

Perkins Possibilities for Children: The Philippines and Latin America

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Perkins International

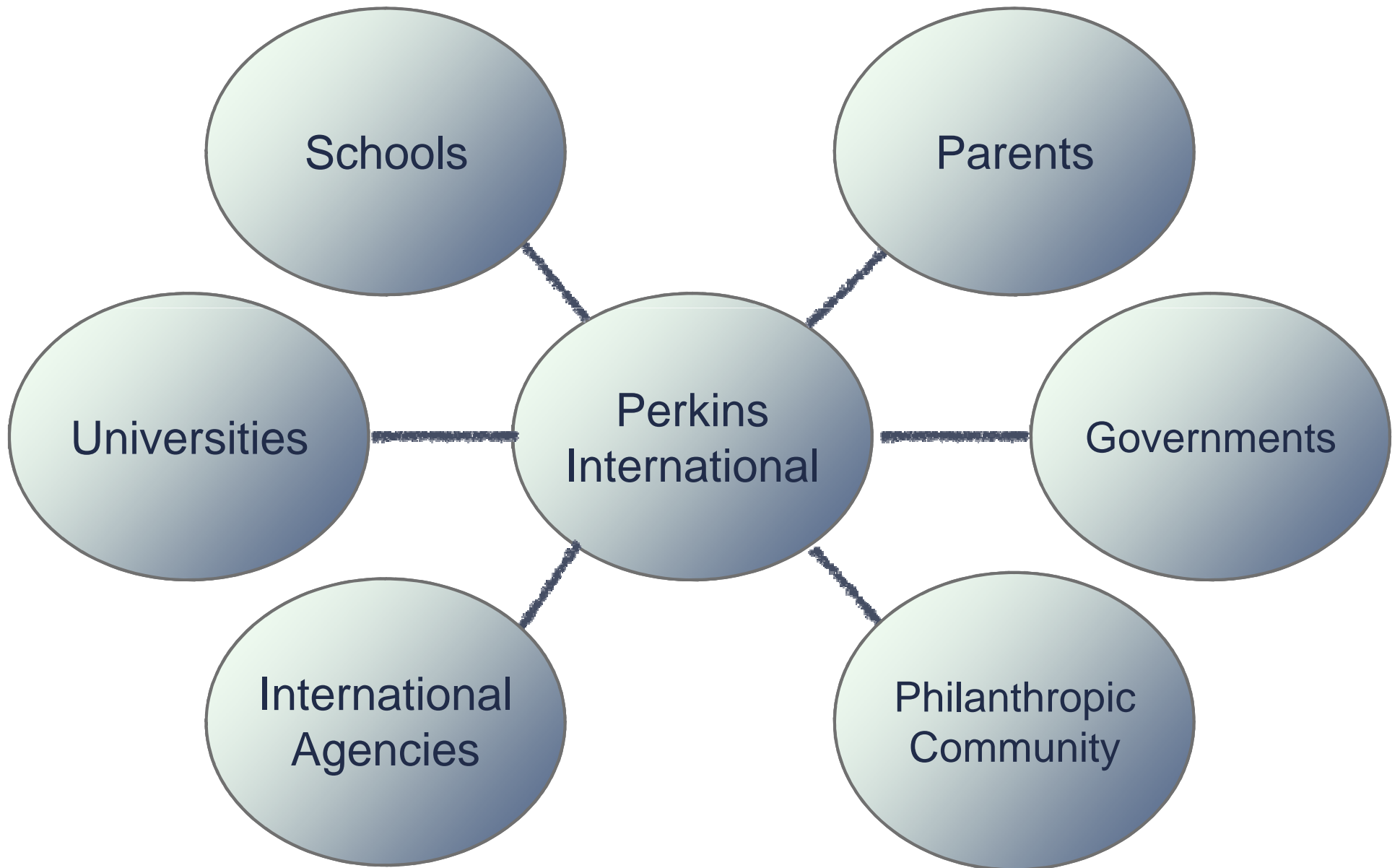
Mission

To improve the quality of life for children who are blind or visually impaired with additional disabilities throughout the world.



- Training teachers and school administrators
- Supporting parent organizing efforts
- Developing curriculum at universities
- Supporting advocacy efforts--local to global
- Advancing braille literacy
- Improving national education policies

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Perkins Possibilities for Children, Philippines

November 2006 - October 2008

Perkins Expanding Educational Services for
Children with Visual Impairment, Philippines

October 2008 - July 2010

Perkins Partnerships for Children, Latin
America: Mexico, Ecuador and the Dominican
Republic

November 2007 - November 2009



Expanding Educational Services/ Philippines



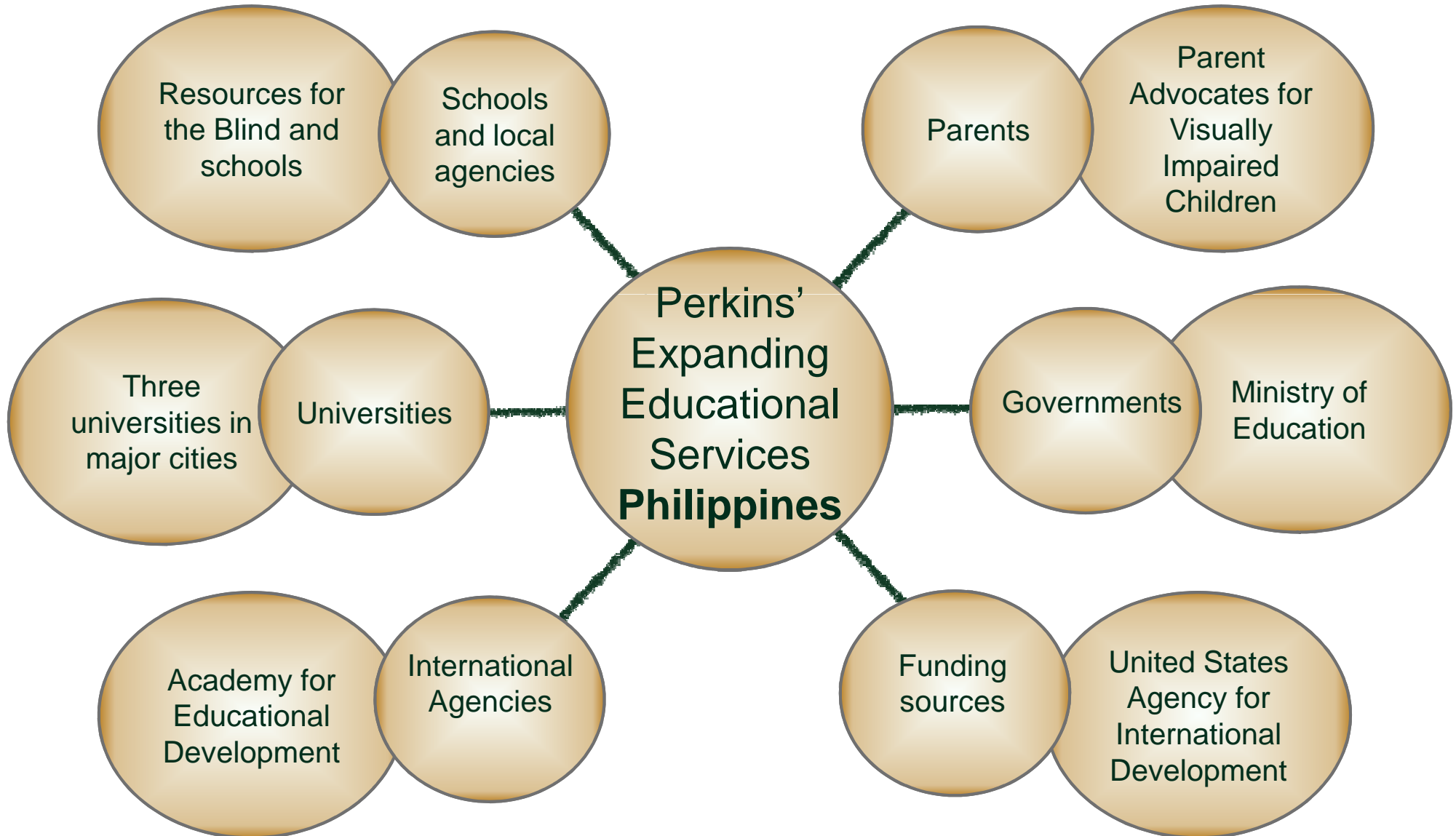
- There are more than **40,000 children** who are blind or visually impaired across the country; about 24,000 of them have an additional disability.
- Only 7% of children who are blind or visually impaired attend school.
- Services are limited or nonexistent for most of the 7,000 islands.

Expanding Educational Services/ Philippines

Objectives and Approach

- Provide education and rehabilitation services to at least 1,100 children, including subsidized services
- Build the capacity of local schools and NGOs
- Train 1,000 teachers on educational strategies
- Strengthen parents' organization
- Establish a course on VIAD in 3 universities for 180 teachers and school administrators
- Increase national advocacy efforts
- Provide 75 brailers to schools and train repair technicians

Expanding Educational Services/ Philippines



Expanding Educational Services/ Philippines

Project Impact



- Services to **4,366 children**
- **590 new children** receiving services
- Subsidized therapy for **1,523 children**
- 9 Mentor Teachers providing **2,134 consultation visits** in homes
- **34 therapy sites** across the country
- **1,073 teachers** trained
- **2,367** university students, parents, field workers and teachers completing observations at model programs

Expanding Educational Services/ Philippines

Project Impact



- Training for **460** parents
- PAVIC's Annual Parent Congress
- Parents' advocacy for increased subsidized services locally
- New coursework at 3 universities for 255 teachers and administrators
- Establishment of the National Steering Committee on the Education of Children with VIAD

Expanding Educational Services/ Philippines

Challenges to Service Delivery



- Many children and families isolated in rural areas or smaller islands
- Transportation is costly and time consuming and requires a parent to miss work

Strategy:

The establishment of 34 local rehabilitation centers and partnerships with schools

Expanding Educational Services/ Philippines

Lessons Learned

- **Local mentor teachers** with advanced training were a critical success factor in reaching underserved areas.
- **Model programs** as training sites to demonstrate best practice expands project's impact.
- **Network of rehabilitation and therapy sites** has made services more accessible.
- **Supporting parent organizing** efforts increases awareness and creates opportunities for children.

Expanding Educational Services/ Philippines

Project Sustainability

- **Systematic and on-going capacity building:** Training teachers, administrators and parents contributes to system impact and sustainability.
- **Philippines National Steering Committee** on Education of Children with VIAD brings together Dept. of Education, university faculty, parents, and educators.
- **National Human Rights Commission** of the Philippines addresses educational exclusion.
- **Participation of stakeholders** across civil society increases project cohesion and sustainability.

Partnerships for Children/ Latin America



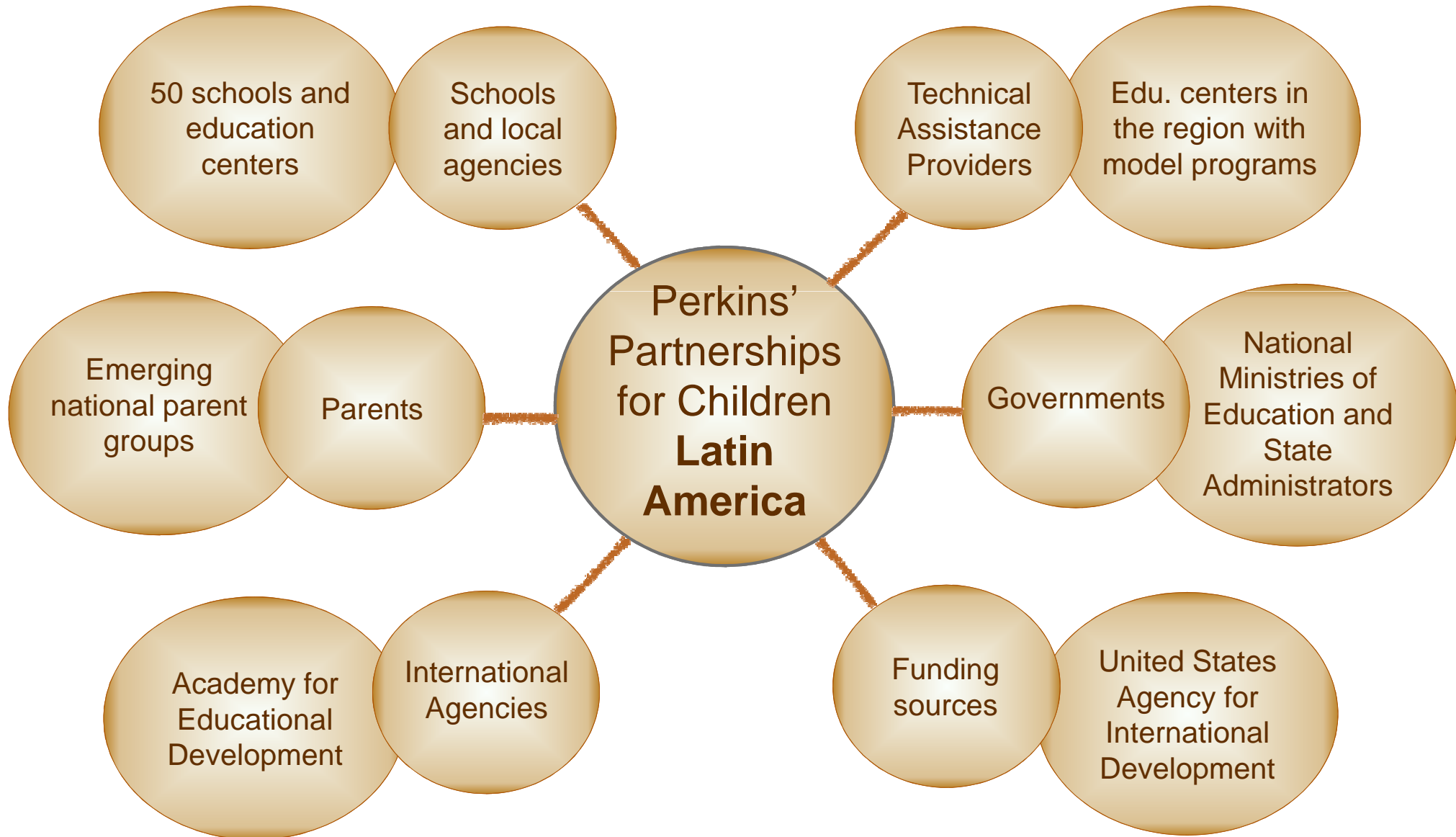
- In Ecuador, Mexico and the Dominican Republic there are at least **60,000** children who are blind or visually impaired with additional disabilities.
- The majority of schools and Ministries of Education were prepared to support children with a single disability. Children with multiple disabilities largely outside the state education systems.

Partnerships for Children/ Latin America

Objectives and Approach

- Provide **500 children** with continued quality education services
- Collaborate with schools to identify **2,000 additional children** in need of specialized educational programs
- Train **140 teachers** and **60 school administrators** on the best practices in the education of children with VIAD
- Facilitate training and networking opportunities for **100 parents**
- Support **6 Ministry of Education representatives** to develop and improve national education policies and practices

Partnerships for Children/ Latin America



Partnerships for Children/ Latin America

Objectives and Approach

- Building country teams: Ministries of Education, TA providers, teachers, and administrators.
- Drawing upon local knowledge and promoting regional collaboration
- Using model programs to demonstrate best practices in services delivery to children
- Create national impact



Partnerships for Children/ Latin America

Project Impact



- Services to **860** children
- Identification of **1,652 children**
- **150** Teachers, **100** Parents, and **60** Administrators trained
- National plans developed with three ministries of Education.
- New services in **18** states of Mexico, **9** provinces in Ecuador, and **6** provinces in the Dominican Republic

Partnerships for Children/ Latin America

Project Impact

- Ministries incorporating child data from project into national identification systems.
- Ministries defined need and competencies for training teachers.
- Ministries and schools supporting parent/professional partnerships in child education plans.
- School administrators modifying teacher:child ratio to implement best practices.
- Models of curriculum alignment and adaptation included in national planning.

Partnerships for Children/ Latin America

Challenges to Service Delivery

Inadequate systems of outreach, identification and data collection contribute to gaps in service planning and accessible education for children with VIAD.

Strategy: Educate Special Education authorities in development of population specific definition and methods of identification within existing service systems.

Partnerships for Children/ Latin America

Lessons Learned



- Ministry level buy-in key to long-term sustainability
- Site visits critical for evaluating training effectiveness and planning follow-up training
- Parent-Teacher-Administrator parallel training contributes to system impact

Partnerships for Children/ Latin America

Project Sustainability

Commitments made by Ministries of Education

➤ **Mexico:**

Funding for national teacher and parent training

6 states funding local program development

➤ **Ecuador:**

National Resource Center with 30 new teachers to expand services

➤ **Dominican Republic:**

6 new programs opened

National teacher training