discuss and change ideas.</p> <p><b>Sweden</b> Nyfikna fingrar (Curious fingers) is a digital learning material for future braille readers that has received their first computer and braille display. It contains playful exercises where the students get to know the Braille display, practice their tactile abilities and preparatory reading technique before reading Braille. Nyfikna fingrar runs online in your web-browser and is available at <a href="http://webbutiken.spsm.se/nyfikna-fingrar">webbutiken.spsm.se/nyfikna-fingrar</a></p>
Collaborative activities and meetings with world bodies such as WBU, IAPB, UN, World Bank, and other organizations at the regional level	<p><b>Denmark</b> EBU- assessability rights – online</p>
Awards, Recognition, etc., to ICEVI members from the region	<p><b>Denmark</b> *Honoraries: The vice-president for the Danish Association for the Blind Ms. Maja Stentoft, General Secretary for the World Blind Union has been appointed to Excom in ICEVI.</p>
Publications from the Region, that may be of interest to the viewers of ICEVI website	<p><b>Denmark</b> <i>IBOS:</i> -E-learning platform (in Danish):</p> <ul style="list-style-type: none"> <li>• Video tutorials on ADL, O&amp;M and ICT, eg. 7 guides on Google Home</li> <li>• ICT assessment guides</li> </ul> <p>-Podcasts (Podbean) <a href="http://www.ibos.dk/index.php/viden/podcast-video/">www.ibos.dk/index.php/viden/podcast-video/</a> -From the Nordic Congress on Sight Pedagogy:</p> <ul style="list-style-type: none"> <li>• Can you teach the brain to see? (with Daniel Kish)</li> <li>• Drive a car without sight?</li> </ul>

Area of Reference	Description
	<ul style="list-style-type: none"> <li>• Social Competences</li> <li>• The secret functions of the iPad</li> <li>• Universal design</li> </ul> <p><b>Sweden</b> SPSM has released the systematic review “<i>Att främja delaktighet och lärande hos barn och elever med synnedsättning</i>” (Promoting participation and learning in children and pupils with visual impairment). The review compiles national and international research on how to design the learning environment for children and pupils with visual impairment in preschools and schools. The review is available for download (in Swedish only so far) on <a href="http://www.spsm.se">www.spsm.se</a></p>
Forthcoming events from the region for the next six months	<p><b>Denmark</b> -Nordic Conference 2023 – Infants and preschool children with visual impairment. Synscenter Refsnæs is responsible for planning and hosting the Nordic Conference in June 2023. The conference will deal with the theme “transitions” in the light of the title “Infants and Preschool Children with Visual Impairment: Prepared and Equipped for Transitions”. All sessions will be held in English. The conference is presented in collaboration with NOVIR - Nordic Visual Impairment Network, the Nordic co-operation in the field of visual rehabilitation. The network consists of national vision rehabilitation institutions from Denmark, The Faroe Islands, Finland, Iceland, Norway and Sweden.</p>
Any other information such as research, best practices, etc., from the region	<p><b>Denmark</b> -Study and report: <b>Young people with blindness’ use and experience of electronic Braille devices.</b> As part of the research project BrailleTech, Julie H.E. Sandersen, Thomas L.W. Toft, Holger Juul and Brian L. Due, Department of Nordic Studies and Linguistics at the University of Copenhagen, carried out a qualitative study of young people with blindness using point-and-shoot devices in daily life and their experience of this use. The study was carried out in collaboration with Nota, the University of Copenhagen and Synscenter Refsnæs. Results from the study are, among other things, that the note-taking device can be experienced as insufficient on digital learning and collaboration platforms as well as social media, which is why it is only one of several media platforms that young people use on a daily basis, depending on the context of use. The survey results’ themes around continuity, safeguarding knowledge, centralization and accessibility are presented as a proposal for a future safeguarding of braille and electronic braille note-taking devices.</p> <p><b>-BlindTech</b> (in Danish) (Abstract in English). Multi modal interaction analysis of VI persons use of artificial intelligence technologies by Copenhagen University and IBOS. About the project: <a href="https://www.youtube.com/watch?v=QRiN69CTJpl">www.youtube.com/watch?v=QRiN69CTJpl</a></p> <p>-Publications in Danish:</p> <ul style="list-style-type: none"> <li>• Sound as a fleeing media</li> <li>• Micro-spatial relations</li> <li>• Co-creation of perception</li> <li>• How to speak with a digital assistant</li> </ul>

Area of Reference	Description
	<ul style="list-style-type: none"> <li>• How to assess a person's needs when they do not know what they want</li> <li>• Frustrations and losing face when technology is difficult.</li> <li>• The difference between artificial test situations and the use in practice</li> <li>• How different types of persons access new technology             <ul style="list-style-type: none"> <li>- Personas: <a href="http://www.youtube.com/watch?v=5_tSkq5pUiE">www.youtube.com/watch?v=5_tSkq5pUiE</a></li> </ul> </li> </ul> <p>-Podcast Synscenter Refsnæs has published 5 podcasts, which are produced in collaboration with the organization for Danish hearing, speech and vision institutions, DTHS. The 5 podcasts are a supplement to the national guidelines regarding the method, The Expanded Core Curriculum, which Synscenter Refsnæs has published in 2021. The 5 podcasts are aimed at professionals and relatives of children and young people with severe visual impairment, and are published via Synscenter Refsnæs' website.</p> <p>-Vidensblik Vidensblik is Synscenter Refsnæs' newsletter in the field of children with visual impairment. Vidensblik was published for the first time in autumn 2022 and aims to ensure that new relevant and valid knowledge of the field is shared with to e.g. professionals and relatives to children with visual impairment nationally. Vidensblik primarily informs about news from authorities, public institutions, collaboration partners and actors in the field of visual impairment as well as new publications (research, studies, reports, books etc. in the field). Vidensblik is published nationally once a month via an electronic distribution list as well as on Synscenter Refsnæs' website and social media, in relevant newsletters and specialist magazines and via DTHS.</p> <p><b>-Description of the target group of visual impairment and additional functional impairment.</b> In connection with uncovering the need for ongoing development of the competencies of the employees at Synscenter Refsnæs, Synscenter Refsnæs has prepared a memorandum regarding the target group of children and young people with severe visual impairments and additional functional impairments, including multiple functional impairments. Furthermore, this is prepared with a view to the further work with critical core competences in the field of visual impairment and according to needs described in the Directorate of Social Service's course description and description of the target group.</p> <p><b>-Project Gaming.</b> In collaboration between Synscenter Refsnæs, IBOS, 2 local communication centres and the association of E-sport for people with functional impairments in Denmark, Para E-sport Danmark, there has been a focus on making gaming accessible to children and young people with visual impairment. The aim was initially to offer a platform where professionals and parents could seek knowledge in relation to children and young people with visual impairment or blindness and gaming. Further, the aim was to facilitate gaming groups for children and young people with visual impairment or blindness under the auspices of the umbrella organization for Danish hearing, speech and vision institutions (DTHS). In the meantime, the association Para E-sport has emerged based on another successful Danish gaming project. The</p>

Area of Reference	Description
	<p>project group has therefore entered into a collaboration with Para E-sport in order to refer to the association's offer and follow the association's work. Synscenter Refsnæs' role in the project is primarily to support the work in terms of knowledge.</p> <p><b>-Games in Braille.</b> By request of a local vision consultant, Synscenter Refsnæs has worked to make two card games available to children with severe visual impairment or blindness. Thus, words in Braille and simple tactile figures are added to the materials of the games in order to make it possible for both children with visual impairment and normal vision can play the games together. In addition, the Braille used in the games is without abbreviations and therefore supports the early learning of Braille inclusive the dialogue between the child with visual impairment and e.g. a parent. Thus, the availability of these two games serves the purpose of inclusion and early Braille-learning.</p>

This report is written by the National Representatives of Denmark, Dorthe Marie Degn, Finland, Mika Minkkinen, and Sweden Michael Bergström Mörmann. It was submitted by Toro Graven, 25.03.2023.



## Report from the English speaking countries by Steve McCall

**Region: English speaking countries**

**Period: 2022**

Area of Reference	Description
Regional and subregional activities	<p>Professor Mike Mclinden who has participated in many ICEVI conferences and training workshops has retired from his post as co director of VICTAR and leader of the Birmingham University mandatory programme for teachers of the visually impaired. Anna Pilson was appointed as his replacement in 2022 and is overseeing a restructuring of the programme to meet the new national standards laid out by the government for mandatory courses in sensory impairment.</p> <p>Over 100 trainee teachers of the visually impaired s took part on the residential training weekends that took place at the University this year. The events focused on developing those practical skills such as mobility and independence training which are difficult to do online. The students enjoyed opportunities to work together in groups and to share ideas and learn from each other's experiences. Contributors included Dr Steve McCall, the ICEVI Europe Board member.</p> <p>VIEW, the national association for professionals working in vision impairment education held a successful online conference in March. The 10-day asynchronous event was hosted on VIEW's online learning environment, Moodle and included access to the much awaited launch of the new Curriculum Framework for Children and Young People with Vision Impairment (CFVI) via Microsoft Teams. There was also a live CFVI question and answer session hosted on Microsoft Teams.</p> <p>VIEW continues to offer a range of online training programmes for teachers of children with visual impairment, education professionals and parent. Topics include understanding visual impairment in children, vision impairment and complex needs, examination modification and production and literacy through braille. Views trustees include Rory Cobb, ICEVI representative for England.  <a href="https://viewweb.org.uk/training/">https://viewweb.org.uk/training/</a></p> <p>Professor John Ravenscroft, Chair of Childhood vision impairment University of Edinburgh and President of ICEVI has been awarded a grant to independently research playful learning and literacy development with LEGO Braille Bricks and will be conducting a research programme on the use next year.</p>
Regional and Sub-regional committee meetings conducted, if any	N/A

Area of Reference	Description
Global campaign activities, if any	N/A
Seminars, workshops, capacity building programmes, if any conducted during the reporting period	<p><b>CVI</b></p> <p>In November 2022, the Scottish Sensory Centre released practical assessment guides for staff supporting children and young people with Cerebral Visual Impairment (CVI).  <a href="http://www.ssc.education.ed.ac.uk/resources/vi&amp;multi/cviassess/complex.docx">http://www.ssc.education.ed.ac.uk/resources/vi&amp;multi/cviassess/complex.docx</a></p> <p><a href="http://www.ssc.education.ed.ac.uk/resources/vi&amp;multi/cviassess/dorsalventral.docx">http://www.ssc.education.ed.ac.uk/resources/vi&amp;multi/cviassess/dorsalventral.docx</a></p> <p>It is recommended that the guides should only be used for further exploration after carrying out a Functional Visual Assessment first involving testing, observation and discussion with parents/child/school staff. Once this has been done you can undertake the more in-depth testing described in these guides.</p> <p><b>Low Vision</b></p> <p>The 13th International Low Vision Conference by the International Society for Low Vision Research and Rehabilitation <i>VISION 2022-Imagining the impossible</i> took place in Dublin in July and included papers given by the ICEVI Europe President Prof John Ravenscroft .</p>
Collaborative activities and meetings with world bodies such as WBU, IAPB, UN, World Bank, and other organizations at the regional level	N/A
ICEVI collaborative work with national governments within the region	N/A
Awards, Recognition, etc., to ICEVI members from the region	<p><b>VICTAR</b></p> <p>Research outputs by the Vision Impairment Centre for Teaching and Research VICTAR which is based in the School of Education, University of Birmingham were deemed world-leading (4*) by assessment panels in the Government's Research Excellence Framework, the results of which were published this year.</p>
Publications from the Region, that may be of interest to the viewers of ICEVI website	<p><b>New Books</b></p> <p>Among new books that have been published in the UK this year is a major publication on curriculum access for children and young people with vision impairment:</p> <p>McLinden M, Douglas G, Hewett R, Cobb R, Keil S, Lynch P, Roe J &amp; Stewart Thistlethwaite, J (2022) <a href="#">Promoting Equitable Access to Education for Children and Young People with Vision Impairment: A route-map for a balanced curriculum.</a></p> <p>The book is published by Routledge and draws on the United Kingdom as a country study to illustrate the complex ecosystem within which learners with vision impairment are educated.</p>

Area of Reference	Description
	<p data-bbox="563 230 1342 327">&lt;<a href="https://www.routledge.com/Promoting-Equitable-Access-to-Education-for-Children-and-Young-People-with/Mclinden-Douglas-Hewett-Cobb-Keil-Lynch-Roe-Thistlethwaite/p/book/9780367432997">https://www.routledge.com/Promoting-Equitable-Access-to-Education-for-Children-and-Young-People-with/Mclinden-Douglas-Hewett-Cobb-Keil-Lynch-Roe-Thistlethwaite/p/book/9780367432997</a>&gt;</p> <p data-bbox="563 376 863 405"><b>Other Useful Publications</b></p> <p data-bbox="563 409 1246 506">Online resources currently freely available from VICTAR (Vision Impairment Centre for Teaching and Research) University of Birmingham UK and the RNIB</p> <p data-bbox="563 510 644 539">Include</p> <ul data-bbox="612 544 1326 741" style="list-style-type: none"> <li data-bbox="612 544 1326 640">• <a href="#">Improving access to work experiences for young people with a vision impairment</a>. A resource to help local authorities supporting their students in undertaking work placements</li> <li data-bbox="612 645 1326 741">• Online <a href="#">resources</a> and <a href="#">guidance</a> for young people with vision impairment going to university which draws upon research evidence from the Longitudinal Transitions Study.</li> </ul>
Forthcoming events from the region for the next six months	Meeting of the Board of ICEVI Europe will take place in Edinburgh, Scotland in May 2023.
Any other information such as research, best practices, etc., from the region	<p data-bbox="563 882 695 911"><b>Curriculum</b></p> <p data-bbox="563 947 1326 1081"><b>The UK Curriculum Framework</b> for children and young people with visual impairment (CFVI) was successfully launched in 2022 This is a project to create a UK wide unified framework for Children and Young People with a Vision Impairment.</p> <p data-bbox="563 1117 1342 1290">Project members include the Royal National Institute of Blind People (RNIB), The professional association of the Vision Impairment Education Workforce (VIEW), The Vision Impairment Centre for Teaching and Research (VICTAR) at University of Birmingham, and the Thomas Pocklington Trust.</p> <p data-bbox="563 1326 1342 1563">The new framework will clarify and define the elements of specialist skill development, interventions and best practice support that are essential for children and young people with vision impairment. It is accompanied by an online resource hub to support the sharing of professional resources The CFVI will provide a formalized sector-agreed best-practice curriculum framework which identifies and secures the needs of CYP with VI and provision to meet them.</p> <p data-bbox="563 1599 1326 1733">Phase 2 of the project has now begun to further develop and embed the framework and accompanying resource hub in the sector whilst evaluating its effectiveness with professionals across the UK. For further information, visit:</p> <p data-bbox="563 1769 1294 1832"><a href="#">NatSIP - Curriculum Framework for Children and Young People with Vision Impairment (CFVI) Project: Update</a></p>

This report is submitted by Steve McCall  
Date December 2022



## Report from French speaking countries by Nathalie Lewi-Dumont

**Region: French speaking countries (Belgium, France, Switzerland)**

**Period: 2022**

Area of Reference	Description
How were practices and/or services regarding the education and rehabilitation of people with visual impairments affected as a consequence of the COVID-19 pandemic?	<p><b>Belgium:</b> Support services for children with disabilities were considered as essential and they were able to work with children and families. Some services were in touch with families online and were able to bring adapted toys, exercises, etc. As mail in braille is free, children were able to exchange letters in braille. However, during almost 2 years, all the collective activities or workshops have been cancelled or postponed: workshops with babies, play workshops with school age children, meetings with families on a specific theme. All the meetings were online. Some training sessions have been postponed or proposed with a reduced number of participants. Juliette Boudru (national representative) adds that the increasing number of online conferences or training sessions from foreign countries permitted professionals to attend when schools cannot afford sending people outside of Belgium.</p> <p><b>France:</b> - There have been a lot of changes of protocols in schools during the 2021-2022 school year, depending on the general sanitary situation, and on school levels too (elementary vs secondary). Four levels exist in the protocol (depending on the evolution of Covid). The task of headmasters, principals, teachers was very hard. It was very difficult also for parents, since they had to test their child each time a positive case appeared in his/her class. However, (special and regular) classes and schools remained opened as much as possible. At the beginning of the school year, only positive cases had to remain at home. Masks have been compulsory, even outside, until 2022, Feb. 21. Then they were recommended. Inside physical activities progressively came back. From March 22, protocol was less and less restrictive. However, the outbreak had a big negative influence on inclusion, since it was recommended not to mix students: when students were in a special unit in a regular school, depending on official directives or personal fear of the other teachers, it has been sometimes very hard to organize inclusion. In special schools, facemasks have been compulsory during the whole 2022 year, until February 2023. In the general population (particularly adolescents), it has been noted that anxiety disorders and depressions increased. The government decided that people can have for free 8 psychology counseling sessions (not only about Covid) <a href="https://monparcourspsy.sante.gouv.fr">https://monparcourspsy.sante.gouv.fr</a></p>

Area of Reference	Description
Regional and Sub-regional committee meetings conducted, if any	- French speaking day: June 10th, Visual impairment and inclusive education: access to culture, with INSHEA (Suresnes)
Seminars, workshops, capacity building programmes, if any conducted during the reporting period	<p><b>Belgium:</b>  March 31<sup>st</sup>: conferences of Chair of Mons University and Irsa:  <a href="https://uclouvain.be/fr/instituts-recherche/ipsy/evenements/chaire-ucl-irsa-conferences.html">https://uclouvain.be/fr/instituts-recherche/ipsy/evenements/chaire-ucl-irsa-conferences.html</a></p> <p>08-10-2022: Mons. Symposium Neuro-vision: “on ne voit pas qu'avec les yeux !” (“one does not see only with the eyes!”)  <a href="https://www.eventbrite.fr/e/billets-neuro-vision-on-ne-voit-pas-quavec-les-yeux-symposium-366655274797">https://www.eventbrite.fr/e/billets-neuro-vision-on-ne-voit-pas-quavec-les-yeux-symposium-366655274797</a></p> <p>Oct 13-15: (Brussels) Braille Tech honors cell phones “Le BrailleTech 2022 met le smartphone à l'honneur”.  <a href="https://datanews.levif.be/actualite/la-brailletech-met-en-avant-les-smartphones-et-apps-adaptes-aux-deficients-visuels/">https://datanews.levif.be/actualite/la-brailletech-met-en-avant-les-smartphones-et-apps-adaptes-aux-deficients-visuels/</a></p> <p><b>France:</b>  January 20th: national meeting about digital accessible books. Videos.  <a href="https://auvergnerhonealpes-livre-lecture.org/articles/retour-sur-les-rencontres-nationales-du-livre-numerique-accessible-2022">https://auvergnerhonealpes-livre-lecture.org/articles/retour-sur-les-rencontres-nationales-du-livre-numerique-accessible-2022</a>  March 23 to 26: Bourg-la-Reine (92). Annual days of the French speaking O&amp;M instructor : “ Adaptations, adapt: why? when? How?”</p> <p>May 19th : World Day of digital accessibility. FAF (French Blind association) points out the fact France does not respect the law.  <a href="https://aveuglesdefrance.org/www-actu/journee-mondiale-dediee-a-laccessibilite-numerique/">https://aveuglesdefrance.org/www-actu/journee-mondiale-dediee-a-laccessibilite-numerique/</a></p> <p>June 8 to 10 th: Handicap Conference about Human and artificial intelligences: Ifrath (Institut fédératif de recherche sur les aides techniques pour personnes handicapées)  <a href="https://ifrath.fr/handicap2022/">https://ifrath.fr/handicap2022/</a></p> <p>June 17th, Angers : Study day of the French speaking transcribers  <a href="https://sitewp.transcripteur.fr/2022/03/29/le-metier-de-transcription-adaptation-positionnements-et-perspectives/">https://sitewp.transcripteur.fr/2022/03/29/le-metier-de-transcription-adaptation-positionnements-et-perspectives/</a></p> <p>June 22, 2022 –Paris: Inja (National Institute of the blind) and du Panthéon Square (7<sup>e</sup> et 5<sup>e</sup> arrondissements).  Journée de commémoration : 70<sup>e</sup> anniversaire de la panthéonisation de Louis Braille_ Souvenir day, 70th anniversary of Louis Braille buried in Panthéon monument in Paris: several organizations not only honored Louis Braille's memory but worked together to improve life of the visually impaired and highlight the role of braille in their life.  <a href="https://www.brailleisback.org">https://www.brailleisback.org</a></p> <p>June 30 to July 5th : Online international conference :  (Critical) Blindness Studies: Current Debates and Future Directions  <a href="https://event.fourwaves.com/fr/blindness/pages">https://event.fourwaves.com/fr/blindness/pages</a></p>

Area of Reference	Description
	<p>October, 13 and 14th Paris « Preparation to autonomy after high school graduation: my degree, and after ? »  GPEAA Days, Paris. <a href="https://gpeaa.fr/produit/preparation-vers-lautonomie-post-bac-et-personnellemon-diplome-et-apres/">https://gpeaa.fr/produit/preparation-vers-lautonomie-post-bac-et-personnellemon-diplome-et-apres/</a></p> <p>Nov. 18th: Ariba Conference about Low vision rehabilitation  <a href="https://www.ariba-vision.org/presentation">https://www.ariba-vision.org/presentation</a></p> <p>Dec 5<sup>th</sup>: Institut le Val Mandé. Foundation of inclusive education  <a href="https://www.fisaf.asso.fr/nos-evenements/nos-assises-de-la-scolarisation-inclusive">https://www.fisaf.asso.fr/nos-evenements/nos-assises-de-la-scolarisation-inclusive</a> (some videos online)</p> <p>Dec 5-6<sup>th</sup>: Annual study days on technology and visual impairment: everybody connected! (JTEV 2022)  <a href="https://aveuglesdefrance.org/evenement-jetdv/">https://aveuglesdefrance.org/evenement-jetdv/</a>  <a href="https://www.youtube.com/@FAFParis/videos">https://www.youtube.com/@FAFParis/videos</a></p>
Human interest stories from the region as a result of ICEVI initiatives	<p><b>Belgium:</b>  During the whole year, Eqla organisation celebrated its 100th birthday  <a href="http://www.les100ansdeqla.be">http://www.les100ansdeqla.be</a></p> <p><b>France</b>  APIDV organization has a lot of videos and podcasts on its Website:  <a href="https://actifsdv.apidv.org">https://actifsdv.apidv.org</a>  <a href="https://actifsdv.apidv.org/je-suis-deficient-visuel/">Témoignage de Raphaël Poitevin, administrateur système (actif DV)</a>  The Api DV organization offers a lot of testimonies and podcasts on its website about access to higher education and work:  <a href="https://actifsdv.apidv.org/je-suis-deficient-visuel/">https://actifsdv.apidv.org/je-suis-deficient-visuel/</a>  A video project of the national association of parents of blind children (ANPEA): Advice and testimonies about VI  <a href="https://www.youtube.com/channel/UCMcljgAuNnQnZSOuCTGV8Dw">https://www.youtube.com/channel/UCMcljgAuNnQnZSOuCTGV8Dw</a></p> <p>CNRS (National Scientific research center): video “Seeing with the eyes”  <a href="https://www.youtube.com/watch?v=XPIDK8V93zE">https://www.youtube.com/watch?v=XPIDK8V93zE</a></p> <p><b>Switzerland:</b>  <i>Rien sans nous ! L’accessibilité en question (RTS)</i>  Nothing without us: Céline Witschard, a young lady with a VI, created her own company (RTS, Suiss TV). (Video : 29 min 52)  <a href="https://www.rts.ch/play/tv/signes/video/rien-sans-nous-laccessibilite-en-question?urn=urn:rts:video:12768693">https://www.rts.ch/play/tv/signes/video/rien-sans-nous-laccessibilite-en-question?urn=urn:rts:video:12768693</a></p>
Publications from the Region, that may be of interest to the viewers of ICEVI website	<p><b>Belgium</b>  March:  Report (2021) about access to websites and apps of public sector  <a href="https://phare.irisnet.be/2022/03/25/service-fédéral-de-l-accessibilité-numérique-le-rapport-annuel-2021-sur-l-accessibilité-des-sites-internet-et-des-applications-mobiles-du-secteur-public/">https://phare.irisnet.be/2022/03/25/service-fédéral-de-l-accessibilité-numérique-le-rapport-annuel-2021-sur-l-accessibilité-des-sites-internet-et-des-applications-mobiles-du-secteur-public/</a></p> <p><u>Dissertation about tactile image (masters degree, Louvain University)</u>  <a href="http://hdl.handle.net/2078.1/thesis:33500">http://hdl.handle.net/2078.1/thesis:33500</a></p> <p>November:</p>

Area of Reference	Description
	<p>A publication from Braille League (Brussels): <i>Another way to see employment</i> (for employers) (downloadable)  <a href="https://www.braille.be/fr/a-propos-de-nous/actualites/2022/11/une-autre-facon-de-voir-l-emploi-cap-sur-l-inclusion-des-personnes-aveugles-et-malvoyantes">https://www.braille.be/fr/a-propos-de-nous/actualites/2022/11/une-autre-facon-de-voir-l-emploi-cap-sur-l-inclusion-des-personnes-aveugles-et-malvoyantes</a></p> <p><i>Du prébraille au braille. Apprentissage de la lecture et de l'écriture chez l'enfant déficient visuel</i>, ("From prebraille to braille").  <a href="#">Anne Bragard, ed.</a> Presses universitaires de Louvain</p> <p><b>France</b></p> <p>Feb: results of the study about the affective and sexual life of young people with a VI: <a href="https://mesmainsenior.com/nos-projets/eduquer-pour-protger/">https://mesmainsenior.com/nos-projets/eduquer-pour-protger/</a></p> <p>May : Chennaz, L., Valente, D., Baltenneck N. Baudouin, J.-Y., Gentaz, E. Emotion regulation in blind and visually impaired children aged 3 to 12 years assessed by a parental questionnaire. <i>Acta Psychologica</i>, 225.  <a href="https://www.sciencedirect.com/science/article/pii/S0001691822000683">https://www.sciencedirect.com/science/article/pii/S0001691822000683</a></p> <p>June: Valente, D., Chennaz, L., Chabaud, C., Malet, C., Gentaz, E. Co-conception d'un entraînement multisensoriel destiné à développer les compétences émotionnelles chez les enfants en situation de handicap visuel : apports de la méthodologie de "design participatif" impliquant les professionnels de la déficience visuelle (Co conception of a multisensorial training for children with a VI : contribution of « participative design »)  <i>ANAE (Approche neuropsychologique des apprentissages chez l'enfant)</i>, Vol. 34, n° 178.</p> <p>July 10th; Tribune in <i>Le Monde</i> journal : Chotin, A., Lewi-Dumont, N. Puustinen, M., À l'heure de l'école inclusive, il faut donner toute sa place au braille (« In inclusive school era, we must give braille all its place ».)  <a href="https://www.lemonde.fr/idees/article/2022/07/10/a-l-heure-de-l-ecole-inclusive-il-faut-redonner-toute-sa-place-au-braille_6134173_3232.html">https://www.lemonde.fr/idees/article/2022/07/10/a-l-heure-de-l-ecole-inclusive-il-faut-redonner-toute-sa-place-au-braille_6134173_3232.html</a></p> <p>December: A guide for adaptation of board games for people with a VI.  <a href="https://www.sraesensoriel.fr/jeux-de-societe-petit-guide-dadaptation-a-destination-des-personnes-en-situation-de-cecite-ou-de-malvoyance-et-de-leur-entourage">https://www.sraesensoriel.fr/jeux-de-societe-petit-guide-dadaptation-a-destination-des-personnes-en-situation-de-cecite-ou-de-malvoyance-et-de-leur-entourage</a></p> <p><b>Switzerland:</b></p> <p><i>Tactuel</i>, the special magazine about the blindness and deafblindness (4 issues)  <a href="https://www.tactuel.ch/fr/tactuel-2022/">https://www.tactuel.ch/fr/tactuel-2022/</a></p> <p>March: Bulletin Obsan: rapport de l'Observatoire suisse pour la santé  <a href="https://www.obsan.admin.ch/sites/default/files/2022-04/Obsan_BULLETIN_2022_03_f.pdf">https://www.obsan.admin.ch/sites/default/files/2022-04/Obsan_BULLETIN_2022_03_f.pdf</a></p> <p>June: Dayer, D. Wolfhart Shillinger, F. Soutenir précocement l'entrée des jeunes enfants non voyants dans leurs premiers apprentissages de l'écrit: quels leviers pour assurer leur pleine participation? (« Early sustaining young blind children's their first literacy learning »), <i>Revue suisse de pédagogie spécialisée</i>, n° 2.</p>

Area of Reference	Description
	<p>September : Rausch, C., Spring, S., Vie professionnelle des personnes en situation de handicap visuel : une étude issue de la pratique et qui contribue à son développement (« Professional of persons with a VI: a study from practice which contributes to its development ») <i>Revue suisse de pédagogie spécialisée</i>, n° 3</p> <p>December 2022, special issue on audiodescription : Clin d'œil, <a href="http://sbv-fsa.ch/sites/default/files/2022-12/Clin_doeil_2022-04.pdf">http://sbv-fsa.ch/sites/default/files/2022-12/Clin_doeil_2022-04.pdf</a></p>
Forthcoming events from the region for the next six months	<p><b>France:</b> Jan 4<sup>th</sup>, Louis Braille's birthday "Braille is back" collective <a href="https://www.facebook.com/photo/?fbid=531305469013253&amp;set=a.460460262764441">https://www.facebook.com/photo/?fbid=531305469013253&amp;set=a.460460262764441</a></p> <p>February : first presentation of the Homer study, a big and important research about <b>the situation of people with a VI of all ages in France:</b> <a href="https://etude-homere.org">https://etude-homere.org</a></p> <p>March, 16<sup>th</sup>: Paris employment fair in Inja (emploiDV) <a href="https://www.emploiDV.org">https://www.emploiDV.org</a></p> <p>June 9<sup>th</sup>: French speaking day organized by INSHEA and ICEVI-Europe: Visual impairment and inclusive education: <a href="https://www.inshea.fr/fr/content/save-the-date-journée-scolarisation-des-élèves-déficients-visuels-«-numérique-et-élèves">https://www.inshea.fr/fr/content/save-the-date-journée-scolarisation-des-élèves-déficients-visuels-«-numérique-et-élèves</a></p>
Any other information such as research, best practices, etc., from the region	<p><b>Belgium:</b></p> <p>January: Les amis des aveugles New research project aiming to improve inclusion of people with VI <a href="https://www.amisdesaveugles.org/doc-doc_id-1302-lq-1-page-1-rub_id-104-site-1.html">https://www.amisdesaveugles.org/doc-doc_id-1302-lq-1-page-1-rub_id-104-site-1.html</a></p> <p>March, 8<sup>th</sup>: Mons University starts a new degree in low vision. (With Les Amis des Aveugles) <a href="https://www.umons.ac.be/Brochure-Certificat-Basse-Vision-2021-2022-4.pdf">Brochure-Certificat-Basse-Vision-2021-2022-4.pdf</a> (umons.ac.be)</p> <p>June 24<sup>th</sup>: Training "From Pre braille to braille": Louvain-La-Neuve – Organised by Aself with IRSA and support services "Triangles Bruxelles/Wallonie"</p> <p>Since 2020, Eqla proposes a new training named « BlindCode »: in Brussels, supported by <a href="https://www.bruxellesformation.be/">Bruxelles Formation</a>, and the Social European Fund ; in Mons supported by <a href="https://www.forem.be/">Forem</a> <a href="https://eqla.be/nouvelles-technologies/blindcode/">https://eqla.be/nouvelles-technologies/blindcode/</a></p> <p><b>France:</b> Health Ministry and INSHEA are working together on a renovation of training and exams for teachers of blind and deaf students working in special private schools. <a href="https://handicap.gouv.fr/ecole-inclusive-des-nouveautes-dans-lenseignement-specialise-des-jeunes-deficients-sensoriels?source=dfbfb851-6382-4969-9eb7-4b22afd6458d">https://handicap.gouv.fr/ecole-inclusive-des-nouveautes-dans-lenseignement-specialise-des-jeunes-deficients-sensoriels?source=dfbfb851-6382-4969-9eb7-4b22afd6458d</a></p>

This report is submitted by Nathalie Lewi-Dumont and Juliette Boudru  
Date: March 31<sup>st</sup>

## Report from the South European countries by Virginia Castellano Gómez-Monedero

**Region: Southern European Countries (Spain)**

**Period: 2022**

Area of Reference	Description
How were practices and/or services regarding the education and rehabilitation of people with visual impairments affected as a consequence of the COVID-19 pandemic?	<p>The experience of the pandemic, after the return to normality, has left some significant lessons learned in educational practice and in the training of professionals that improve their practice in many cases. On one hand, the massive use of technology has facilitated the delivery of professional training courses online, reaching a much larger number of professionals than with face-to-face courses. On the other hand, we have made progress in setting up and coordinating seminars for professionals, to deepen into different areas such as early intervention, technology, Braille didactics and many others, maintaining coordination through videoconference that allows us to get involved in projects, establish priorities, coordinate actions and enrich ourselves with the good practices of each professional.</p> <p>As for the students, research is being carried out on communication tools and educational platforms used in schools and guides and video tutorials are being made to help students with accessibility.</p> <p>In addition, in a project with the British Council, an experience of online English classes is being carried out for a group of students with visual impairments and from the learning of this experience, students with blindness or low vision can be included in online classes of different types.</p> <p>Many students from different regions are participating in an online reading club, enjoying various cultural activities.</p> <p>New tools are also being investigated to help classroom teachers in a telematic way.</p>
Regional and Sub-regional committee meetings conducted, if any	<p>Last year we contacted the national representatives of Malta and Andorra. The representative of Andorra retired and now there is another person in her place. We are still looking for national representatives from Italy, Portugal and San Marino.</p> <p>In the year 2022, we have only had contact to send information to the national representatives. The language, the lack of contact persons and the lack of time make a more fluid contact very difficult.</p>
Seminars, workshops, capacity building programmes, if any conducted during the reporting period	<p>In Spain, as usual, we have organized various training courses for ONCE teachers and professionals, both online and in person. We also have workshops on specific topics.</p> <p>From ICEVI Europe there was a wish organize online seminars for professionals, but for the moment they have not been organized.</p>
Collaborative activities and meetings with world bodies such as WBU, IAPB, UN, World Bank, and other organizations at the regional level	<p>The activities related to this type of organization are carried out by the International Department of ONCE.</p>

Area of Reference	Description
ICEVI collaborative work with national governments within the region	In Spain, ONCE collaborates with the national and regional governments in the education of blind and partially sighted students throughout the country.
Awards, Recognition, etc., to ICEVI members from the region	As far as we know, no awards were given to anyone in the region in 2022.
Human interest stories from the region as a result of ICEVI initiatives	We do not have any information on this topic
Publications from the Region, that may be of interest to the viewers of ICEVI website	<p>In Spain, ONCE has an online magazine, specialized in different topics on people with visual disabilities. The articles are written in Spanish. There have been two items in 2022:</p> <ul style="list-style-type: none"> <li>- <a href="#">Visual Network 79</a></li> <li>- <a href="#">Visual network 80</a></li> </ul> <p>We also have an interesting Podcast on technology, in Spanish. <a href="#">Arroba Sonora</a></p> <p>The Web site of the Center for Technology and Innovation, where Apps valued in terms of their accessibility and other resources can be consulted. <a href="https://cti.once.es/">https://cti.once.es/</a></p>
Forthcoming events from the region for the next six months	An attempt will be made to hold an online meeting with the national representatives before the end of the year, in order to analyze the situation in our region and try to collaborate among all the countries within it.
Any other information such as research, best practices, etc., from the region	<p>ONCE is working on different projects and research with the British Council, the LEGO Foundation, universities...</p> <p>The elaboration of the ONCE Literacy and Reading and Writing Competence Method, BRAITICO, has been completed, published on our education website. <a href="https://educacion.once.es/braitico">https://educacion.once.es/braitico</a></p> <p>The adaptation of this method for the population of adults and people with deafblindness is being finalized.</p> <p>ONCE also works on different apps to make life easier for the blind and visually impaired, as well as evaluating those that exist on the market.</p>

This report is submitted by Virginia Castellano Gómez-Monedero  
Date 14-03-2023



## Report from the German and Dutch speaking countries by Kathleen Vandermaelen

**Region: German and Dutch speaking region**

**Period: 2022**

Area of Reference	Description
How were practices and/or services regarding the education and rehabilitation of people with visual impairments affected as a consequence of the COVID-19 pandemic?	<p><b>Belgium:</b> During the COVID-19 pandemic, there were regular prolonged periods when schools had to switch to online teaching. This was the case in both primary and secondary schools. This often made it difficult for itinerant teachers to provide the support needed for the children in their care. For home-based counselling services, however, it was possible to visit families but also provide counselling here or online. Training days for teachers from regular primary schools could not take place and were replaced by online meetings or webinars.</p>
Seminars, workshops, capacity building programmes, if any conducted during the reporting period	<p><b>Belgium:</b> October 2022: For the first time since the COVID-19 pandemic, Teacher Training Days were organised again for teachers from mainstream primary schools who teach a child with visual impairment.</p> <p>November 2022: Braille course for parents of children integrated in regular primary school who will soon start learning Braille.</p>
Forthcoming events from the region for the next six months	<p><b>Germany:</b> From 31 July to 4 August 2023, the 37th VBS Congress will take place in Marburg. Kongress für Blinden-undSehbehindertenpädagogik: Leben. Bildung. Partizipation <a href="http://vbs2023.de">http://vbs2023.de</a></p>
Any other information such as research, best practices, etc., from the region	<p><b>Belgium:</b> Centrum Ganspoel's team of occupational therapists have developed the 'ZieDis' - 'SeeTHIS' checklist. This list contains the attention points around uniformity, visual landmarks, furnishing and organizing a room, setting up a work surface – work corner, striving for optimal lighting, providing contrast, guiding lines, providing clear landmarks, being attentive to the use of the other senses.</p>

This report is submitted by Kathleen Vandermaelen

Date



## Report from East European countries by Vladimir Ruchin

**Region: Eastern European Countries**

**Period: 2022**

Area of Reference	Description
How were practices and/or services regarding the education and rehabilitation of people with visual impairments affected as a consequence of the COVID-19 pandemic?	<p><b>Situation in Eastern European countries</b></p> <p>The pandemic has left a noticeable imprint on the practice of education in general and inclusive education in particular.</p> <p>In the early stages, remote communication was frustrating for both students and teachers. However, at subsequent stages, both parents, children, and teachers saw the positive aspects of the new organization of the educational process.</p> <p>Educational technologies made it possible to see a number of positive aspects in the organization of lessons, to integrate the efforts of the family and the school. It has become more convenient to unite specialists of different profiles on one site. For example, training and retraining of specialists, including the exchange of various individual methods.</p> <p>In the interests of a detailed consideration of various aspects of early intervention and other educational technologies for teaching the visually impaired, videoconferencing has proven itself well. Video conferencing facilitates the exchange of experience of every professional.</p> <p>On this basis, various online practices of individual work with families raising children with visual impairments began to develop. These practices are focused on comprehensive pedagogical assistance.</p>
Regional and Sub-regional committee meetings conducted, if any	<ul style="list-style-type: none"> <li>- International scientific and educational forum in the format of a teleconference «Special education of the XXI century», St. Petersburg.</li> <li>- Interuniversity scientific and practical conference of students and young scientists «Modern problems of preschool defectology: a look into the future», dedicated to the anniversary of the defectology faculty, Moscow</li> </ul>
Seminars, workshops, capacity building programmes, if any conducted during the reporting period	<ul style="list-style-type: none"> <li>- On the platform of the federal state institution Russian Academy of Education, the event «Scientific Mondays in the Russian Academy of Education» was held online. The organizer was the Center for Inclusive Education of the Russian Academy of Education.</li> <li>- Presentation of the project «Improving the skills of teachers in the field of inclusive education», implemented by the Public Association «Regional Development» of the Heydar Aliyev Foundation with the support of the European Union.</li> <li>- Regional public organization of parents of children with visual impairments "Perspective" - Activity on the theme «We open the world to the blind, and the world to the blind! »</li> <li>- <u>Main directions of seminars, workshops programmes generally</u></li> </ul>

Area of Reference	Description
	<ol style="list-style-type: none"> <li>1. Systems of special education, regional experience, specificity, requirements of the time;</li> <li>2. Inclusive systems of education and psychological and pedagogical support for persons with disabilities and people with disabilities: regional practices;</li> <li>3. Models of interdepartmental comprehensive support for children of preschool and school age with signs of developmental disabilities and families raising them;</li> <li>4. Organizational, educational, methodological, consulting and monitoring support for career guidance and training of people with disabilities and people with disabilities in vocational education organizations;</li> <li>5. Psychological, pedagogical and medical and social assistance to children with early childhood autism;</li> <li>6. Comprehensive medical-psychological-pedagogical rehabilitation of children with cochlear implants;</li> <li>7. Socio-cultural rehabilitation of persons with disabilities and disabled people in organizations of secondary vocational and higher education.</li> </ol>
Publications from the Region, that may be of interest to the viewers of ICEVI website	Publications are presented in Russian in university journals.
Forthcoming events from the region for the next six months	<p><b>Russia</b></p> <p>International Practical Conference «Special Education and Socio-Cultural Integration: Verbal and Non-Verbal Communication and Correctional and Educational Technologies in the Digital Age».</p>
Any other information such as research, best practices, etc., from the region	<p><b>Azerbaijan</b></p> <p>The implementation of the presidential program to create favorable conditions for children with disabilities in obtaining high-quality inclusive education continues, in addition, professionals are being trained and a positive attitude towards children with disabilities is being formed in the information space through inclusive education.</p> <p>The Minister of Education signed a decree on the implementation of the project «Application of inclusive education at the level of primary education».</p> <p><b>Armenia</b></p> <p>The Ministry of Education and Science of Armenia intends to introduce inclusive education in all Yerevan schools in the coming months.</p> <p><b>Belarus</b> adopted a new Concept for the Development of Inclusive Education for Persons with Disabilities in Psychophysical Development. The Ministry of Education and Science of Georgia is starting the first stage of the competition for those who want to become a principal of a public school.</p> <ul style="list-style-type: none"> <li>- Belarus maintains cooperation with the center «Kamerata» for the education of the blind (Nizhny Novgorod).</li> <li>- The Association of the Visually Impaired in Belarus is actively working. This association is managed by people suffering from blindness or severe visual impairment, including offering employment opportunities for blind and visually impaired people, creating an information and educational environment for development.</li> </ul>

Area of Reference	Description
	<p><b>Kazakhstan</b> Approval of Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan.</p> <p><b>Russia</b> Basic information on the topic</p> <ol style="list-style-type: none"> <li>1. Training of preschool defectologists: traditions and innovations.</li> <li>2. Modern problems of upbringing and education of children with disabilities in the context of inclusive and special education.</li> <li>3. Correctional and developmental technologies in the education of children of early and preschool age with disabilities.</li> <li>4. Problems of education and upbringing of children with disabilities in the context of solving the tasks of the GEF of preschool education.</li> <li>5. Continuity of preschool and school education of children with disabilities.</li> </ol>

This report is submitted by Vladimir Ruchin

Date 17-05-2023



## Report from the Balkan countries by Andrea Hathazi

**Region: Balkan Region**

**Period: 2022**

Area of Reference	Description
How were practices and/or services regarding the education and rehabilitation of people with visual impairments affected as a consequence of the COVID-19 pandemic?	<p><b>BULGARIA</b></p> <p>Few publications on online and distance education, among them:</p> <ol style="list-style-type: none"> <li>1. Tzvetkova-Arsova, M., Ogorodnik, V. Challenges and specificity in inclusive education and resource support for students with special education needs in distance learning conditions and an electronic environment (ORES). Proceedings from the National conference 15 years of regional centers in Bulgaria, May-June 2022, Sofia: University Publishing House "St. Kl. Ohridski", 2022, 125-131.</li> <li>2. Tzvetkova-Arsova, M., Tomova, M. Electronic and distance learning of special education students in disciplines with a practical orientation (Braille and Orientation and Mobility), Journal of Education, issue 9, 2022, <a href="https://doi.org/10.53656/ped2022-9.09">https://doi.org/10.53656/ped2022-9.09</a></li> </ol> <p><b>CROATIA</b></p> <p><b>ERF, Mali dom, School Vinko Bek</b></p> <p>Returned to holding classes, activities and trainings online.</p> <p><b>RC Silver</b></p> <p>Where applicable, O&amp;M classes were held in domicile environment, not in Rehabilitation Centre Silver. Epidemiological measures for preventing COVID-19 infection were taken in both cases of organizing courses.</p> <p><b>SERBIA</b></p> <p>School for Visually Impaired Pupils "Veljko Ramadanovic"</p> <p>During Covid peak, many students and teachers were absent due to Covid infection and illness.</p> <ul style="list-style-type: none"> <li>- Lack of physical, social, emotional contact between VI pupils.</li> <li>- Ceremonial events in school was organized with preventive measures.</li> </ul> <p><b>ROMANIA</b></p> <p>The educational programs and services were organized after the COVID-19 pandemic and restrictions in an onsite format as it was acknowledged that children with VI had difficulties in accessing mainly therapeutical and rehabilitation programs within an online context, even though parents supported online access and participation.</p> <p><b>TURKEY</b></p> <p>The services regarding the education and rehabilitation of people with visual impairments first converted to the online format, then the hybrid format after the COVID-19 pandemic. Currently, all schools, centers, hospitals are available and besides face-to-face services, online practices also can be implemented when it is needed. Of course online services have a lot of</p>

Area of Reference	Description
	<p>challenges for the individuals with VI, but it is still useful especially when the experts, educators, health providers can manage to have the parents include the online practices.</p> <p>There is an example of an online service which is conducted by Songül Atasavun Uysal at Hacettepe University, Department of Physical Therapy and Rehabilitation, Sensory-Motor Integration Unit while the COVID-19 pandemic was still effective:</p> <p>Children and their parents were supported by remote seminars since all schools, centers and hospitals were shut down and they could not reach the rehabilitation programs. In later periods, they reached treatment services for their rehabilitation needs of course, but some patients were followed up with home programs and tele-rehabilitation programs.</p>
Regional and Sub-regional committee meetings conducted, if any	<p><b>SERBIA</b></p> <p>Meetings with school and university representatives from the Western Balkans region. Topic: Inclusive education in the region of the Western Balkans.</p>
Global campaign activities, if any	<p><b>BULGARIA</b></p> <p>A new revision of the Law for Bulgarian Sign Language – with texts about Deafblind</p> <p><b>CROATIA</b></p> <p><b>ERF</b></p> <p>Students held a workshop for Faculty of Medicine's students within a conference they organized.</p> <p><b>Mali dom Zagreb</b></p> <p>On May 6, 7, and 8, 2022, in a professional visit to the Mali dom-Zagreb day center were Katherine Holland, director of Perkins International, Kirsten Meerman representative of Lipoid Stiftung foundations, and Ivana Cerovic coordinator program Center IMPULSE and Wounds interventions from Zvecanska, Serbia.</p> <p>Long-term collaboration and partnerships in training and building capacity in the region was honored by Perkins International - Mali dom Zagreb becomes Regional Resource Center for Perkins International.</p> <p><b>ROMANIA</b></p> <p>Workshops organized by the Special Education Department, Babes-Bolyai University together with the Office for students with Disabilities (Babes-Bolyai University) with the occasion of 3<sup>rd</sup> of December.</p> <p>Travelling Book Foundation together with the Office for Students with Disabilities offers for students with VI and not only a month accessible film.</p> <p><b>SERBIA</b></p> <p>Workshop on what violence is (preventive measures) held with VI pupils in our school;</p> <p>Psychological workshops, personal growth and development, improvement of self-confidence and motivation for learning;</p> <p>Family support in the early stages of child development;</p> <p>18 October, European day against human trafficking, workshop;</p> <p>3 December, International Day of the Disabled, workshops; Student company "Ramadanovic D.O.O."; development of entrepreneurial competencies and student skills; soap production- workshop.</p>

Area of Reference	Description
Seminars, workshops, capacity building programmes, if any conducted during the reporting period	<p><b>BULGARIA</b></p> <ul style="list-style-type: none"> <li>- The third national conference in Orientation and Mobility was held 27-30 September 2022 in the town of Dryanovo, Bulgaria. It gathered together over 70 participants from all around the country.</li> <li>- In 2022, the 28 regional centres in support of inclusive education in Bulgaria celebrated their 15<sup>th</sup> anniversary. 28 regional conferences and round tables were held throughout the year. Prof. Vladimir Radoulov participated in the conferences held in the cities of Burgas, Pernik, Pazardzik, and Sofia and had papers on few of them. Prof. Mira Tzvetkova-Arsova participated in the conferences held in the cities of Silistra, Pazardhik, Sofia and others and had plenary and session papers.</li> <li>- 12-14 September 2022 an international conference about the implementation of Bulgarian sign language in education was held in Sofia. Participants from Canada, Germany, USA etc. participated. Prof. Mira Tzvetkova-Arsova had a plenary paper on communication of Deafblind and the possibilities for education of deafblind pupils.</li> <li>- 7-8 November the National Association of Deafblind in Bulgaria organized a national round table in the city of Plovdiv. Prof. Mira Tzvetkova-Arsova had a plenary paper on Deafblindness and its effect on personality.</li> <li>- On 8-9 November 2022 a national conference in the city of Vratsa, Bulgaria was held dedicated to the 5 year of provision of support in the centres for special educational support in Bulgaria. Prof. Mira Tzvetkova-Arsova had a plenary about the role of the environment in the education of students with multiple disabilities.</li> </ul> <p><b>CROATIA</b></p> <p>Mali dom Zagreb</p> <p>March 31 and April 1 in 2022, training "Treatment for a child at neurorisk". 12 participants completed the training, held by Jasminka Gagula and Jelena Špionjak.</p> <p>On June 2 and 3, 2022, the education "Assessment and therapeutic procedures in the activity feeding, eating and drinking in children with developmental disabilities". Education has ended 12 experts. Leaders education was Diana Korunić i Daniel Kljajic.</p> <p>June 10 2022, held new workshop of practical skills named: „ Application fairy tales and visual arts in working with children with disabilities and inclusive groups." Workshops attended 5 experts, and the manager of the workshops she was Margaret Vidmar.</p> <p>September 19-23, 2022 (MODULE I and II) i October 24-28, 2022 (MODULE III AND IV) was held for the second time education Education of students with visual impairment and additional difficulties or of deaf-blind students: Basics. 22 experts from Croatia and Serbia completed the training. Teachers Martina Celizic and Sonja Alimović.</p> <p>19.-23. September 2022 and October 25 and 29, 2022, the assessment and vision rehabilitation - basic level. 21 experts from Croatia completed the training and Serbia. Trainer was Sonja Alimović.</p>

Area of Reference	Description
	<p>On October 20 and 21, 2022, an education was held: Proper treatment of neuro-risk patients/children. The trainers were Jasminka Gagula and Jelena Špionjak. He is in education participated 13 experts.</p> <p>December 2, 2022, a practical skills workshop is held: "The activity of making natural cosmetics within the framework of educational-rehabilitation programs" for 8 experts.</p> <p>In the past period 2 trainings were performed beyond Mali dom Zagreb and in Serbia and Slovenia.</p> <p>From October 11, 2021 to February 11, 2022, held in Dragan Kovačević Primary School, Belgrade training "Assessment and rehabilitation vision-advanced degree" for 9 experts. The aim of the education was to acquire the competences of experts in implementation functional vision assessment as part of the first Cabinet for functional vision assessment in Republic of Serbia, which was opened in June 2022 in cooperation with Perkins International. The training providers were Tatjana Petrović Sladetić and Sonja Alimović (ERF) with guest lecturers on individual modules.</p> <p>12 and 13 and 26 and 27 May 2022, Ivana Macokatić, Nikolina Jurić Tanfara and Martina Celizić held a training "Strengthening the capacity of experts to work with students with deafblindness" for 21 experts institutes Center for education, Rehabilitation, Inclusion and Counseling for the Blind and Visually Impaired (IRIS) in Ljubljana, Slovenia. The training was carried out within the Erasmus project of the IRIS institution as a guest activity experts.</p> <p>During the mentioned period, they were held 4 online training and one combination online and training live. Moodle platform was used in Educational center where the participants could follow facilities within default frame</p> <p>15., 16. and November 17 in 2021, 08.,09. and 10. December in 2021, 19., 20. and 21. January in 2022, the 16th, February 17 and 18, 2022, in cooperation with Perkins International, the 2nd level was organized training " Education of students with multiple disabilities and sensory disabilities: Advanced course", and it took place in an online format (Zoom platform). Training successful finished 21 trainees from Croatia and Serbia.</p> <p>January 31, 2022 - February 22, 2022. training was held: "Individualization developmentally appropriate program for children and young with difficulties – making of Individual educational plan (IEP)" for 17 experts. Training took place through platforms ZOOM and MOODLE.</p> <p>February 21 in 2022 – 04.03.2022. training: "IEP: Creating goal oriented activities" for 23 experts.</p> <p>From November in 2022 maintains are program improvement for 10 expert AXIS Vladimir View from Sarajevo, who are involved in the project Christine Witcutt Home visiting service. The training program consists of a combination of live and online professional training.</p> <p>In cooperation with Perkins International, a series of webinars for experts from Croatia and Serbia. The number of attendees per webinar was 100. In</p>

Area of Reference	Description
	<p>the period from January 2022 to December 2022, 26 webinars were presented, 7 of which were new topics. The webinars were shown in accordance with the webinar schedule, 2 times a month until July, and from September once a month through Zoom platforms. Overall number participants in the webinars was is in 1857 experts.</p> <p>On May 5 and 6, 2022, a two-day workshop was held for experts working in a team Early interventions led by Peter Limbrick from the UK, founder of the TAC approach. Themes workshops were Transdisciplinary and Professionally combustion. Fifteen experts participated.</p> <p>In cooperation with the Perkins School for the Blind and the SPOON foundation from the USA, in May 2022 we launched an online training on nutrition and feeding infants and children with difficulties in development for more than 100 experts from MD Zagreb and partnership institution. Training completed in October 2022.</p> <p>In total, Mali dom in the above period he held fourteen (14) trainings. From that four (4) training were held in completely in online format, and two (2) were held outside MD-Zagreb. The number of participants in trainings was 198 experts while the total number of participants in webinars was 1857 experts.</p> <p><b>ERF</b> Ana Katušić and Spnja Alimović held training on topic cerebral visual impairment sight students - organized by Perkins International and ERF</p> <p><b>RC Silver</b> Rehabilitation Centre Silver held 10 mostly online workshops about programs (orientation and mobility and daily living skills for visually impaired, assignment of assistance dogs, sensory integration therapy with therapy dog, etc.) In workshops is emphasized how to approach visually impaired and other persons with disabilities and role of assistance dogs in lives of persons with disabilities. Rehabilitation Centre Silver held 1 workshop for employees of an international company who were educated with the basics of communication with the visually impaired persons, workplace accommodations and procedures for interacting with job candidates with visual impairment.</p> <p><b>ROMANIA</b> The Special Education Department, (UBB) organized a Summer School with the name Models of best practices in early intervention centered on families with children with VI and Associated disabilities” within the ERASMUS+ Project ErISFaVIA, Nr. 2019-1-EL01-KA201-062886, 24-26 august 2022. The Special Education Department (UBB) together with the Transylvanian Museum of Ethnography organized the Dissemination Conference of ERASMUS + TOMIMEUS projects + Towards a multisensory and inclusive museum for individuals with sensory disabilities (ToMiMEUs) with the title Museums for all: Accessible and Inclusive, 5<sup>th</sup> of July 2022, Cluj-Napoca.</p>

Area of Reference	Description
	<p><b>SERBIA</b></p> <p>2-6 May 2022, in Madrid and Burgos, 1st Transnational Project Meeting, Erasmus+KA2 Project, „STEAM in the secondary school with no barriers for blind and visually impaired pupils," with coordinating organization Colegio Aurelio Gomez from Burgos, Spain. A workshop was held in the chemistry laboratory (performing experiments adapted for visually impaired students), and the second one was dedicated to printing 3D models.</p> <ul style="list-style-type: none"> <li>• 6-10 June 2022, in Ljubljana, Transnational Project Meeting and Learning Teaching Training for Teachers (Erasmus+ project "Borders of Tangible" with coordinating organization from Slovenia/Centre IRIS). The workshop was about the adaptation of image materials;</li> <li>• September - October 2022, in "Small Home," - Day care center in Zagreb Croatia, through Erasmus+ accreditation we did professional training in the field of: <ul style="list-style-type: none"> <li>- Assessment of functional vision and</li> <li>- Education of students with visual impairment and additional difficulties or deaf-blind students</li> </ul> </li> <li>• 17-21 February, in Trieste, ENVITER Blue sky meeting, brainstorm meetings about ideas for project proposals and develop constructive workshop</li> </ul> <p>17-20 October, in Bucharest, Learning, Teaching Training Program for 6 students on "STEAM" Erasmus+ project.</p> <p>Workshop: conducting experiments in the field of natural sciences and participating in various sports disciplines;</p> <ul style="list-style-type: none"> <li>• 13-15 October, Erasmusdays - workshop for colleagues and parents: adaptation of tactile images - how to adapt and print material (dissemination).</li> </ul> <p><b>TURKEY</b></p> <p><i>Seminars:</i></p> <ul style="list-style-type: none"> <li>- On 02.12.2022, at the 3 December International Day of Persons with Disabilities Symposium at Ankara Medipol University, Songül Atasavun Uysal gave a seminar called 'The Visually Impaired and Their Problems'.</li> <li>- Songül Atasavun Uysal gave a seminar titled "The Importance of Rehabilitation and Mobility in Visually Impaired People" upon the invitation of Başkent University Psychology Department as part of the Disability Week on 10.5.2022.</li> </ul> <p>Emine Ayyıldız</p> <p><i>Seminars:</i></p> <ul style="list-style-type: none"> <li>- 19 January 2022-Turkan Sabanci School for the Blind- Parents Academy 'Communication in Family'-15 participants (Zoom)</li> <li>- 19 February 2022-SERÇEV Association of Children with Cerebral Palsy- Cerebral Visual Impairment Family Awareness Seminar 'Supporting Children with Cerebral Visual Impairment (CVI) in Early Childhood' -20 participants (Zoom)</li> <li>- 01 March 2022- Istanbul Provincial Directorate of National Education, Special Education and Guidance Services Branch 'Children with Multiple Disabilities and Children with Deafblindness in Early Childhood and Their Education'-15 participants (Instagram)</li> <li>- 05 December 2022-Bursa Provincial Directorate of National Education 'Early Childhood Special Education'-50 participants (Instagram)</li> </ul> <p><i>Workshops/Trainings:</i></p> <ul style="list-style-type: none"> <li>- 05 December 2022-Bursa Provincial Directorate of National Education, Online Special Education Meetings II</li> </ul>

Area of Reference	Description
	<p>'Early Childhood Special Education'-50 participants (Zoom)</p> <ul style="list-style-type: none"> <li>- 15 December 2022-Şehit Recep Büyük Special Education School</li> </ul> <p>'Sensory-Motor System and Sensory-Motor Integration Problems'-35 participants (Zoom)</p> <ul style="list-style-type: none"> <li>- 23 December 2022-Şehit Recep Büyük Special Education School</li> </ul> <p>'Sensory-Motor System and Sensory-Motor Integration Problems/How we can use our sensory-motor integration room?'-35 participants (Face-to-face)</p> <p><i>Undergraduate &amp; Graduate courses:</i></p> <ul style="list-style-type: none"> <li>- An undergraduate course named Rehabilitation for the Visually Impaired in Hacettepe University Faculty of Physical Therapy and Rehabilitation was given by Songül Atasavun Uysal.</li> <li>- A Graduate course named Early Childhood Special Education in Istanbul Medeniyet University, Institute of Graduate Programs, Early Childhood Special Education Program, conducted by Emine Ayyıldız.</li> </ul>
<p>Collaborative activities and meetings with world bodies such as WBU, IAPB, UN, World Bank, and other organizations at the regional level</p>	<p><b>CROATIA</b> ERF Published and presented in cooperation with UNICEF _ a study on participation children from vulnerable group within which was presented the first study on participation children with developmental disabilities.</p> <p><b>ROMANIA</b> <b>Erasmus projects</b></p> <ol style="list-style-type: none"> <li>1. Erasmus+ Strategic Partnerships BURNOUT FREE ECI, no.2021-1-EL0-1-KA220-ADU-000035230</li> <li>2. ErISFaVIA (Early Intervention Services for Families with Children with Vision Impairment and Additional Disabilities</li> <li>3. ToMiMEUs-Towards a Multisensory and Inclusive Museum for Individuals with Sensory Disabilities</li> </ol> <p><b>TURKEY</b> <i>Erasmus+ projects:</i> Emine Ayyıldız was coordinated two Erasmus+ projects in behalf of Istanbul Medeniyet University.</p> <p><b>1. ErISFaVIA (Early Intervention Services for Families with Children with Vision Impairment and Additional Disabilities-Completed</b> In scope of ErISFaVIA project the following activities were held in 2022:</p> <ul style="list-style-type: none"> <li>- E3: Early Intervention Services for Families and Young Children with Vision Impairment and Additional Disabilities: Current Situation, Needs and Priorities'-21 May 2022, İstanbul Medeniyet University (Multiplier Event of the project)</li> <li>- Ayyıldız, E., &amp; Güleç Aslan, Y. (2022, 22-25 June). Early Intervention Services for Families with Children with Vision Impairment and Additional Disabilities [Online oral presentation]. International Eurasian Educational Research Congress (EJER) 2022, İzmir, Türkiye. <a href="https://www.ejercongress.org/wp-content/uploads/2022/11/3-KASIM-YAYIN-TURKCE-TAM-METIN-KITABI-2022-1.pdf">https://www.ejercongress.org/wp-content/uploads/2022/11/3-KASIM-YAYIN-TURKCE-TAM-METIN-KITABI-2022-1.pdf</a>.</li> </ul> <p><b>2. ToMiMEUs-Towards a Multisensory and Inclusive Museum for Individuals with Sensory Disabilities-Completed</b> In scope of ToMiMEUs project the following activities were held in 2022:</p> <ul style="list-style-type: none"> <li>- Inclusive learning experiences in Istanbul Railway. 16 January 2022- <a href="https://www.youtube.com/watch?v=JXc2QkKhLrQ">https://www.youtube.com/watch?v=JXc2QkKhLrQ</a></li> </ul>

Area of Reference	Description
	<p>27 March 2022- <a href="https://www.youtube.com/watch?v=IYV1OMPZx5w">https://www.youtube.com/watch?v=IYV1OMPZx5w</a></p> <p>- Towards Accessible and Inclusive Museums Conference (M 1-Museums 4 All: Making Them Accessible and Inclusive), 26 March 2022, İstanbul Medeniyet University (Multiplier Event of the project)</p> <p>- Ayyıldız, E., Akgün, Ö. E., Öner, A. T., &amp; Bilici Albayrak, H. S. (2022, 22-25 June). Towards Accessible and Inclusive Museums: An Action Research [Online oral presentation]. International Eurasian Educational Research Congress (EJER) 2022, İzmir, Türkiye.  <a href="https://www.ejercongress.org/wp-content/uploads/2022/11/BILDIRI-OZETLERI-08.11.2022.pdf">https://www.ejercongress.org/wp-content/uploads/2022/11/BILDIRI-OZETLERI-08.11.2022.pdf</a>.</p> <p><i>Conferences:</i></p> <p>Ayyıldız, E., Arslan, B., Gündoğdu, E., Uysal, G., Şirikçi Turhan, M., Verdiler, M. A., Göz, N. H., &amp; Yazıcı, U. H. (2022, 26-29 May). Diagnosis without recognition: Children with disabilities from the perspective of preschool teachers [Oral presentation]. 6th National Interdisciplinary Early Childhood Intervention Congress with International Participation. Eskisehir, Türkiye.</p>
Awards, Recognition, etc., to ICEVI members from the region	<p><b>BULGARIA</b></p> <p>Prof. Mira Tzvetkova-Arsova got a medal by the Federation for Sports among Visually Impaired in Bulgaria for her work and activities. The medal was dedicated to the 30<sup>th</sup> anniversary of the Federation</p>
Publications from the Region, that may be of interest to the viewers of ICEVI website	<p><b>BULGARIA</b></p> <p>-Book Autism. Approaches and strategies for Intervention – by Mira Tzvetkova-Arsova (in Bulgarian language)</p> <p><b>CROATIA</b></p> <p>Mali dom</p> <p>April 11 2022, presented is new manual the floor by name "Multimodal aspect in interaction and communication of children and young people with sensory and other influential/multiple difficulties" the author Martina Celizic in as part of Round table on Tribune City Zagreb. Manual is printed in 100 copies you free available on pages Educational center. Manual is printed in cooperation with Perkins International.</p> <p><b>SERBIA</b></p> <p>Manual of the Erasmus+ project "Borders of tangible": "Unified Recommendation for Adapting Visual Didactic Material for the Blind"</p> <p><b>TURKEY</b></p> <p><i>Articles:</i></p> <p>Güven, Zeynep, and Songul Atasavun Uysal. "Kinematic analysis of handwriting movements and pencil grip patterns in children with low vision." <i>Human Movement Science</i> 81 (2022): 102907.</p> <p>Grbovic, A., Stanimirov, K., Ayyıldız, E., Bankovic, S., &amp; Jablan B. (2022). Determinants of reading efficiency of the students with visual impairment. <i>Education and Science</i>, 47(209), 55-67.  <a href="https://doi.org/10.15390/EB.2022.10271">https://doi.org/10.15390/EB.2022.10271</a></p> <p><i>Book chapters:</i></p> <p>Atasavun Uysal, S. (2022). Çocuklarda Görülen Duyu-Algı-Kognitif-Motor Problemlerde Fizyoterapi ve Rehabilitasyon Uygulamaları. Çocuklarda Fizyoterapi ve Rehabilitasyon Prensipleri ve Uygulamaları, Mintaze Kerem Günel (Ed), Hipokrat Yayınevi, Ankara, ss.129-141, 2022. (Physiotherapy and Rehabilitation Applications in Sensory-Perception-Cognitive-Motor</p>

Area of Reference	Description
	<p>Problems in Children. Physiotherapy and Rehabilitation Principles and Practices in Children, Mintaze Kerem Günel (Ed), Hipokrat Publishing, Ankara, pp.129-141, 2022.)</p> <p>Ayyıldız, E. (2022). Çoklu yetersizliğe yol açan ciddi sağlık sorunları: Doğumsal bozukluklar ve nadir görülen sendromlar. H. Bakkaloğlu, S. Çelik &amp; G. Tomris (Eds.), Araştırmadan uygulamaya: Erken çocukluk özel eğitimi içinde (ss. 759-784). Vizetek. (Serious health problems leading to multiple disabilities: Congenital disorders and rare syndromes. H. Bakkaloğlu, S. Çelik &amp; G. Tomris (Eds.), In <i>From research to practice: Early childhood special education</i> (pp. 759-784). Vizetek</p>
Forthcoming events from the region for the next six months	<p><b>BULGARIA</b></p> <ul style="list-style-type: none"> <li>- A new edition of the book <b>Education of Visually Impaired (2<sup>nd</sup> revised ed.)</b> by Vladimir Radoulov is expected to be published in a month time (in Bulgarian language)</li> <li>- A book about <b>Reading strategies for low vision students</b> by Margarita Tomova is expected to be published in a month time (in Bulgarian language)</li> </ul> <p><b>CROATIA</b>  <b>COO Vinko Bek</b>  Construction of a new facility at the Center's headquarters is underway. New department of Integration is being opened in city of Split.</p> <p><b>ERF</b>  Scientific expensive Educational and rehabilitation faculty, ERFCON 2023 – postponed from last year I was transferred on this one</p> <p><b>SERBIA</b>  30 January - 03 February 2023, in Bologna, the Job Shadowing program organized by “Uniser” (Learning mobility for education, training and youth)  • 16-21. February 2023, in Lanzarote, Transnational project meeting Erasmus+KA2 project, „STEAM in the secondary school with no barriers for blind and visually impaired pupils”;  • 27. February 2023, in Belgrade, Transnational project meeting Erasmus+ KA2 project „Borders of tangible”;  • 28 February 2023, 1st Western Balkans Symposium, organized by School "Veljko Ramadanović”;  • 8-12. May 2023, in Skopje, Learning Teaching Training for 8- 10 students on “STEAM” Erasmus+ project;  • 22 - 26. May - First exchange on RYCO project, cooperation with School “Dzemal Bijedic” from Gorazde, Bosnia and Herzegovina</p>
Any other information such as research, best practices, etc., from the region	<p><b>BULGARIA</b></p> <ul style="list-style-type: none"> <li>- A new and much better version of Bulgarian synthesizer in Bulgarian language under Windows was designed in 2022 and implemented in practice;</li> <li>- Few new software programs were studied and implemented in practice: e.g. Sofbus-24 for navigation and Amarillo, also for navigation</li> </ul> <p><b>CROATIA</b>  Mali dom Zagreb co-organized a training in collaboration with Perkins International and SPOON Foundation, USA. In total, 8 schools/programs participated in the training, that had training of trainees element, which was facilitated by peer trainers, one from each of the partner programs. More</p>

Area of Reference	Description
	<p>than 100 staff members participated in this training that was held from May to October 2022.</p> <p><b>RC Silver</b>  CEO of Center Silver, as chairman of the European Committee for Standardization of Assistant Dogs successfully organized and held a meetings Netherlands and Zagreb, regarding standardization in the field of work with assistance dogs. Employees of the Center participated in the meetings as working group members. CEO of the Center is the president of the European Committee for Dogs Assistants CEN TC/452.</p> <p>CEO and one employee attended European Guide Dog Federation Conference held in Athens, Greece, where was presented work of the Centre and European Committee for Dogs Assistants CEN TC/452.</p> <p><b>School Vinko Bek</b>  "Vinko Bek - aids for all" - investment in infrastructure for the provision of social services, i.e. equipping with specific aids and technologies  Participation in the ERASMUS project Psycovia - an international project for the exchange of knowledge and experience  Participation in the ERASMUS project EARLY - development of an early intervention service  Exhibition of students' works "I see by touch" which took place in the Nikola Tesla Technical Museum in Zagreb 7.11-4.12. in 2022  active participation in CUC – (Carnet Users Conference)  Newly opened Music studio where the weekly podcast DUB is recorded named; Sensation square - arrangement of the sensory garden - donation from TIKA</p> <p>Participated in Festival of Equal Opportunities (F=M)</p> <p><b>ERF</b>  Associates we are in the project 50+ funded platform __ from European ones funds (UP.04.2.2.06) with associations persons with disabilities. Goal project is to strengthen partnership disabled person with another __ stakeholders you strengthen capacities persons with disabilities in order to become effective partner in the process development, monitoring and implementation public politics. – this more lasts</p> <p>Collaborators in the project IP-CORONA-2020-12-3798 " Learning biology in epidemiological adapted research environment "U project will develop __ highly interactive model directed on students to learn and teaching biology in epidemiological adapted environment based on contemporary teaching strategies. A learning platform biology BUBO contain will educational materials designed according to the ASIO model, which will be provided support continuous professional development experienced teacher biology, and introduction beginners in teaching of biology. There will be learning materials intended to students basic and medium schools different performance, including adaptations for the gifted students and students with developmental disabilities, in order to make it possible better inclusion everyone students to classes. – this ended now in February</p>

Area of Reference	Description
	<p>Collaborators in the project BurnoutFreeECI –Mali dom was also partner - the goal is to create program for the prevention of burnout in parents and professionals in early childhood intervention.</p> <p>New ones are being made programs / curricula on to all educational levels - elementary school, high school, and vocational school. In vocational schools through EU projects, they create new ones programs I write textbooks and manuals for teachers. ERF, the Department of OV is a partner in writing guideline for adaptation materials, textbooks and guidelines for teachers.</p> <p>Created new curricula under the Ministry of Science and Education (MSE) for children with disabilities - special programs (in regular system) special program for children with autism spectrum disorders and special acquisition program of life competence for children with multiple difficulties – ERF participated in the development curriculum.</p> <p><b>SERBIA</b>  Conducting questionnaires for teachers in mainstream schools about inclusive education organized by region;  The training program for the teachers of visually impaired pupils in mainstream schools</p> <p><b>TURKEY</b>  The project called 'Development of Special Education Programs and Materials: Handbooks for the Families of Children with Special Needs' which is funded by Turkish Republic Ministry of National Education, Department of Development of Special Education Programs and Materials is started in August 2021. The project is expected to complete in 2023. Emine Ayyıldız is one of the researchers at this project and the author of the book called 'Family Education Book: Children with Multiple Disabilities Age Between 0 to 3'. So far, the books are written by different academics and educators and educational videos were shot for supporting the parents who have children with disabilities.</p>

This report is submitted by:

Bulgaria: Prof. Mira Tzvetkova-Arsova, Dsc

Croatia: Nikolina Juric Tanfara

Serbia: Jelena Vukic

Romania: Andrea Hathazi

Turkey: Emine Ayyıldız & Songül Atasavun Uysal



## Report from the Central European countries by Beata Pronay

**Region: Central European region**

**Period: 2022**

Area of Reference	Description
How were practices and/or services regarding the education and rehabilitation of people with visual impairments affected as a consequence of the COVID-19 pandemic?	<p><b>Czech Republic</b> Online education for such long time influenced the learning of the students, their learning habits, their behaviour. Now they need more support in master the curriculum.</p> <p><b>Hungary</b> <b>ELTE University:</b> Facebook group created for university students with BVI to support one another in accessibility issues.</p> <p><b>Poland</b> With less strict anti-Covid regulations in 2022, services in the area of education and rehabilitation of persons with visual impairment returned gradually to near-normal levels. Online education, still in place at the beginning of the year was gradually replaced with lessons, lectures and classes in schools, colleges and universities.</p> <p><b>Slovak Republic</b> Social services for VI people were provided according to national recommendations in COVID-19 situation. During the whole year it was possible to give support in personal contact. If necessary, using benefits obtained from distant services (on-line, phone).</p> <p><b>Slovenia</b> In 2022, there were no serious restrictions due to COVID-19 pandemic. All school were open. Pupils and students normally attended the lessons; however, the frequency of absence was high among children and professional staff. Outreach teachers were able to attend mainstream schools; all programmes were realized as planned.</p>
Regional and Sub-regional committee meetings conducted, if any	<p><b>Hungary</b> <b>School for the Blind:</b> Took part in ENVITER meetings (project preparations) 2x physical meeting (Angers France, Trieste Italy) <b>LÁRESZ</b> (Association Supporting rehabilitation of people with Visual Impairments) Online meetings</p> <p><b>Slovenia</b> TIFLO section, a section within Association of Special Pedagogues of Slovenia, which is a group member of ICEVI and assembles professionals working in the field of education for children and young people with visual impairment, continued its mission in 2022, playing an important role in providing new knowledge and information for the professionals in the field as well as providing the space for bringing them</p>

Area of Reference	Description
	<p>together. Three meetings were held in 2022, the first one was a virtual one. The meetings took place in January, June and August. There were three main topics presented and discussed, namely the results of the project EQUAL, software used to write music accessible for children with visual impairment (braille users and enlarged print), braille and tactile information used in public space in Slovenia.</p>
Global campaign activities, if any	<p><b>Hungary</b> The <b>National Program Committee for Good Vision</b> (led by the Eye Clinics) organized many activities in October (Month of Vision)</p> <p><b>Poland</b> The year 2022 was marked in Poland by assistance to Ukraine and Ukrainian refugees who found shelter in Poland. According to the Border Guard, 10.4 million Ukrainian refugees, mainly women and children, crossed the Polish-Ukrainian border between 24 February 2022 and 12 March 2023. According to the United Nations High Commissioner for Refugees (UNHCR), there are 1,563,000 or 19.3 per cent of the total of over 8 million Ukrainian refugees and refugee women in Poland. There are no statistics to confirm the number of Ukrainian refugees with visual disabilities currently residing in Poland. From information obtained from the Polish Association of the Blind, special schools and NGOs, it can be assumed that all such persons receive some form of assistance.</p> <p>More important initiatives include:</p> <ul style="list-style-type: none"> <li>- An emergency telephone line in Ukrainian for persons who are blind or have low vision, with information on how to get help (Facilitator: Polish National Association of the Blind)</li> <li>- Evacuation to Poland of blind children from Ukrainian special schools (Organisations particularly involved: <ul style="list-style-type: none"> <li>o Special School in Dąbrowa Górnicza,</li> <li>o Ari Ari Foundation</li> </ul> </li> <li>- Educational support for Ukrainian students staying in Polish special schools).</li> <li>- Training courses for Polish families accepting Ukrainian refugees into their homes in the field of knowledge of visual impairment, safety and possible forms of assistance, and on the functioning and contacts of blind people and principles of savoir vivre in contacts with visually impaired people (Organised by: Centre for Blind Children in Bydgoszcz).</li> <li>- Polish language courses for Ukrainian refugees adapted to the needs of persons with visual impairments (Facilitator: Regional Little Poland Branch of the Polish National Association of the Blind.</li> </ul> <p><b>Slovenia</b> The cooperation in the region as well as the cooperation within the association MDVI Euronet often results in different projects. Thus, the professionals exchange good practices, develop new strategies and improve their skills and competences. In 2022 two projects were finished.</p> <ul style="list-style-type: none"> <li>- In January 2022 a two-year Erasmus + EQUAL project (Professional support for teachers of visually impaired pupils in mainstream schools) completed their intellectual outputs. There were four</li> </ul>

Area of Reference	Description
	<p>partners in the project, besides the Centre IRIS from Slovenia, there were Škola za učenike oštećenog vida »Veljko Ramadanović«, Serbia (leading partners), Istituto regionale Rittmeyer per i ciechi di Trieste, Italy and Državno učilište za deca i mladi so ošteten vid »Dimitar Vlahov«, Northern Macedonia.</p> <p>- They developed a training programme for teachers of visually impaired pupils in mainstream schools on methodology approaches. The second intellectual output is the manual "Professional support for the teachers of visually impaired pupils in mainstreams schools", available in electronic versions in 5 languages (English, Serbian, Macedonian, Italian, and Slovenian). The third product contains a series of video presentations as practical examples of how to teach different subjects. There is a special chapter at the end with the guidelines how to adapt materials for knowledge competitions for pupils and students with visual impairment prepared by the professionals from the Centre IRIS.</p> <p>-</p> <p>In October 2022 SMILE Too, a KA2 School partnership Erasmus+ project with The Centre IRIS being the coordinator, and Sight Scotland, Scotland UK, Royal Dutch Visio, The Netherlands, High School for Visually Impaired in Prague (GOA), The Czech Republic, Lega del Filo d'Oro, Italy and Jordanstown School, Northern Ireland, UK as partners, finished its work. The project pointed out that the area of social skills is one of the most critical areas of development for people with visual impairment, which should be given special attention from birth onwards. There were two project meetings, in Osimo, Italy in June, and in Prague, the Czech Republic, in August, hosted by the partners. In Osimo there was also the main multiplier event, though each partner prepared a separate multiplier event for the target audience in their countries. As a result of international cooperation, three new sets of tools and didactic materials have been created to be used in different ways:</p> <ol style="list-style-type: none"> <li>1. Tools for observation: a set of materials to assess the level of social competences.</li> <li>2. The training programme for professionals working with children with visual impairment with lesson plans.</li> <li>3. The training programme for parents of children with visual impairment with materials for workshops.</li> </ol> <p>The project was presented in the ICEVI Newsletter (February 2023), this is the link to the materials:  <a href="https://ucilnice.arnes.si/course/view.php?id=95614&amp;lang=en">https://ucilnice.arnes.si/course/view.php?id=95614&amp;lang=en</a>.</p> <p>There are some other projects where professional teams continue their work:</p> <ul style="list-style-type: none"> <li>- Deafblindness - raising teachers' competences for teaching deaf-blind students in the Center IRIS, a KA1 Erasmus+ project (job shadowing) The project team visited Lega del Filo d'Oro Onlus, Osimo, Italy, in June 2022 to learn by observing professionals at work. Another such study visit, this time in Greece, is planned for 2023.</li> <li>- A KA2 Erasmus+ School partnership project called BORDERS OF TANGIBLE.</li> </ul> <p>Partners in the project: Center IRIS (coordinator), School for visually impaired pupils Veljko Ramadanovic, Srbija, Belgrade, Scoala</p>

Area of Reference	Description
	<p>Gimnaziala Speciala Pentru Deficienti de Vedere, Romunija Bucuresti, Osnovna skola Dragan Kovacevic, Srbija, Beograd, Drzavno uciliste za deca i mladi so osteten vid, Dimitar Vlahov, Republika Severna Makedonija Skopje. The expected project results are:</p> <ul style="list-style-type: none"> <li>- Unified Recommendations for adapting visual didactic material for the blind. This manual is intended for all professionals who adapt tactile didactic material.</li> <li>- Collection of adapted tactile didactic material for the blind and partially sighted. The Collection will be freely accessible, and the adapted tactile images will be selected from the curricula and will enable teachers to use them in their lessons. The teacher will select a picture from the Collection, and the selected picture will be printed on swell paper for the blind pupil to use.</li> <li>- Instructions for the use of adapted tactile didactic material for the blind and partially sighted. Adapted tactile material must be used correctly, therefore freely accessible Instructions are necessary, so the teacher will be able to make proper use of the material. The right approaches will also be presented in short video demonstrations.</li> <li>- There are two other projects, namely OMDER – Orientation and Mobility: Digital Education Readiness and OpEye for MDVI where professionals of the Centre IRIS actively participate.</li> </ul>
Seminars, workshops, capacity building programmes, if any conducted during the reporting period	<p><b>Czech Republic</b>  <b>Active</b> Association of parents and friends of blind and low vision children in Czech Republic. They opened tactile 3D book library on the new place, organize workshops for parents, teachers and assistants of blind children integrated in regular schools, summer camps and weekend activities for children in integrated schools  <a href="https://asociacerodicu.estransky.cz">https://asociacerodicu.estransky.cz</a>.  Special Schools and Resource Centers organized again after interruption sport events  Secondary school, elementary school and kindergarten for the disabled, Brno, Kamenomlynska 2, organized the Sports Games for Visually Impaired Youth in Hustpece at the turn of May and June 2022  <a href="https://www.kamenomlynska.cz/sportovni-hry-2022">https://www.kamenomlynska.cz/sportovni-hry-2022</a>  In 2022, a Christmas board game tournament took place in the premises of the Elementary School and the Special Pedagogical Center for the Visually Impaired in Namesti Miru, Prague 2. A total of 15 children from Bohemia, Moravia and Slovakia arrived for the tournament. The children played international checkers and chess.</p> <p><b>Hungary</b>  <b>School for the Blind:</b> 3 running projects: <ul style="list-style-type: none"> <li>• PsychoVia (Erasmus project about Psychological disorders among VI)</li> <li>• TATAbooks (Visegrad Fund project, creating educational material tactile and talking “books” with 3D printing)</li> <li>• Oral hygiene for VI (Visegrad Fund)</li> </ul> <b>ELTE University:</b> conference on museum accessibility within the Erasmus+ ToMiMEUs project, May 2022:  <b>Hungarian Blind Union:</b>  Organised an <i>international conference</i> in Budapest, Hungary 24/03/2022: Prospects of the Future of Europe – Good Practices and Challenges in the Educational Inclusion of Visually Impaired Children and Young People.</p>

Area of Reference	Description
	<p><i>Monthly Webinars</i> "Together for our Future" focusing on education, rehabilitation, and independence, throughout 2022, That kind of seminars are to be continued also in 2023, with special focus on the development and availability of assistive tools to help learning.</p> <p><i>Online conference</i> on assistive learning tools for special teachers of pupils with dyslexia.</p> <p><i>Kézzelfogható Alapítvány (Palpable Foundation)</i> had joint trainings with other associations, foundation on the BVI field (e.g. Without Barriers Foundation, Búzavirág Foundation and Baráthyegyi Dog guide and Assistant Dog Training Foundation) for art, museum access April - May 2022</p> <p><i>Palpable Foundation</i> is continuously running road shows for several years to make tactile art exhibitions of BVI and MDVI people's art work Feb.-Oct 2022 in 9 locations.</p> <p><a href="http://www.kezzelfogható.hu/index.php?nyelv=eng">http://www.kezzelfogható.hu/index.php?nyelv=eng</a></p> <p><i>Without barriers Foundation</i> together with the Hungarian BVI Union (MVGYOSZ) and the University Óbuda introduced an innovation: ARIADNE a cane navigation system. May 2022</p> <p><a href="https://akadalyoknelkul.hu/az-ariadne-vakvezeto-rendszer/">https://akadalyoknelkul.hu/az-ariadne-vakvezeto-rendszer/</a></p> <p>LÁSS (<i>SEE: Sport Recreation Union for BVI</i>) is offering programs whole year round including participation on national and international championships <a href="https://lassegyesulet.hu/">https://lassegyesulet.hu/</a></p> <p><b>Poland</b></p> <p>1. "Tactile Perception and Concept Understanding: Tools, Techniques Challenges and Solutions" Training workshops for staff and students of Indian Institute of Technology in New Delhi, India. Organiser: Raised Lines Foundation IIT Delhi. Presenter: B. Marek - ICEVI contact person for Poland. 8 – 11 October 2022.</p> <p>2." Introducing tactile graphics to learners with congenital blindness: Challenges, solutions and benefits". Presentation at Empower 2022 conference, Chennai, India. Presenter: B. Marek - ICEVI contact person for Poland 13- 15 October 2022.</p> <p>3. "Making the most of books with tactile illustrations". Workshop for parents of children with visual impairments. Chetana Trust, Chennai, 16th October 2022. Presenter: B. Marek – ICEVI contact person for</p> <p><b>Slovak Republic</b></p> <p>National meeting of professionals working with VI people – workshops aimed at best practices and case studies, early intervention, guide dogs, social diagnostic, etc. - within the project funded by the Volkswagen Foundation in Slovakia</p> <p>Braille course for UNSS social workers - within the project funded by the Volkswagen Foundation in Slovakia</p> <p>3 on-line IT seminars for UNSS social workers (IT instructors)</p> <p><b>Slovenia</b></p> <p>The annual two-day conference of Association of Special Education Teachers of Slovenia looked for a balance at work, discussing dilemmas of outreach teaching as well as the support of professional staff provided in order to maintain their mental health. The conference was held in March with active participation of our members.</p>

Area of Reference	Description
	<p>- Many training events for mainstream school teachers were performed in person again, special attention was paid to the area of social skills of children and young people with visual impairment.</p>
<p>Collaborative activities and meetings with world bodies such as WBU, IAPB, UN, World Bank, and other organizations at the regional level</p>	<p><b>Czech Republic</b>  Have no information, probably <b>Czech Blind United</b> has been involved  <a href="https://www.sons.cz">https://www.sons.cz</a></p> <p><b>Poland</b>  Polish -Italian Erasmus + project: "The missing Link"  The project leader is the Unione Italiana dei Ciechi e Ipovedenti ONLUS APS Consiglio Regionale Toscana (Italian Association of the Blind and Visually Impaired, Florence) and the project partners are: Centro Machiavelli of Florence and the Polish Association of the Blind.  Project aiming at developing guidelines for computer specialists designing applications accessible to persons with visual impairments.</p> <p><b>Slovak Republic</b>  Support Centre for Students with Special Needs at the Masaryk University (the Czech Republic) and FUNKA - company working in the area of accessibility (Sweden) – cooperating on an Erasmus+ project „From Education to Inclusion“ (EDI) aimed at accessibility  <a href="http://www.unss.sk/edi">www.unss.sk/edi</a>;  Collaborative activities and meetings with world bodies such as WBU, IAPB, UN, World Bank, and other organizations at the regional level  European Blind Union (EBU) – active members of the EBU Commission for Liaising with the EU;  Associate members at an Intereg project DANOVA aimed at accessibility of air transport (involved countries of the Danube region)  EBU – PARVIS project aimed at raising awareness of UNCRPD in connection with VI people  EDF - board meetings, general assembly  Membership in Council of The Braille authority of Slovakia – the institution responsible for developing and promoting Braille in Slovakia</p> <p><b>Slovenia</b>  The national centre for comprehensive rehabilitation of people with visual impairments opened new premises in the University Medical Centre Ljubljana, at the Department for Ophthalmology. A team of professionals consists of not only doctors and nurses, but also psychologists, social workers, ICT experts and qualified teachers for people with visual impairment. Their mission is to provide activities to empower the users and encourage their independent living.</p>
<p>ICEVI collaborative work with national governments within the region</p>	<p><b>Poland</b>  PZN (Polish National Association of the Blind) and Empiria I Wiedza Foundation: Joint project – Training for persons with visual impairments in managing personal finances.</p> <p>PZN and Ministry of Investments and Development – Continuation of programme Building a comprehensive guide dog training system</p> <p>PZN and Ministry of Culture and National Heritage: IVth edition of project: Multisensory meetings with art.</p>

Area of Reference	Description
	<p>PZN and Military Technical Academy: Project: Technology for preparation of typhlomap of historic park areas (2022 – 2024)</p> <p>PZN and PFRON Together we can achieve more” – Project aiming at providing multidirectional support for ten Ukrainian refugees with visual impairments (accommodation, subsistence, education, health, legal advice etc. Duration: March - December 2022)</p> <p><b>Slovenia</b> Unfortunately, we cannot report only on positive things. Most children and young people with visual impairment in Slovenia attend mainstream schools; therefore, outreaching teaching is of extreme importance to support inclusive forms of education properly. However, this does not reflect in the care of the Ministry for education for this area of work, which results on one side in terrible working conditions for the outreach teachers, and consequently, in a lack of professionals, especially qualified teachers for children with visual impairment. The situation will have long-term effects. A well-established practice of adapting materials for knowledge competitions for pupils and students with visual impairment in Slovenia was changed at the beginning of school year 2022/2023. Organisers of competitions need to find the service to prepare adapted materials and finance the process, which is a significant step backward.</p>
Awards, Recognition, etc., to ICEVI members from the region	<p><b>Poland</b> 3<sup>rd</sup> prize for Karolina Banasziewicz-Badura in the 15<sup>th</sup> International Typhlo &amp; Tactus tactile books competition. Padua 2022</p> <p>LDQR France and Founding members of Typho&amp; Tactus - Nominating HUNGARY FINGERS Poland as organizer of the 16<sup>th</sup> Typhlo &amp; Tactus International tactile books competition in Lublin, Poland in 2024</p> <p><b>Slovenia</b> There were three awards of TIFLO section in 2022. The first one was received by Peter Rot, a young qualified teacher for children with visual impairment involved in many projects and active in professional development of the field. The second award went into the hands of Tadeja Sitar, a very successful pre-school teacher, and the third award was received by Tina Kastelic, a teacher with many years of experience in the first classes of primary school, an active participant in many projects where she has improved her competences.</p>
Human interest stories from the region as a result of ICEVI initiatives	<p><b>Hungary</b> Jónak lenni Jó (Good to be Good) Campaign for the Hungarian Blind Union (we are active collaborative partners)</p> <p><b>Poland</b> Inviting and accepting Ukraine as a member of Typhlo &amp; Tactus group – represented by Faculty of Art, National Precarpatian Wasyl Stefanyk University in Ivano-Frankivsk.</p> <p>Series of tours of art galleries and museums: accessible to persons with visual impairment. Examples: Tamara Lempicka – March 2022, National Museum “Na Zamku”, Lublin</p>

Area of Reference	Description
	<p>Regularly organized tours (once a month) of thematic audio described art exhibitions at The National Museum in Warsaw.</p> <p>Series of regularly organized workshops</p>
<p>Publications from the Region, that may be of interest to the viewers of ICEVI website</p>	<p><b>Hungary</b>  NSZI (National Social Policy Institute) started an interview series with those working for the rehabilitation of BVI persons. In 2022 3 of the series with 6 interviews were published and circulated online.</p> <p><b>Poland</b>  . . Szubielska, P. Augustynowicz, D. Picard "Size and quality of drawings made by adults under visual and haptic control  [in:] Multisensory Research, vol. 35 pp.471-493. DOI:  <a href="https://doi.org/10.1163/22134808-bja10078">https://doi.org/10.1163/22134808-bja10078</a></p> <p>2. M. Szubielska, M. Szewczyk, W. Möhring "Adults' spatial scaling from memory: Comparing the visual and haptic domain"  [in:] MEMORY &amp; COGNITION, vol (ISSN: 0090-502X), pp. 1-14.</p> <p>3.M. Szubielska, Blindfolded adults use mental transformation strategies for spatial scaling of tactile maps  [Osoby dorosłe z zawiązanymi oczami stosują strategię transformacji umysłowej do skalowania przestrzennego map dotykowych]  [w:] Scientific Reports, (ISSN: 2045-2322) pp. 1-7.</p> <p>4. M. Szubielska, E. Niestorowicz "O udostępnianiu dzieł sztuki współczesnej i ich percepcji przez osoby z dysfunkcją wzroku"  [The accessibility of contemporary artworks and their perception by people with visual impairment] Perspektywy Kultury, vol. 37/2 pp. 237 – 250. DOI: <a href="https://doi.org/10.35765/pk.2022.3702.16">https://doi.org/10.35765/pk.2022.3702.16</a></p> <p><b>Slovak Republic</b>  3 toolkits on accessibility (for lecturers, local authority, employees, for leaders with VI) – project EDI <a href="https://unss.sk/edi/vystupy/">https://unss.sk/edi/vystupy/</a>  4 educational videos – How to create accessible documents (accessible information – digital + print) <a href="https://unss.sk/chcete-tvorit-pristupne-dokumenty-pozrite-si-nase-videa/">https://unss.sk/chcete-tvorit-pristupne-dokumenty-pozrite-si-nase-videa/</a></p> <p><b>Slovenia</b>  SMILE Too materials:  <a href="https://ucilnice.arnes.si/course/view.php?id=95614&amp;lang=en">https://ucilnice.arnes.si/course/view.php?id=95614&amp;lang=en</a>.  EQUAL:  <a href="https://equalsims.blogspot.com/#">https://equalsims.blogspot.com/#</a></p>
<p>Forthcoming events from the region for the next six months</p>	<p><b>Hungary</b></p> <ul style="list-style-type: none"> <li>• <b>IMC 18</b> (International Mobility Conference) 2023 May Warsaw –participation and presenting a paper</li> <li>• <b>ENVITER GM 2023</b> May Ascoli Piceno</li> </ul> <p><b>Poland</b>  Workshops (on-site and online) on designing and making books with tactile illustrations. Workshops addressed at persons planning to take part in Typhlo&amp;Tactus tactile books competition in 2024.  Providers: KUL CAN (The John Paul II Catholic \university of Lublin, Galeria Labirynt – Lublin,</p>

Area of Reference	Description
	<p>Hungry Fingers – Poland Faculty of Art, UMCS (Marie Curie University, Lublin)</p> <p>Similar tactile books workshops addressed at potential Ukrainian participants currently staying in Poland.</p> <p><b>Slovenia</b> Different project proposals have been submitted among others, weeks of joint activities of students of the Centre IRIS and High School for Visually Impaired in Prague (GOA), The Czech Republic.</p>
Any other information such as research, best practices, etc., from the region	Announcement of the 16th International Typhlo & Tactus tactile books competition – Lublin 2024: <a href="http://www.tactuspoland.eu">www.tactuspoland.eu</a>

This report is submitted by Beáta Prónay with the cooperation of Marketa Skalická CZ, Dr. Judit Gombás H, Bogusław MAREK & Grażyna Walczak PL, Marija Jeraša SLO, & Ivana Frčová on behalf of the National Representative, Timea Hóková, SK.  
Date 16/03/2023

## 4 Financial Report 2022

<b><u>Balance</u></b>	<b><u>31/12/2021</u></b>
	<b>€ 56093</b>
Cash	0
<b>Total</b>	<b>€ 56093</b>
<b><u>Profit and Loss</u></b>	<b><u>31/12/2022</u></b>
<b>Income</b>	
Membership contributions	€ 2147.35
Donations	€ 3500.00
<b>Total Income</b>	<b>€ 5647.35</b>
<b>Expenditure</b>	
Administration Costs	€ 8770.95
Bank Fees	€ 236.13
Travel and Accommodation	€ 675.96
CopyTrack settlement	€ 80
ICEVI Repayment	€ 3500
Chamber Commerce Registration	€19.95
<b>Total Expenditure</b>	<b>€13282.99</b>
<b>RESULT</b>	<b>-€ 7635.65</b>
<b>Balance as per 31.12.2022</b>	<b>€ 48457</b>

## 5 Estimate 2023

<b><u>Balance</u></b>	<b><u>31/12/2022</u></b>
	<b>€ 48457</b>
Cash	0
Total	<b>€ 48457</b>
<b><u>Profit and Loss</u></b>	<b><u>31/12/2023</u></b>
<b>Income</b>	
Membership contributions	€ 8,100
Donations	€ 3,500
<b>Total Income</b>	<b>€ 11600</b>
<b>Expenditure</b>	
Administration Costs	€ 10,350
Bank Fees	€ 250
Travel and Accommodation	€ 1,500
Conference Costs	€ 1,500
<b>Total Expenditure</b>	<b>€ 13600</b>
<b>RESULT</b>	<b>-€2000</b>
<b>Balance as per 31.12.2023</b>	<b>€ 46457</b>

## 6 Looking to the future

Last year we wrote in the annual report about how it is not so easy to look to the future when we are still living with the pandemic. Whilst many of us have resumed “normal” activities without masks such as shopping, going to school, teaching etc, it is still clear that COVID-19 has not left us and as we write this we still see the numbers of people catching a new variant of the virus increasing. So, it is hard to say exactly what to look forward too in the next year.

However, the board is particularly encouraged that a lot of work, (reported in Chapter 2 of this annual report) has focused on social and emotional support for children and young people with visual impairment along with the new curriculum framework for children and young people with visual impairment. We believe that there is new impetus focusing on researching with children and young people with visual impairment and this will reap significant benefits in the year(s) to come. More research in Cerebral Visual Impairment is growing rapidly, along with research in children with visual impairment and comorbidities. The result of the LEGO Braille Bricks research with ICEVI-Europe members will be completed next year as well as a series of further Erasmus+ projects to be reported next year.

In the year of 2023, there are going to be a series of significant conferences, where people will meet (possibly for the first time since the pandemic) face to face to share and exchange ideas and expertise. The first of these conferences is the International Symposium on Physical Activity and Individuals with Visual Impairments or Deafblindness being held June 8-10 2023 in Parma, Italy where many of our members will speak including the President. ICEVI-Europe proudly endorses and supports this conference and looks forward to learning from the stimulating presentations presenting cutting edge research and practice. For further information, please visit the conference website: <https://sportrealeyes.it/en/ispaviparma2023/> Unfortunately, the ICEVI-Europe President cannot attend the 18<sup>th</sup> International Mobility Conference in Warsaw in May, but he wishes the participants well, and that he hopes more habilitation and rehabilitation research gets promoted and discussed. He will be attending the 18<sup>th</sup> Deafblind International World Conference 2023 in Ottawa, Canada, both as a representative of ICEVI - Europe but also as a presenter. It must be the year for 18<sup>th</sup> conference anniversaries as there is also the 18<sup>th</sup> Biennial Meeting of the Child Vision Research Society CVRS 2023 'Child Vision and Visual Impairment – Advances in Science and Related Practice' to be held 12-14<sup>th</sup> July 2023 in Bloomsbury, London which has a very interesting programme and the ICEVI-Europe President hopes to make it this year too. This precedes the VISION2023 Denver Low Vision Rehabilitation Across the Life Span 14<sup>th</sup> International Conference on Low Vision Rehabilitation (July 24<sup>th</sup> – 27<sup>th</sup>) where many members of ICEVI - Europe are presenting. We focus on conferences mainly to highlight that there is a lot of research on vision impairment and particularly childhood visual impairment being conducted and we think part of the role of ICEVI - Europe is to disseminate this research that our members are producing to our other members and so we need to think about what is the best vehicle for doing this. But we are delighted to say that our members continue to deliver world leading research. Speaking of conferences, it would be amiss to mention the 10<sup>th</sup> ICEVI - European Conference in Padova, Italy on 15<sup>th</sup> – 17<sup>th</sup> May 2025 – so get your thinking hats on and prepare your research ready for presentation then.






It is essential that fellow colleagues have a platform to exchange their knowledge and expertise with the goal of providing innovative services to the visually impaired, including those with additional disabilities, and actively partake in determining the course of action of ICEVI-Europe. For ICEVI-Europe, two elements are always of great importance. These are regional conferences and conferences of professional interest groups. As mentioned previously, we aimed to start another professional interest group on Cerebral Visual Impairment this we are glad to say has started with thanks to colleagues from ICEVI – Europe's member organization, Royal Dutch Visio, who are taking the lead with this group. We are in the early stages but we look forward to expanding this group to all interested members soon. Allow us once again to emphasize the importance of engaging our members to take on a proactive role by taking the initiative to organize activities of the association such as conferences of the professional interest groups and/or regional conferences, in cooperation with a member of the board. Please contact us or your respective regional board member <http://www.icevi-europe.org/association.php#members> in order to express your interest.

The board in 2023 is meeting face to face in Edinburgh, Scotland, where the topic of professional interest groups will be discussed and how to revitalise them so that they can deliver maximum impact across Europe.

We would like to wish you all the best and good luck in the coming period. And our thoughts are with the families and children with visual impairment in war affected countries. We hope that peace comes soon.

John Ravenscroft,  
President

## 7 Members of the Board as of December 31st 2022

<p>Dr <b>John Ravenscroft</b>, <i>President</i>  <a href="mailto:john.ravenscroft@ed.ac.uk">john.ravenscroft@ed.ac.uk</a></p>	
<p>Dr <b>Andrea Hathazi</b>, <i>Vice-President</i>  <i>representing the Balkan countries</i>  <a href="mailto:ahathazi@yahoo.com">ahathazi@yahoo.com</a></p>	
<p>Dr <b>Steve McCall</b>, <i>Treasurer</i>  <i>representing the English speaking countries</i>  <a href="mailto:s.mccall@bham.ac.uk">s.mccall@bham.ac.uk</a></p>	
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<p>Dr <b>Nathalie Lewi-Dumont</b>  <i>representing the French speaking countries</i>  <a href="mailto:nathalielewi@gmail.com">nathalielewi@gmail.com</a></p>	
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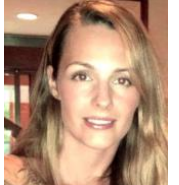



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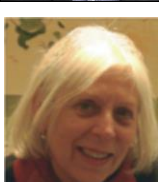
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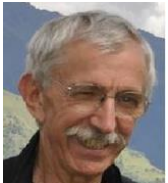


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