Perkins Possibilities for Children: The Philippines and Latin America

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**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
Perkins International

- Schools
- Universities
- International Agencies
- Parents
- Governments
- Philanthropic Community
Perkins International

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 braille machines to schools and train repair technicians
Expanding Educational Services/Philippines

- Services to **4,366 children**
- **590 new children** receiving services
- Subsided 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
Expand 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.
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.
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.
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

Perkins’ Partnerships for Children Latin America

- 50 schools and education centers
- Schools and local agencies
- Emerging national parent groups
- Parents
- Academy for Educational Development
- International Agencies
- Technical Assistance Providers
- Edu. centers in the region with model programs
- Governments
- National Ministries of Education and State Administrators
- Funding sources
- United States Agency for International Development
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
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
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.
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.
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
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