

PLENARY SESSION 1

The Right to Read

Thursday, 15 Nov 2012

9:00 – 10:30



Objectives

Overview:

- The status of the right to read campaign
- Various activities underway to achieve a world where published books are accessible and available to all persons who are blind or have low vision around the world.

India's situation

- ❑ In 2009 the Indian publishing industries produced 100 thousand of a new title
- ❑ Only five hundred were produced in an accessible format such as braille, large print or daisy audio (0.5%)

The second book of Harry Potter series

- Available in an accessible format (in braille and in daisy audio)
- Could not be shared with the 65 other countries
- Because of copyright restrictions
- Have to be reengineered
- Each version cost about US\$5000

The World Intellectual Property Organization (WIPO)

- ❖ Encourage innovation and cultural creation → the social and economical benefits
- ❖ Condition of enjoyment of the social benefit → access to the new knowledge

- ❖ One of the barriers to access → physical disabilities → require accessible format
- ❖ The right to control the new knowledge → conferred by copy right
- ❖ A balanced and effective intellectual property system:
 - economic dimension of the creation of the new knowledge (requires huge investment)
 - social dimension of the enjoyment of the new knowledge. (enhance life quality)

Multi-dimensional challenges

- ❖ Legal obstacle to access
- ❖ Technological obstacle to access
- ❖ Operational or organizational obstacle to access

Legal obstacle to access

- 57 countries around the world (less than 1/3 of member states)
- A provision for an exception or similar device to allow person to create an accessible format of copyrighted works
- However, they don't uniformly provide the same things
- Legal uncertainty → possibility of exporting from one country accessible format to another country, create duplication, etc..

The solution

International legal instrument

Create:

- ❑ Certainty with respect to the right to create accessible format
- ❑ Certainty with respect to exporting and importing of accessible format

Challenges

- ❖ The negotiations with respect to a new treaty are surrounded by all forms of mistrust and lack of confidence
- ❖ Balance between:
 - ✓ visually impaired/print disabled vs. Publishing industries
 - ✓ developing countries vs. developed countries

Would it be a new treaty ?
(June 2013)

Parallel Session 2
**Early Intervention and
Childhood Development**

Thursday, 15 Nov 2012

11:30-12:30

BUSKH



Objectives

To present:

- The need for early intervention
- Examples of successful programs

Vulnerable groups

1. Premature babies are exposed to a large quantity of physical risks, as a consequence of their immature bodies, e.g. a lesion in the visual system
2. Early intervention: improve both visual and attention behavior functions
3. Work with stimuli to strengthen the relationship and the communication with his/her parent

Adaptation to Sensory information

- Sequence of acquire skills/Sensory information
- Normal Child: process color, process shape, smile, face.
- VI Child: hear laughter, make noise, a clap, etc.
- Need more time, environmental stability, and repetition of items to obtain their best response

Susan LaVenture (USA)

(a case sharing)

- Her son: tumor on retina
- Remove the eye away to save life
- Five years cancer treatment
- Perkin school of blind
- Early intervention is important
- To accept children disability, work closely with professional
- Her son now is studying in a medical school

PLENARY SESSION 3

EMPLOYMENT

Friday, 16 Nov 2012

9:00 – 10:30

Objectives

The initiatives underway to address the appalling rates of unemployment of persons who are blind or have low vision around the world.

Keynote: Karen Wolffe, Consultant



World Report on Disability (2011)

- 15 % or 1 billion of the world's population has some form of disability
- About 800 million people with disabilities are 15 years of age or older (working age)

Employment Rate

- In developed countries: approximately 30-40%
- In developing countries: about 10%.
- In US, nearly 80% of working age adult with visual impairment are not even attempting to find a work, due to various reasons
- Research in a number of countries indicated that approximately 2/3 of those unemployed would like to gain employment
- The challenge: help those individuals secure jobs.

Transition from school to work

- Encourage their VI children to participate in work activities at home
- They must be taught to do home and personal enhancement skills for the activities of daily living.
- In future: collaborate the classroom project, disability specific skill, independent living skill, career readiness skill, organizational skills

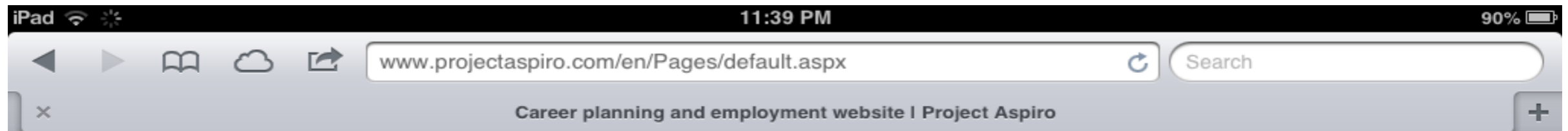
Five Critical Points

National longitudinal transition study (NLTS2)
Progression in the transition from school to work

1. Let children know of a high expectation of them
2. Encourage socialization
3. Positive acknowledgment: the acquisition of disability specific skills that those alternative strategy children must learn
4. Realistic feedback on their performances
5. Provide opportunities for work

Online Resources

www.projectaspiro.com



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A career planning and employment resource for people who are blind or partially sighted



Planning Your Career

Service Providers

Friends and Family

Employers

Success Stories

"One can never consent to creep when one feels an impulse to soar."

- Helen Keller



Project Aspiro is a comprehensive career planning and employment resource for individuals who are blind or partially sighted.

You'll find everything you need to achieve your career goals including career planning advice, information about education, profiles of people enjoying meaningful careers, and much more.

There's also a range of valuable information for friends and family, service providers, and employers.



Success Stories

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Online Resources

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For Job Seekers - American Foundation for the Blind

AFB American Foundation[®] for the Blind

Expanding possibilities for people with vision loss

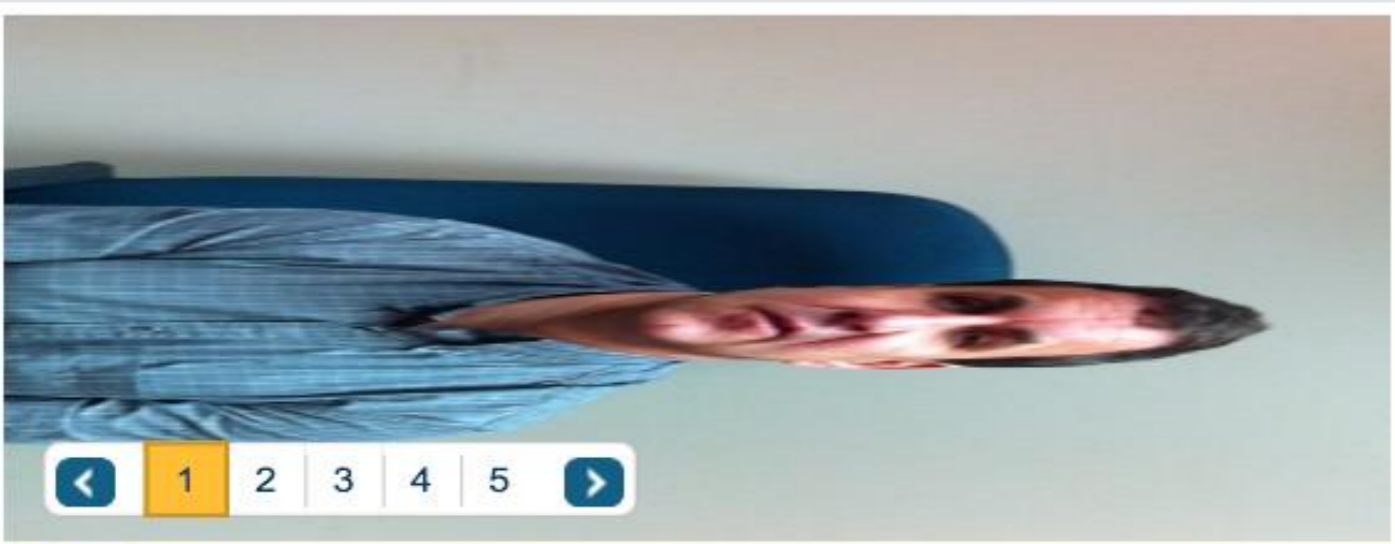
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CareerConnect[®]



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My Story: Tim McIsaac, Science Business Innovation Development

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Back to: [Living with Vision Loss](#)

Why employers hire people with disability ?

Director of ILO Decent Work Technical Support Team for East, South-East Asia and the Pacific Maurizio Bussi

1. Because they must e.g , required by legislation
2. Because someone ask, e.g. hire VI in job fair
3. Because they believe it is a right thing to do, e.g adopted human right, public images
4. Because they are encouraged, e.g. job training fund
5. Because it makes business sense, e.g. job retention.

Two-pole strategy

Maryanne Diamond, Chair WBU Employment Working Group

1. Recognize the need to change awareness and assumption among employers regarding the capability of individual who are blind and partially sighted
2. To change the work readiness level and self assurance of people who are blind and partially sighted
3. Two strategies must work simultaneously



Parallel Session 2

Low Vision

Friday, 16 Nov 2012

11:30-12:30



Objectives

1. To provide information about trends in low vision
2. To raise awareness about the issues faced by persons with low vision and
3. To discuss how persons with low vision can be included more effectively within our organizations.

Nicola Crews (United Kingdom)

The RNIB Low Vision Kit



Cit cymorth golwg gwan

Cymorth i ddisgyblion â golwg gwan

The RNIB Low Vision Kit

- Royal National Institute of Blind People (RNIB)
- International version CD through RNIB online book shop
- Developed by the Children's Low Vision Advocate for Wales
- It is designed to teach children with low vision about their sight and what they can do to make the most of it.



Example: Matthew

- Trained to use the LV devices by using the manual...
- his behavior improved when started to use telescopic device...
- Module: give yourself a score...

Example: Emma

- Understand the eye condition
- Positively describe her eye condition to others