



Integration von Schülerinnen und Schülern mit einer Sehschädigung an
Regelschulen

Teacher training on MIVI in Europe

Emmy Csocsán, Solveig Sjöstedt

2005

Universität Dortmund
Fakultät Rehabilitationswissenschaften
Rehabilitation und Pädagogik bei Blindheit und Sehbehinderung
Projekt ISaR
44221 Dortmund

Tel.: 0231 / 755 5874
Fax: 0231 / 755 4558

E-mail: isar@uni-dortmund.de
Internet: <http://www.isar-projekt.de>

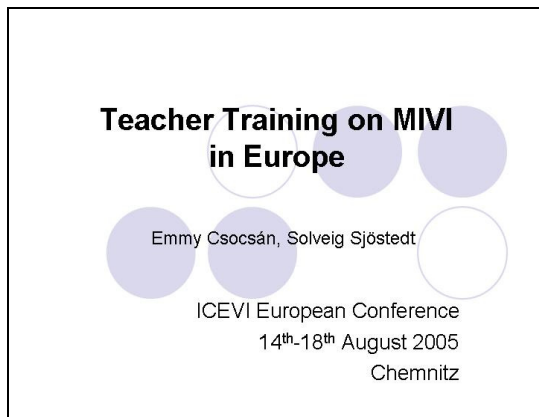




ICEVI European Conference
14 - 18 August 2005
Chemnitz
Teacher training on MIVI in Europe
Emmy Csocsán, Solveig Sjöstedt

Dear Colleagues,

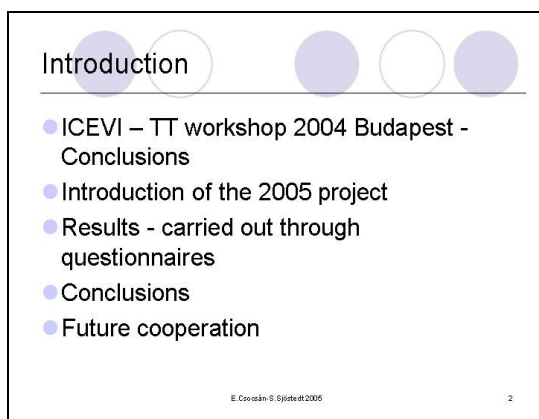
Transparency 1:



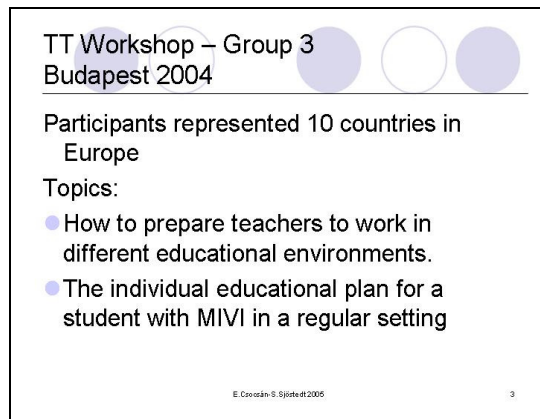
As we all know, multi impairment/visual impairment (MIVI) has been on the agenda of ICEVI for some time. As it is such a complex area, none of us has the feeling of being an overall expert in this special field of education. Because of this, all recent ICEVI teacher training workshops and conferences have had MIVI as part of the programme.

Today we will talk about the conclusions of the workshop in Budapest and about the results of our data collection about the situation of the teacher education in Europe regarding courses on MIVI.

Transparency 2:



Transparency 3:



TT Workshop – Group 3
Budapest 2004

Participants represented 10 countries in Europe

Topics:

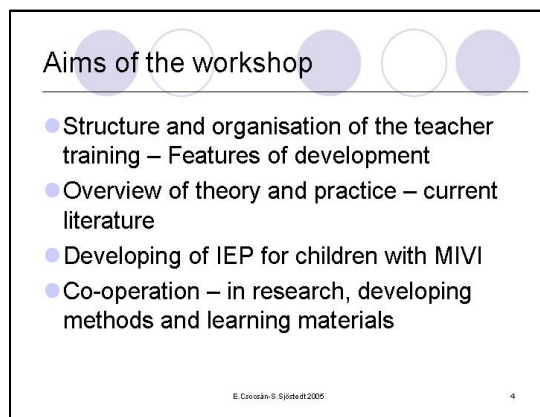
- How to prepare teachers to work in different educational environments.
- The individual educational plan for a student with MIVI in a regular setting

E. Csocsán-S. Sjöstedt 2005 3

During the last ICEVI Teacher Training Workshop in Budapest in September 2004, we chaired one of the four topics which was "How to prepare teachers to work in different educational environments. The individual education plan as a tool including MIVI students in a regular setting."

Ten teacher trainers used four intense working days to try and find a solution to the topic. Our report can be found on the ICEVI-Europe home page. It is a vital addition to the paper we are presenting today as some countries' systems are mentioned there even though they did not answer the questionnaire sent to them as basis for this presentation.

Transparency 4:



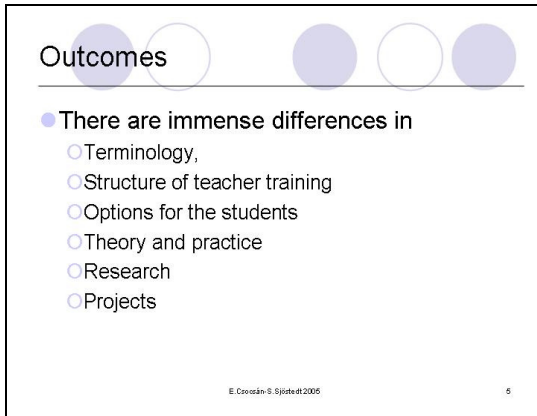
Aims of the workshop

- Structure and organisation of the teacher training – Features of development
- Overview of theory and practice – current literature
- Developing of IEP for children with MIVI
- Co-operation – in research, developing methods and learning materials

E. Csocsán-S. Sjöstedt 2005 4

One focal point during the workshop was a Core Curriculum Analyse / teacher training program on the knowledge teachers in various settings ought to have to be able to give the child with MIVI an optimal education. (Csocsán et al. 2004, Sjöstedt 2005)

Transparency 5:



Outcomes

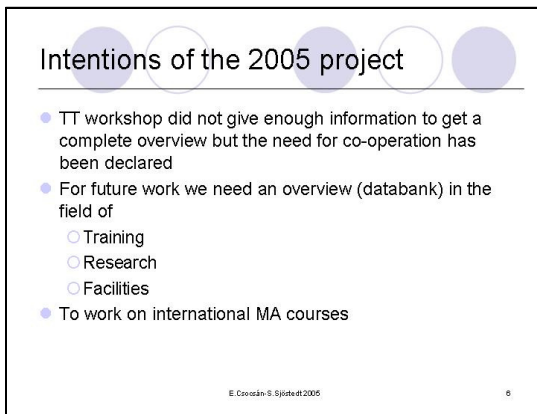
- There are immense differences in
 - Terminology,
 - Structure of teacher training
 - Options for the students
 - Theory and practice
 - Research
 - Projects

E. Csocsán - S. Sjöstedt 2005 5

But, the main point for all of us was the need for future co-operation and shared knowledge. The list drawn up on this issue was as follows:

- Research on this topic could be offered to PhD students/candidates
- Looking for international projects and grants for research
- Offering PhD scholarships and providing sponsorships for students on an international level lead by universities which can take responsibility
- Recommendation for IsaR to collect and list all the available literature and learning materials and devises related to MIVI

Transparency 6:



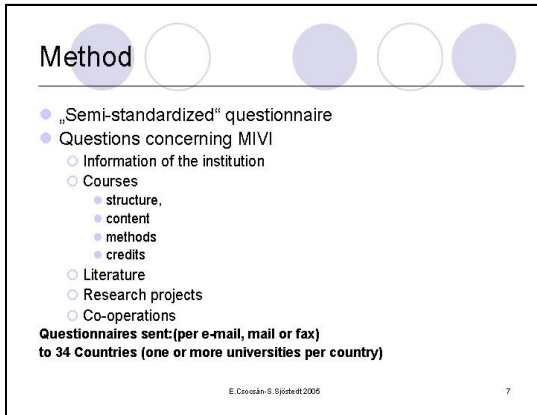
Intentions of the 2005 project

- TT workshop did not give enough information to get a complete overview but the need for co-operation has been declared
- For future work we need an overview (databank) in the field of
 - Training
 - Research
 - Facilities
- To work on international MA courses

E. Csocsán - S. Sjöstedt 2005 6

Our goal after the workshop was to take the first steps towards creating a European database connected to ISAAR, our already existing database on inclusion of students with visual impairment at regular schools in Germany. We decided to prepare a questionnaire to be sent to all universities and Higher Pedagogical Schools in Europe in order to get an overview of the teacher training programs regarding MIVI.

Transparency 7:



Method

- „Semi-standardized“ questionnaire
- Questions concerning MIVI
 - Information of the institution
 - Courses
 - structure,
 - content
 - methods
 - credits
 - Literature
 - Research projects
 - Co-operations

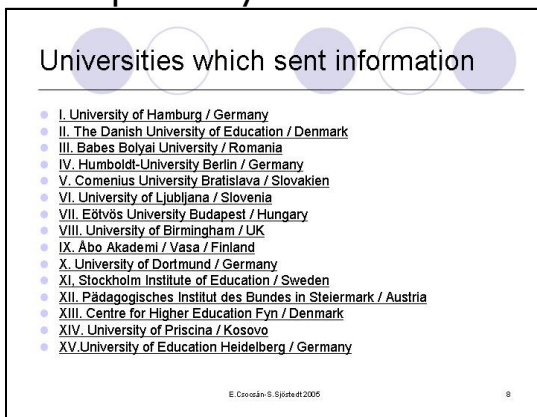
Questionnaires sent: (per e-mail, mail or fax)
to 34 Countries (one or more universities per country)

E. Csocsán-S. Sjöstedt#2005 7

The task was not as easy as we had anticipated. As all universities did not have this information in English, it took quite good linguistic skills to find the correct faculties and persons dealing with special education. Many of the e-mail addresses and fax numbers given did not work. And one professor did not dare to open the e-mail as he did not know what MIVI stood for. But out of 34 countries, 15 institutions returned the questionnaire with the information we had asked for.

The institutions were:

Transparency 8:



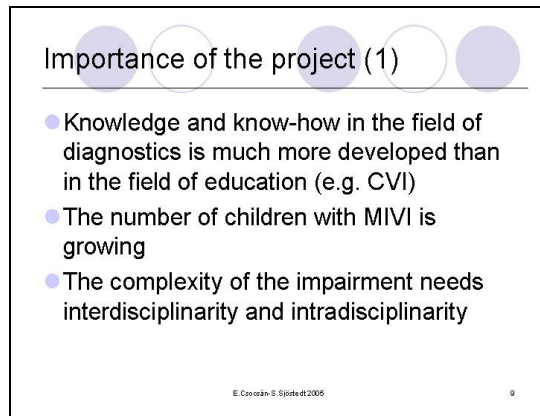
Universities which sent information

- I. University of Hamburg / Germany
- II. The Danish University of Education / Denmark
- III. Babes Bolyai University / Romania
- IV. Humboldt-University Berlin / Germany
- V. Comenius University Bratislava / Slovakien
- VI. University of Ljubljana / Slovenia
- VII. Eötvös University Budapest / Hungary
- VIII. University of Birmingham / UK
- IX. Åbo Akademi / Vasa / Finland
- X. University of Dortmund / Germany
- XI. Stockholm Institute of Education / Sweden
- XII. Pädagogisches Institut des Bundes in Steiermark / Austria
- XIII. Centre for Higher Education Fyn / Denmark
- XIV. University of Priscina / Kosovo
- XV. University of Education Heidelberg / Germany

E. Csocsán-S. Sjöstedt#2005 8

It is a pity that all southern European countries are missing especially as Italy for example is having all students in inclusive education. It would have been interesting to know to what extent they train teachers for the children and young people with MIVI.

Transparency 9:



Importance of the project (1)

- Knowledge and know-how in the field of diagnostics is much more developed than in the field of education (e.g. CVI)
- The number of children with MIVI is growing
- The complexity of the impairment needs interdisciplinarity and intradisciplinarity

E. Csocsán-S. Sjöstedt 2005

The information we thus received was information about the institution, level on which the courses were given as well as some ideas regarding the curriculum. We were informed about hours and credits and questions on research and co-operation.

The number of children with MIVI is growing. It is not only that the number is growing, but the awareness of a possible visual impairment in pupils with other impairments is growing. We do thus find more of these children as the assessment procedures become more refined. (Buultjens et al. 2001, Walthes 2005)

Another aspect we have to consider is the need for co-operation with professors, teachers and professionals with a different expertise than ours. Inter- and intradisciplinary co-operation is the path we have to take in the future.

Transparency 10:

Importance of the project (2)

- The number of experts is limited
- Because of the new structure of the training - BA/MA - the number of lessons is declining
- New learning forms are requested – multi media -e-learning etc.

Many countries cannot afford appropriate training – international teamwork is urgently required

E. Csocsán, S. Sjöstedt 2005 10

In comparison with many of the other "main impairments", visual impairment has affected the smallest number of children and young people. The number of teachers working with the visually impaired is thus small. And those with a working knowledge on MIVI are still fewer.

In many countries the MA and BA studies are being reformed leaving the number of lessons on VI to decline. The new technology gives us new possibilities to teach and learn. We should consider all the options given to increase the quality of teaching the new generation of teachers for the MIVI. Well structured multimedia and e-learning programs could also be delivered "over the borders" with possibilities of in-built translation options. BUT, meeting each other and sharing knowledge, experience and know-how is still the best chance of pooling knowledge.

Transparency 11:

Courses on MIVI

- Of the 15 institutions which returned the questionnaire 12 offer courses on MIVI.
- Courses on MIVI are: A: compulsory 9
B: Optional 5 3 both
- Courses are offered in various stages of study: basic study period, main study period, further education, BA/MA etc.
- Duration of the courses varies, not applicable. (i.e. from "according to need" to 30 h altogether)

E. Csocsán, S. Sjöstedt 2005 11

The main point with our questionnaire was of course to know which of the institutions offers courses in MIVI, whether the courses are compulsory or optional and at which level these courses are offered. As

we can see, there are great variations both as to when the courses are offered and to the duration of the courses.

Transparency 12:

Research projects

- Number of institutions that participate in research projects:
National projects: 5
EU-projects: 4
Others: 3

Titles of projects:

- (I) *Implementation of training system to qualify teachers as Low vision trainers in the Peoples' Republic of China*
- (III) *Hilton Perkins Program*
- (IV) *1. System Life Scout for children with low vision. / 2. Adaption of ITVIC (Intelligence Test for Visually Impaired Children) for children with learning disabilities.*
- (VII) *1. Assessment of MIVI children / 2. Screening of deaf/hard of hearing students with Usher syndrome*
- (XII) *PATE + Project with RN school Edinburgh (British council)*

E. Csocsán, S. Sjöstedt 2005 12

A total of 12 institutions participate in different research projects. So, not much research is going on. The range of research topics varies from how to Adapt Intelligence Test for VI children with learning disabilities to Implementing low vision training in China.

Transparency 13:

Topics of discussion (1)

- (I) *Diagnostics; CVI; How can the special needs of children with MIVI be provided in different institutions of living and / or learning*
- (III) *Assessment; IEP, Curriculum adaptation; Assistive technologies*
- (V) *Early intervention of MIVI – methods of work, system, approach, possibility, development*
- (VII) *Ministries of Education and of Youth, family, social and affaires and equal opportunities: Discussions on public education for MIVI*

E. Csocsán, S. Sjöstedt 2005 13

The topics of discussion show that a broad range of questions are being put forward in the different countries. Diagnostics, assessment, IEP, early intervention, methods, approaches, equal opportunities,

Transparency 14:

Topics of discussion (2)

- (IX) Assessment and educational provisions plus placement
- (X) Assessment, CVI, professional development and quality management
- (XI) Treatment and education of children with CVI
- (XIII) Autism and blindness
- (XIV) Assessment, school placement (from home to school)
- (XV) Common subjects and problem areas in the field

E. Csocsán-S. Sjöstedt 2005 14

Placement, CVI, professional development, quality management, autism and blindness etc. We do, of course hope, that the outcome of these discussions will be presented in a database to be shared by everyone. And as we pointed out before, to share our experience through co-operation.

Transparency 15:

Co-operation required (1)

- (I) Cooperation with the fields authorizing reports of diagnostics and educational needs (IEPs)
- (III) Action-research projects
- (IV) Functional perception
- (V) Exchange of literature; co-operation conferences and workshops
- (VI) Research projects; exchange of practical experience
- (VII) Exchange of knowledge theoretical and practical, cooperation in research. Lecturer and student mobility and exchange

E. Csocsán-S. Sjöstedt 2005 15

The co-operation requests are mostly on a more general level with shared literature, conferences, workshops and shared research projects among the wishes. International Teacher Training, teacher and student exchange are being mentioned as well.

Transparency 16:

Co-operation required (2)

- (VIII) Only if research based and fully funded
- (IX) IEP and curriculum adaptation
- (X) TT on international basis on MIVI / European university
- (XI) Exchange of study programs, research, relevant prescribed texts for students etc.
- (XII) Workshops
- (XIII) Joint EU projects
- (XIV) Good practices
- (XV) Research projects and curriculum development on: MIVI and career education, Personal budget, placement after school, early intervention, materials in school regarding content

E. Csocsán-S. Sjöstedt#2005 16

As to the more specified subjects, the IEP, materials, curriculum adaptation and development are considered important.

The problem many of us face can be seen in the institution wishing for co-operation only if it is "research based and totally funded".

Transparency 17:

Comments

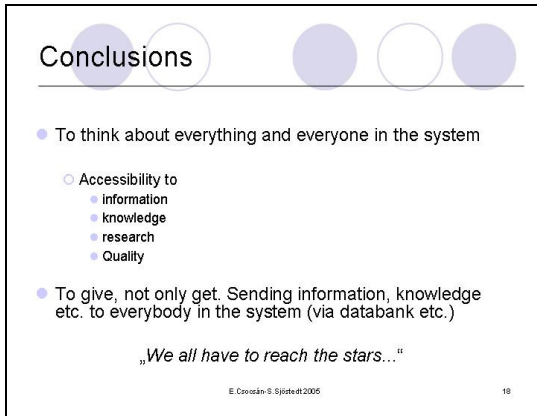
- (VIII): We have moved to a position of not regarding MIVI as a separate part of Education for teachers of VI. MIVI constitutes about a third to half of the population of children with VI in the UK and all teachers are expected to develop skills in this area as an integral part of all their learning.
- (XI) Reference to the upgraded newly started Master's Degree Program. This is the only training of pedagogues of the VI available at the University level in Sweden at present. The program promotes training models with holistic approaches on the child / adult / elderly with degrees of visual impairment. Students are trained to handle visually impaired with or without additional disabilities, "from the cradle to the grave". This also includes both individuals with blindness and low vision.

E. Csocsán-S. Sjöstedt#2005 17

Two comments are worth noting. In UK, the fact that pupils with MIVI are about half of the population of children with VI, all teachers are expected to develop skills in this area as integral part of all their learning. (Porter 1998)

And Sweden has taken one step further. Their new Masters program promotes training models with a holistic approach on the child / adult / elderly with or without additional disabilities, i.e. "from the cradle to the grave".

Transparency 18:



Conclusions

- To think about everything and everyone in the system
 - Accessibility to
 - information
 - knowledge
 - research
 - Quality
- To give, not only get. Sending information, knowledge etc. to everybody in the system (via databank etc.)

„We all have to reach the stars...“

E. Csocsán S. Sjöstedt 2005 18

So, is this our future? We know that we have to move forward, today all problems are not covered; much is poorly presented and often dependent on the professor, not the need.

There are some very good home pages, like the one of RNIB, where information on education of pupils with MIVI are available. It would be vital to have a concentrated source where this kind of information could be found.

What we need is co-operation in research, we need networking all over Europe, we need to share and have easy access to information and here IsaR could be the solution. An existing program where the structure makes it easy to access and information is easy to add. We need knowledge on ongoing developments, we need quality. We need each other to reach the stars.

References:

- Buultjens, M.; Fuchs, E.; Hyvärinen, L. Laemers, F.: Leonardt, M.; Walthes, R. (Eds.) (2001): Low Vision in Early Intervention. CD-ROM, University of Dortmund, Faculty of Rehabilitation Sciences
- Csocsán, E.; Sjöstedt, S.; Toth, M. (2004): How to prepare teachers to work in different educational environment. Report. ICEVI. 4th Workshop on Teacher Training of the Visually Impaired in Europe. In: <http://www.icevi-europe.org/tt/ttw4/group3.html> (August, 4th, 2005)
- ISaR Project home page: <http://www.isar-projekt.de>
- Lea Hyvärinen home page: <http://www.lea-test.fi>
- Porter, Jill (1998): Improving provision for children with multiple disabilities and visual impairments. London: RNIB
- Lea Hyvärinen home page: <http://www.lea-test.fi>
- Sjöstedt, S. (2005): Professional Development III. Finnish Support to the Development of Education Sector in Kosovo – II. Manuscript.
- Walthes, R (2005): Kinder mit zerebralen Sehschädigungen – eine Herausforderung an die Disziplinarität der Sonderpädagogik. Vierteljahresschrift für Heilpädagogik und ihre Nachbargebiete, 3/2005, 207-218



Austria

Pädagogisches Institut des Bundes in Steiermark

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University:

Faculty:

B. Teacher Training High-school:

Department:

Something between / in service

C. College: Pädagogisches Institut des Bundes in Steiermark

Department:

2. Questionnaire answered by: Gerti Jaritz-Tschinkel

Position: coordinator

3. City Graz Country: Austria

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.



5. At which stage of the studies is MIVI located in the curriculum?

It's a principal in all contents to include MIVI and comes in all periods (Basic study period, main study period, further education etc.)

6. Courses on MIVI are: A: compulsory
B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI? The same as for the others

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

sensibilisation for Mivi (Kooperative Pädagogik
Basale Förderung, Aktives Lernen nach Nielsen/ Different approaches
for Mivi, non verbal communication, autism and challenging behavior
Visual assessment, deaf blindness, multisensory approach
Concret working examples
Management
Mobile teachers and Mivi and inclusion

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures x		
Intensive practice x		
Self studies/literature x		
Other: which?		

Please list 3-5 literature references per course:

10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?
Is not extra recognized because of principle in the curriculum



Module title	Content	ECTS	Working methods

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No

If yes, what kind?

If no, proceed to question 15.

12. Please list the topics of research carried out on MIVI at your university/high school/college:

sorry no

Supported by third-party funds:

Supported by your university:

Supported by other sources:

13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No



Project name: PATE +
project with the RN school Edinburgh (British council)
supported by:

14. Do you have national / international cooperation concerning MIVI
(teacher training / research / etc.)?

Level of cooperation:

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes / No
- International Yes / No

15. Are there other institutions in your country that offer training for
professionals on MIVI? Yes / No

A. What kind of institution?

B. What kind of cooperation do you have with this institution?

16. Are there recent topics of discussion on MIVI in your country? If yes,
which topics? (Problems, definition, assessment etc.)

17. Are you interested in international cooperation with other institutions?
 Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI
might be useful?
Workshops



Comments:



Germany

Humbolt University, Berlin

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: Humboldt Universität zu Berlin

Faculty: Philosophische Fakultät IV

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: Prof. Dr. habil. Paul Nater

Position:

3. City: Berlin Country: Germany

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.

5. At which stage of the studies is MIVI located in the curriculum?

Basic study period, main study period



6. Courses on MIVI are: A: compulsory
B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI? Abt. für Blinden- und Sehbehindertenpädagogik

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

- 1) Mehrfachbeh. Bl. Und sehbeh. Kinder u. Jugendliche – Anthropogene Förderbedingungen (Theorie und Hospitationen)
- 2) Mfb. Bl. U. sb. Kinder/Jugendlich.: Fördermaßnahmen (Theorie u. Hospitationen)
- 3) O&M bei mehrfachbeh. Sehgeschädigten
- 4) Aspekte d. berufl. Ü sozialen Reh. bei mehrfachbeh. Sehgeschädigten – Was kommt nach der Schule?
- 5) Orientierungspraktikum oder Unterrichtspraktikum, fakultativ bei Mehrfachbeh.

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures	2	14 (SS) + 16 (WS)
Intensive practice	2	Zu 1) 7, zu 2) 8, zu 3) 8 zu 5) s.u.
Self studies/literature		
Other: which? O-Praktikum u. U-Praktikum	50 Std. In 10 Tagen als Block	

Please list 3-5 literature references per course:

Anlage: mehrseitige Bibliografie



10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

Module title	Content	ECTS	Working methods
M5: Partizipation und Umwelt / O&M (s.o. 3.)		2	Seminar, Simulation
MII: Berufsfeldersch. Praktikum		6	Praktikum, Bericht
MIII: Didaktik i.d. Rehab.päd.	s.o. 1) oder 2) oder 4)	2	Seminar

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No

If yes, what kind?

If no, proceed to question 15.

12. Please list the topics of research carried out on MIVI at your university/high school/college:

Supported by third-party funds:

Supported by your university:

Supported by other sources:



13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No

- Project name: Empir. Untersuchungen zur Eignung des Systems LifeScout für sehbeh. Kinder mit elementarem Förderbedarf. Support: Fa. Plastolight
- Normierung des ITVIC (Intelligence Test for Visually Impaired Children, aber nur lernbeh. Sehg.; Kooperation: Universität Budapest, DAAD

supported by: s.o.

14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?

Level of cooperation:

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes / No
- International Yes / No

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No

A. What kind of institution?

B. What kind of cooperation do you have with this institution?

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)



17. Are you interested in international cooperation with other institutions?
 Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI
might be useful?
Functional perception

Comments:



Denmark Centre for Higher Education, Fyn

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: Centre for Higher Education Fyn

Faculty:

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: Peter Rodney

Position: External Lecture

3. City Hellerup Country: Denmark

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.

5. At which stage of the studies is MIVI located in the curriculum?

(Basic study period, main study period, further education etc.)



6. Courses on MIVI are: A: compulsory
B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI?

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures		
Intensive practice		
Self studies/literature		
Other: which?		

Please list 3-5 literature references per course:

10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

Module title	Content	ECTS	Working methods

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No



If yes, what kind?

If no, proceed to question 15.

12. Please list the topics of research carried out on MIVI at your university/high school/college:

Supported by third-party funds:

Supported by your university:

Supported by other sources:

13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No

Project name:

supported by:

14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?



Level of cooperation:

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes / No
- International Yes / No

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No

A. What kind of institution?

B. What kind of cooperation do you have with this institution?

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)

Autism and blindness

17. Are you interested in international cooperation with other institutions?
 Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI might be useful?

Joint EU projects

Comments:



Denmark

The Danish University of Education, Copenhagen

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: The Danish University of Education

Faculty: Educational Psychology

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: Niels Egelund

Position: Professor, Director Institute

3. City: Copenhagen Country: Denmark

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.

5. At which stage of the studies is MIVI located in the curriculum?

(Basic study period, main study period, further education etc.)



6. Courses on MIVI are: A: compulsory
B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI?

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures		
Intensive practice		
Self studies/literature		
Other: which?		

Please list 3-5 literature references per course:

10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

Module title	Content	ECTS	Working methods

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No



If yes, what kind?

If no, proceed to question 15.

12. Please list the topics of research carried out on MIVI at your university/high school/college:

Supported by third-party funds:

Supported by your university:

Supported by other sources:

13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No

Project name:

supported by:

14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?

Level of cooperation:

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes / No
- International Yes / No



15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No

A. What kind of institution?

B. What kind of cooperation do you have with this institution?

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)

17. Are you interested in international cooperation with other institutions?
 Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI might be useful?

Comments:



Germany

University of Dortmund

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: University of Dortmund

Faculty: Rehabilitation Sciences

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: Emmy Csocsán

Position: Professor

3. City: Dortmund Country: Germany

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.

5. At which stage of the studies is MIVI located in the curriculum?

Main study period



6. Courses on MIVI are: A: compulsory
 B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI?

Department of Rehabilitation and Education in Blindness and Low Vision

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

- System of Education of MIVI
- Monitoring of learning processes in children and youth with MIVI

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures	2	15
Intensive practice		
Self studies/literature	X	
Other: which? Hospitation		

Please list 3-5 literature references per course:

10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

Module title	Content	ECTS	Working methods
Rehab. & Ed. of MIVI	Rehab. & Ed.	7	Lecture, workshops, self studies



--	--	--	--

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No

If yes, what kind?.

If no, proceed to question 15.

12. Please list the topics of research carried out on MIVI at your university/high school/college:

Supported by third-party funds:

Supported by your university:

CVI

Supported by other sources:

13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No

Project name:

supported by:

14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?



Level of cooperation:

- | | |
|-------------------------------------|---|
| - University (e.g. two departments) | <input type="checkbox"/> Yes / <input type="checkbox"/> No |
| - Local (in your own country) | <input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No |
| - International | <input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No |

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No

A. What kind of institution?

B. What kind of cooperation do you have with this institution?

Scientific consultation

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)

- Assessment of CVI
- Professional development, quality management

17. Are you interested in international cooperation with other institutions?
 Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI might be useful?

Teacher Training on MIVI on an international basis

Comments:





England

University of Birmingham

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: University of Birmingham

Faculty: School of Education

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: Steve McCall

Position: Lecturer in Education (Visual Impairment)

3. City Birmingham Country: England

4. Does your university / High school / College offer courses on MIVI?

Yes

If yes, please answer the following questions. If no, please proceed to question 11.



5. At which stage of the studies is MIVI located in the curriculum?

We have recently reorganized our courses for teachers of the VI to address the whole age and ability range in each of the six modules. Work on MIVI is not offered separately – it is seen as one aspect of the continuum of visual impairment. For example work on literacy and VI would incorporate Braille but also work on tactile symbols and communication for MIVI.

6. Courses on MIVI are: an integral part of the programme – not taught separately.

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI? Education

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

Not applicable

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures		
Intensive practice		
Self studies/literature		
Other: which?	Each of the six course modules requires 200 hours of student effort. MIVI features in each module.	

Please list 3-5 literature references per course:

We have an online component to the course and make great use of internet sources.



10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

Module title	Content	ECTS	Working methods
		Don't know	

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No

If yes, what kind?

If no, proceed to question 15.

12. Please list the topics of research carried out on MIVI at your university/high school/college:

Supported by third-party funds:

Literacy through the Moon Code, Use of dotted Moon,

Supported by your university:

Supported by other sources:



13. Do you or your colleagues participate in research projects?

- National Yes
- EU No
- Others Yes

Project name:
supported by:

14. Do you have national cooperation concerning MIVI (teacher training / research / etc.)?

Level of cooperation: national

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes
- International Yes / No

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes

A. What kind of institution? University of London

B. What kind of cooperation do you have with this institution?
None currently on MIVI

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)

Assessment of vision, literacy etc

17. Are you interested in international cooperation with other institutions?
 Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI might be useful?



Only if research based and fully funded.

Comments:

We have moved to a position of not regarding MIVI as a separate part of Education for teachers of the VI. MIVI constitutes about a third to a half of the population of children with VI in the UK and all teachers are expected to develop skills in this area as an integrall part of all their learning.



Germany Hamburg University

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: Hamburg University

Faculty:

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: Prof. Dr. Sven Degenhardt & Florian Hilgers

Position: professor / scientific assistant

3. City: Hamburg Country: Germany

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.

5. At which stage of the studies is MIVI located in the curriculum?



Basic study period & main study period
Postgraduate Studies of Teacher for the Blind and VI: further education

6. Courses on MIVI are: A: compulsory
B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI?
Department of Education; Special Education Institute

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

- Diagnostics of MIVI (2 ECTS)
- Consulting of special schools for the mentally retarded about MIVI (in case they provide inclusive education) (2 ECTS)
- Didactics of MIVI (2 ECTS)

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures		
Intensive practice		
Self studies/literature		
Other: which?		

Please list 3-5 literature references per course:
Books and publications on MIVI written by:

Prof. Dr. Lea Hyvärinen
Anne Henriksen
Prof. Dr. Renate Walthes, University of Dortmund

10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

6 ECTS (see question #8 for details)



Module title	Content	ECTS	Working methods

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No

If yes, what kind?

If no, proceed to question 15.

12. Please list the topics of research carried out on MIVI at your university/high school/college:

Supported by third-party funds:

Supported by your university:

Supported by other sources:

13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No



Project name: Implementation of a training system to quality teachers as (Low-)Vision-Trainers in the People's Republic of China

supported by: Misereor (German Catholic's Bishops' Organization for Development Cooperation)

14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?

Level of cooperation:

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes / No
- International Yes / No

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No

A. What kind of institution?

Universities of Berlin, Dortmund and Normal University of Heidelberg

B. What kind of cooperation do you have with this institution?

Too less in comparison with the need

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)

- Diagnostics of MIVI
- CVI
- How can the special needs of children with MIVI be provided in different institutions of living and/or learning

17. Are you interested in international cooperation with other institutions?

Yes / No



18. What kind of cooperation with other institutions in Europe on MIVI might be useful?

Cooperation within the fields authorizing reports of diagnostics and educational needs (IEPs)

Comments:



Germany

University of Education, Heidelberg

TEACHER TRAINING / MIVI

1. Institution information:

A. University: University of Education, Heidelberg

Faculty: Department of Special Education

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: Prof. Dr. H.G. Weinläder

Position:

3. City: Heidelberg Country: Germany

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.

5. At which stage of the studies is MIVI located in the curriculum?

Main study period and further education

6. Courses on MIVI are: A: compulsory



B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI?

Department of special education, but each Dept in this faculty is responsible for its implementation of courses → in our “Department on Low Vision and Blindness” it would be implemented in vision impairment and special educational psychology on vision impairment.

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

We regularly give lectures on several topics regarding MIVI.

9. Structure of the MIVI courses:

various topics

Please list 3-5 literature references per course:

--

10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

The credits in those lectures range from 4-6 to 8-8 ECTS.

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No

If yes, what kind?

Yes, we also offer general courses on multiple disability in our department.

If no, proceed to question 15.



12. Please list the topics of research carried out on MIVI at your university/high school/college:

In our department we do small scale research on this topic.

13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No

Project name:
supported by:

14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?

Level of cooperation:

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes / No
- International Yes / No

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No

A. What kind of institution?

- a) University of Berlin, Dortmund and Hamburg

B. What kind of cooperation do you have with this institution?

Depending on need.

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)

Yes, the discussion contains common subjects and problem areas in this field.



17. Are you interested in international cooperation with other institutions?
 Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI might be useful?

Research projects and curriculum development on:

- MIVI and career education
- Personal budget
- Placement after school
- Early intervention
- Materials in school related content

Comments:



Hungary

Eötvös University Budapest

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: Eötvös University Budapest, Department for visual impairment

Faculty: Special Education

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: Beáta Prónay and Zsuzsa Angyalossy Földi

Position: (B.P.) Head of Department, Associate Professor / (ZS. A.F) Assistant Professor

3. City: Budapest Country: Hungary

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.



5. At which stage of the studies is MIVI located in the curriculum?

In full time studies in 6th semester, in part-time studies in 7th semester

6. Courses on MIVI are: A: compulsory
B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI?

Three different departments offer three different courses: Department for those with physical, with mental and with visual impairment

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

The courses offered for all of the students of department in theory. It is also offered in a practical course for those specialized in remedial teaching.

Compulsory course: Introduction to the education of those with multiple and visual impairment

Optional: (two or three have to be fulfilled)

Education of those with mental and visual impairment

- ~ physical and visual impairment
- ~ deafblindness
- ~ severe multiple impairment
- ~ autism

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures	1	15/30
Intensive practice	1*	15*
Self studies/literature		
Other: which?	*only in specialization	*only in specialization



Please list 3-5 literature references per course:

1. C. Nelson, J. van Dijk : Child Guided Strategies for Assessing Children who are Deafblind or have Multiple Disabilities. CD
2. W. Pfeffer: A súlyos értelmi akadályozottak fejlesztésének alapvetése. Ed. Bentheim, Würzburg, 1998
3. H. Mason & S. McCall (ed.): Children and Young People with Multiple Disabilities and a Visual Impairment. 311-387. David Fulton, London, 1997
4. Lányiné (szerk.): A súlyos és halmozott fogyatékossgal élő gyermekek fejlesztése, a képzési kötelezettség teljesítése. Budapest, 1996.
5. S. Aitkken, M. Buultjens, C. Clark, J.T. Eyer, L. Pease (ed.): Teaching children who are deafblind. David Fulton, London, 2000.

10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

Module title	Content	ECTS	Working methods
Education of MIVI children	As described above	XXXX	3 credits+exam

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No,3

If yes, what kind? It is included in multiple courses.

If no, proceed to question 15.



12. Please list the topics of research carried out on MIVI at your university/high school/college:

Assessment of MIVI children and usher screening

Supported by third-party funds:
None

Supported by your university:
Not

Supported by other sources:
Not

13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No

Project name: Assessment of MIVI children, Screening of deaf/hard of hearing students for usher syndrome

supported by: not supported

14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?

Level of cooperation:

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes / No
- International Yes / No

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No

A. What kind of institution?

B. What kind of cooperation do you have with this institution?



16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)

Ministry of education and ministry of youth, family, social affairs and equal opportunities: are discussing about public education for children with multiple disabilities

17. Are you interested in international cooperation with other institutions?

Yes / No



Romania

Babes-Bolyai University, Cluj Napoca

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: Babes-Bolyai University, Cluj Napoca

Faculty: Psychology and Sciences of Education

B. Teacher Training High-school:

Department: Special Education Department

C. College:

Department:

2. Questionnaire answered by: Laura-Elena Runceanu

Position: Lecturer

3. City Cluj Napoca Country: Romania

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.

5. At which stage of the studies is MIVI located in the curriculum?

3rd year, basic study period



(Basic study period, main study period, further education etc.)

6. Courses on MIVI are: A: compulsory
B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI? Department of Special Education

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

Education of persons with multiple disabilities

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures	2h / week	1 day
Intensive practice		
Self studies/literature		
Other: which?	2h / week	1 day

Please list 3-5 literature references per course:

- Orlove, F.P., Sobsey, D.: Educating children with multiple disability. A transdisciplinary approach.
- Sacks, S.Z., Silberman, R.K.: Educating students who have visual impairments with other disabilities

10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

Module title	Content	ECTS	Working methods
Ed. of persons with multiple disabilities		4	Lectures and seminars



--	--	--	--

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No

If yes, what kind?

If no, proceed to question 15.

12. Please list the topics of research carried out on MIVI at your university/high school/college:

Supported by third-party funds:

Supported by your university:

Supported by other sources:

Hilton / Perkins program, USA

13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No

Project name: Hilton / Perkins program, USA
supported by:

14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?

Level of cooperation:

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes / No



- International

Yes / No

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No

A. What kind of institution? Sense International, UK

B. What kind of cooperation do you have with this institution?
Organizing workshops, professional meetings

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)

- Assessment
- IEP / Curricular adaptations
- Assistive technologies

17. Are you interested in international cooperation with other institutions?
 Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI might be useful?
Action (sic!) research projects

Comments:



Slovakia

Comenius University, Bratislava

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: COMENIUS UNIVERSITY BRATISLAVA

Faculty: FACULTY OF EDUCATION

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: LOPUCHOVA JANA, PhD.

Position: LECTURER

3. City BRATISLAVA Country: SLOVAKIA

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.

5. At which stage of the studies is MIVI located in the curriculum?

MAIN STUDY PERIOD, FURTHER EDUCATION



(Basic study period, main study period, further education etc.)

6. Courses on MIVI are: A: compulsory X
B: Optional X

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI?

DEPARTMENT OF SPECIAL EDUCATION

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

1. EDUCATION OF VISUALLY IMPAIRED
2. EDUCATION OF MULTIHANDICAP CHILDREN
3. THEORY OF PEDAGOGY FOR VISUALLY IMPAIRED
4. PSYCHOLOGY OF VISUALLY IMPAIRED
5. COUNSELLING AND SERVICES FOR VISUALLY IMPAIRED
6. ORIENTATION AND MOBILITY OF VISUALLY IMPAIRED
7. COMMUNICATION OF VISUALLY IMPAIRED
8. SELF-SERVICE AKTIVITIES FOR VISUALLY IMPAIRED

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures	2	12 X PER SEMESTER
Intensive practice	BLOCK	10 DAYS PER SEMESTER
Self studies/literature	ACCORDING TO NEED	ACCORDING TO NEED
Other: which?		

Please list 3-5 literature references per course:

1. Cajka,K.: TYFLOPEDAGOGY. BRATISLAVA, 1986.
2. Vancova,A.: EDUCATION OF MULTIHANDICAP PERSONS. BRATISLAVA, 2001.
3. POZAR,L.: PSYCHOLOGY OF CHILDREN AND YOUNG WITH VISUAL HANDICAPPED. TRNAVA, 2000.
4. VASEK,S.: SPECIAL EDUCATION. BRATISLAVA, 1999.



10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

Module title	Content	ECTS	Working methods
EDUCATION OF VISUALLY IMPAIRED		3	LECTURES, TRAINING
EDUCATION OF MULTIHANDICAPPED CHILDREN		2	LECTURES, TRAINING
THEORY OF PEDAGOGY FOR VISUALLY IMPAIRED		3	LECTURES, TRAINING
PSYCHOLOGY OF VISUALLY IMPAIRED		3	LECTURES,
COUNSELLING AND SERVICES FOR VISUALLY IMPAIRED		3	LECTURES, TRAINING
ORIENTATION AND MOBILITY OF VISUALLY IMPAIRED		3	LECTURES, TRAINING
COMMUNICATION OF VISUALLY IMPAIRED		3	LECTURES, TRAINING
SELF-SERVICE AKTIVITIES FOR VISUALLY IMPAIRED		3	LECTURES, TRAINING
INTENSIVE PRACTICE		1	TRAINING

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No

If yes, what kind?

If no, proceed to question 15.



12. Please list the topics of research carried out on MIVI at your university/high school/college:

Supported by third-party funds:

Supported by your university:

Supported by other sources:

13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No

Project name:
supported by:

14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?

Level of cooperation:

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes / No
- International Yes / No

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No

A. What kind of institution?



B. What kind of cooperation do you have with this institution?

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)

EARLY INTERVENTION OF VISUALLY IMPAIRED AND MULTIPLE IMPAIRMENT CHILDREN – METHODS OF WORK, SYSTEM, APPROACH, POSSIBILITY DEVELOPMENT...

17. Are you interested in international cooperation with other institutions?

Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI might be useful?

1. CHANGE OF LITERATURE

2. CO-OPERATION ON CONFERENCE AND WORKSHOP

Comments:



Slovenia

University of Ljubljana

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: University of Ljubljana, Slovenia

Faculty: Faculty of Education, Department of Special Education

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: Ingrid Žolgar Jerkovič

Position: assistant

3. City Ljubljana Country: Slovenia

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.

5. At which stage of the studies is MIVI located in the curriculum?



(Basic study period, main study period, further education etc.)

6. Courses on MIVI are: A: compulsory
B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI?

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures		
Intensive practice		
Self studies/literature		
Other: which?		

Please list 3-5 literature references per course:

10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

Module title	Content	ECTS	Working methods



11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No

If yes, what kind? It is included in multiple courses.

If no, proceed to question 15.

12. Please list the topics of research carried out on MIVI at your university/high school/college:

Supported by third-party funds:

Supported by your university:

Supported by other sources:

13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No

Project name:
supported by:



14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?

Level of cooperation:

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes / No
- International Yes / No

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No

A. What kind of institution?

B. What kind of cooperation do you have with this institution?

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)

17. Are you interested in international cooperation with other institutions?
 Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI might be useful?

- research projects
- exchange of practical experience

Comments:

The facts that I presented are solely informative, because of undergoing reformation of entire programs in our faculty.



Finland Åbo Akademi

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: Åbo Akademi

Faculty: Faculty of Education

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: Solveig Sjöstedt

Position: part time lecturer

3. City Country: Finland

4. Does your university / High school / College offer courses on MIVI?

Yes

No

If yes, please answer the following questions. If no, please proceed to question 11.

5. At which stage of the studies is MIVI located in the curriculum?

(Basic study period, main study period, further education etc.)



6. Courses on MIVI are: A: compulsory
B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI?

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures		
Intensive practice		
Self studies/literature		
Other: which? Seminar		30h studies

Please list 3-5 literature references per course:

10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

Module title	Content	ECTS	Working methods



11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? Yes / No

If yes, what kind?

If no, proceed to question 15.

12. Please list the topics of research carried out on MIVI at your university/high school/college:

Supported by third-party funds:

Supported by your university:

Supported by other sources:

13. Do you or your colleagues participate in research projects?

- National Yes / No
- EU Yes / No
- Others Yes / No

Project name:

supported by:

14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?



Level of cooperation:

- University (e.g. two departments) Yes / No
- Local (in your own country) Yes / No
- International Yes / No

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No

A. What kind of institution?

B. What kind of cooperation do you have with this institution?

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)

17. Are you interested in international cooperation with other institutions?
 Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI might be useful?

Comments:



Sweden

Stockholm Institute of Education

QUESTIONNAIRE

TEACHER TRAINING / MIVI

1. Institution information:

A. University: **Stockholm Institute of Education**

Faculty: **Department of Human Development, Learning and Special Education**

B. Teacher Training High-school:

Department:

C. College:

Department:

2. Questionnaire answered by: **Örjan Bäckman**

Position: **PhD, Ass.Professor, In charge of the Master's Degree Programme: Visual impairment. Interdisciplinary perspectives and professional cooperation**

3. City **Stockholm** Country: **Sweden**

4. Does your university / High school / College offer courses on MIVI?

Yes, as integrated parts of the Master's Degree Programme

No

If yes, please answer the following questions. If no, please proceed to question 11.



5. At which stage of the studies is MIVI located in the curriculum?

At all stages of the Master's Degree Programme

(Basic study period, main study period, further education etc.)

6. Courses on MIVI are: A: compulsory
B: Optional

7. Administratively, which faculty/department is responsible for the implementation of the courses on MIVI?

Stockholm Institute of Education, Department of Human Development, Learning and Special Education

8. Titles of the courses (you may also provide us with the curriculum of the MIVI studies):

Master's Degree Programme: Visual Impairment. Interdisciplinary perspectives and professional co-operation.

See attached Study Programme/Curriculum in Swedish and Presentation of the Programme made at VISION 2005, in London, April 4-7, 2005

9. Structure of the MIVI courses:

Type:	Hours/week	Number of days/week
Lectures		
Intensive practice	Reference to attachments	
Self studies/literature		
Other: which?		

Please list 3-5 literature references per course:

Reference to Study Programme/Curriculum



10. How many ECTS (European Transfer Credit System) credits are reserved for MIVI studies? – If you do not participate in ECTS, what kind of recognition (e.g. certificate) do you have for your courses?

Students who pass the full programme are awarded a Master,s Degree in Vision Impairment Pedagogy

Module title	Content	ECTS	Working methods

11. If you do not deliver special courses on MIVI, do you have other courses on related subjects, e.g. multiple disability? **Yes** / No

If yes, what kind?

A lot of courses related to training of regular teachers at different stages in areas of special education/inclusive education and special pedagogues. Reference to the Homepages: www.lhs.se and www.lhs.se/spec-pedforum/

If no, proceed to question 15.

12. Please list the topics of research carried out on MIVI at your university/high school/college:

Reference above

Supported by third-party funds:



Supported by your university:

Supported by other sources:

13. Do you or your colleagues participate in research projects?

- National **X Yes** / No
- EU Yes / No
- Others **X Yes** / No

Project name:
supported by:

14. Do you have national / international cooperation concerning MIVI (teacher training / research / etc.)?

Level of cooperation:

- University (e.g. two departments) **X Yes** / No
- Local (in your own country) **X Yes** / No
- International **X Yes** / No

15. Are there other institutions in your country that offer training for professionals on MIVI? Yes / No **X No**

A. What kind of institution?

B. What kind of cooperation do you have with this institution?

16. Are there recent topics of discussion on MIVI in your country? If yes, which topics? (Problems, definition, assessment etc.)



Treatment and education of children with CVI

17. Are you interested in international cooperation with other institutions?

X Yes / No

18. What kind of cooperation with other institutions in Europe on MIVI might be useful?

Exchange of Study programmes, research, relevant prescribed texts for students etc.

Comments:

Reference to the upgraded newly started Master's Degree Programme. See description! This is the only training of pedagogues of the visually impaired available at University level in Sweden at present. The programme promotes training models with holistic approaches on the child/adult/elderly with degrees of visual impairment. Students are trained to handle visually impaired with or without additional disabilities, "from the cradle to the grave". This also includes both individuals with blindness and low vision.

My colleague, Kerstin Fellenius, has previously been involved in Leonardi da Vinci project on training teachers of visually impaired children as you certainly are aware of!