



PEN-INTERNATIONAL YEAR 10 ANNUAL REPORT

MARCH 1, 2010 - FEBRUARY 28, 2011



PEN-INTERNATIONAL YEAR 10 REPORT

Dear Colleagues,

I am pleased to share this report of activities that took place during Year 10, PEN-International's final year.

Since The Nippon Foundation's policy is to fund projects for a maximum of 10 years, we submitted a proposal to The Foundation in December 2010 outlining ways in which we might continue to support deaf education worldwide. I am delighted to report that our proposal was accepted in March 2011, and that NTID will continue to work with The Foundation on several new endeavors.

We will devote a small percentage of our \$600,000 budget (less than 1/7th) for a PEN-International Secretariat, who will provide organizational support and guidance to ensure that the progress made by our partners is sustained.

The Secretariat will:

1. Conduct an analysis of needs and priorities with existing partners to determine how to enhance their efforts.
2. Encourage networking of professionals in deaf education from around the world.
3. Ensure that all existing PEN-International resources are readily available from our Web site.
4. Work with partners to secure funding from sources within their countries.
5. Determine the feasibility of conducting a special technology and deaf education symposium, perhaps in 2013.

The PEN Secretariat will operate on a dramatically reduced scale and will depend on digital networking and communication strategies for the majority of partner interactions.

The major portion of our budget will go toward establishing a Pre-College Educational Network (P-CEN) in the ASEAN Region. P-Cen membership will be open only to countries in this region.

As I reviewed this year's Report as well as the Summary Report for Years 1-10, I realized what an impact all of you have had on the education of deaf persons in your countries. I am extremely proud of our work and look forward to seeing where the next years will take the PEN partners.

Best regards,



James J. DeCaro, Ph.D.
Founding Director of PEN-International
Professor and Dean Emeritus
National Technical Institute for the Deaf

PEN-International Year Ten Report

James J. DeCaro, Director
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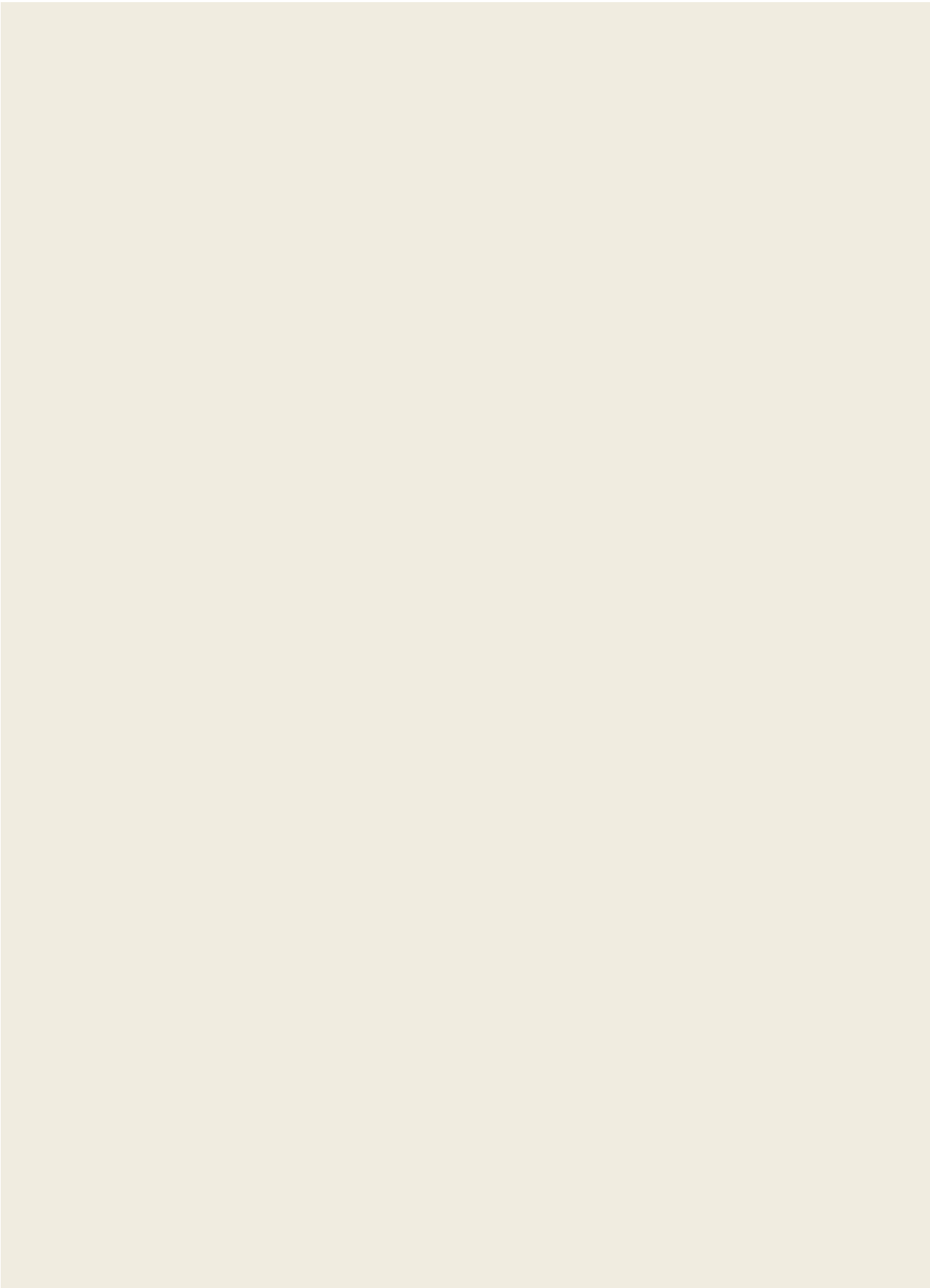
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INTRODUCTION

The Postsecondary Education Network-International (PEN-International) reached a milestone this project year by celebrating 10 years of operation. The PEN-International Network is a multinational partnership of colleges and universities, created in 2001 through funds provided by The Nippon Foundation of Japan to the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT). Its goal for the past 10 years has been to improve and expand postsecondary education for deaf and hard-of-hearing individuals around the world.

PEN-International has used consistent and effective strategies over the years to reach and exceed program goals and objectives, including faculty development and training, utilizing state-of-the-art multimedia laboratories at partner institutions, providing partners with a platform to share experiences and expertise with colleagues from other countries, sponsoring and encouraging cultural exchanges and activities, and disseminating educational resources throughout the world to aid in the teaching/learning process of all deaf and hard-of-hearing individuals.

PEN-International is the first and only worldwide network of postsecondary education programs serving deaf students. The network is comprised of 18 partner and affiliate institutions from Japan, China, Russia, the Philippines, the Czech Republic, Thailand, Korea, Vietnam, and Hong Kong. In addition, partners from Russia, China, and Korea formed sub-networks (PEN-Russia, PEN-China, and PEN-Korea) for the purpose of furthering the work of PEN in their home countries. These efforts expand beyond their own institutions in order to provide more deaf and hard-of-hearing students with improved access to professional education and support services.



More than 60 PEN partners attended the Annual Business Meeting at NTID marking PEN-International's 10-year anniversary in June 2010.

PEN-International Partners and Affiliate Institutions

Japan

- National-Tsukuba University of Technology (N-TUT) and Postsecondary Education Programs Network-Japan (PEPNet-Japan)

China

- Tianjin University of Technology (TUT)
- Beijing Union University (BUU)
- Changchun University (CU)
- Chongqing Normal University (CQNU)
- Zhongzhou University (ZU)

Russia

- Bauman Moscow State Technical University (BMSTU)
- Novosibirsk State Technical University (NSTU)
- Academy of Management-TISBI in Kazan (TISBI)
- Vladimir State University Center for the Deaf (VSU)
- Chelyabinsk State Technical University (CSU)

Philippines

- De La Salle-College of St. Benilde (DLS-CSB)

Czech Republic

- Charles University

Thailand

- Ratchasuda College of Mahidol University

Korea

- Korea Employment Agency for the Disabled (KEAD)
- Korea Nazarene University (KNU)

Vietnam

- Dong Nai Provincial Teacher's College

Hong Kong

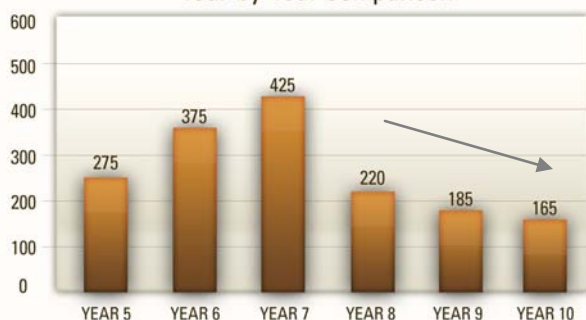
- Centre for Sign Linguistics & Deaf Studies, The Chinese University of Hong Kong (CUHK)

The overarching vision of PEN-International always has been to develop an international network that enhances and maintains local capability and global networking at each participant institution. The intent has been for partner institutions to evolve from being importers of information to self-sufficient technology providers and then exporters of technologies to other programs and institutions within their home countries. For the past 10 years, PEN-International has facilitated this international network by leading and sharing technology and instructional innovations. Partner institutions have been nodes on the network, fostering an educational ripple effect throughout their home countries.

PEN-International has had a lasting, unprecedented effect on deaf education worldwide. The future direction of the program, however, must change. It is The Nippon Foundation of Japan's policy to not fund projects after 10 years of operation. PEN-International is confident that the work of PEN will continue through the ongoing efforts and commitment of our partner institutions.

The year 10 outcomes alone prove that PEN-International has achieved its vision, far exceeding program goals and objectives.

**Total Number of Educators of the Deaf Trained by PEN
Year-by-Year Comparison**



Year 10 Outcomes

In year 10, a total of 165 educators from PEN partner and affiliate institutions participated in at least one of PEN-International's training workshops. Although this is a decline in training by PEN-International, this decrease was very much anticipated and desired as proof of partner self-sufficiency and readiness to increase exporting initiatives. Similar to recent years, the type of training provided by PEN-International to partner institutions in year 10 was more in-depth, addressing

individualized areas of need. PEN-International partners have been extremely aggressive with their exporting initiatives. Almost all of the PEN partner institutions conducted at least one training workshop themselves with faculty and administrators of the deaf in year 10. More than 175 training workshops were conducted by partners within the last year, reflecting an increase of more than 100 workshops/training sessions.

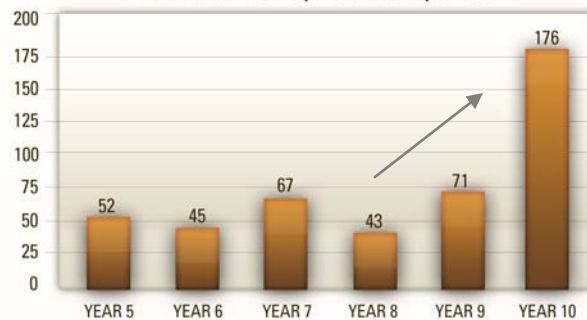
As a result of these partner training initiatives, an additional 2,275 educators of deaf and hard-of-hearing persons were trained in year 10, impacting more than 6,000 deaf students worldwide through the implementation of their newly learned ideas, skills, and technologies.

In order for partner countries to continue the work of PEN-International in the future, it is necessary that they become financially self-sufficient. The success of PEN-International has served as a catalyst for receiving monies from other sources. In year 10, 15 of the 18 partner institutions reported receiving money from sources other than PEN-International to fund their program and improve postsecondary education of deaf individuals in their home countries. Partner institutions reported receiving more than \$2,600,000 USD in the last year, and nearly \$12,300,000 USD over the last four years.

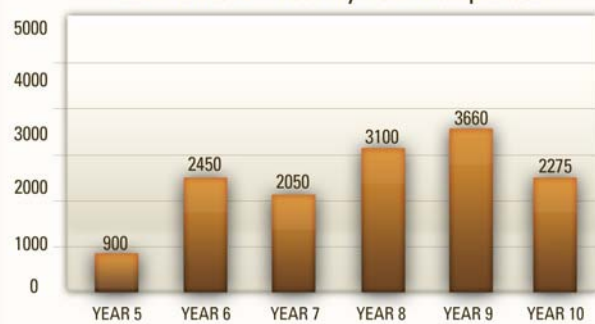
Note: The impact numbers were compiled based on information supplied from 17 of the 18 partner institutions.

The 2010 Instructional Technology Symposium and the first-ever Teacher Education Institute were PEN-International's two major training events of the year. A total of 289 educators representing 17 countries were in attendance for the 2010 Instructional Technology Symposium, including representatives from all 18 partner

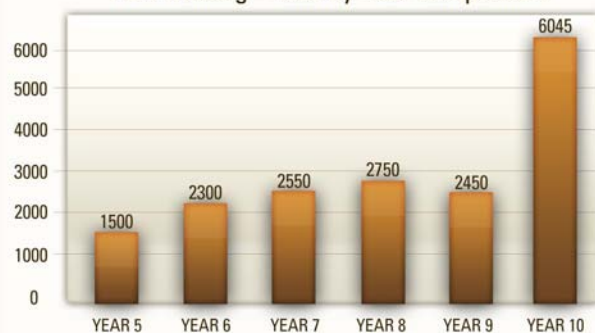
Total Number of Workshops Conducted by PEN Partners Year-by-Year Comparison



Total Number of Educators of the Deaf Trained by PEN Partners – Year-by-Year Comparison



Total Number of Students Impacted by PEN Training – Year-by-Year Comparison



“Through all the years of our affiliation with PEN, we have received plenty of pedagogical support on the implementation of training programs.”

Centre for Sign Linguistics & Deaf Studies at the Chinese University of Hong Kong, Hong Kong

and affiliate institutions. This Symposium, the largest to date, consisted of two plenary addresses, 64 formal concurrent presentations, 28 poster sessions, and 11 commercial exhibits. Seventeen of our 18 partner institutions conducted at least one formal or poster presentation at the Symposium.

A highlight of the Symposium was Yohei Sasakawa, Chairman, The Nippon Foundation of Japan, who delivered the first plenary address. Sasakawa reflected on PEN-International's accomplishments over the last 10 years and provided The Nippon Foundation of Japan's goals for supporting deaf education in the future. The Symposium was a significant event for many of the PEN partner institutions.

Prior to the Symposium, more than 60 members representing all 18 PEN-International partner and affiliate institutions gathered at NTID to participate in the 2010 Annual Business Meeting. This year's meeting marked PEN-International's 10th anniversary. The meeting agenda included a review of the PEN-International Year Nine Report, and an open discussion on how the partners plan to continue program goals in the future. Partners were also given the opportunity to present a brief summary about their program's accomplishments over the past 10 years.

The Teacher Education Institute (TEI) was designed and organized by PEN-International senior project associates Mary Lamb and Nora Shannon to address delineated needs of partner institutions in Vietnam and the Philippines. A delegation of 12 secondary school teachers of the deaf from Vietnam and the Philippines participated in a month-long program at NTID in June 2010. This Institute included eight classes that included practical as well as theoretical issues fundamental to teaching deaf students. Participants felt they received important and useful information that they could readily apply to their teaching.

Another major outcome from year 10 was the third PEN-International Summer Leadership Institute. A total of 20 students representing partner institutions from Japan, China, Russia, the Philippines, and the United States participated in the weeklong program in August 2010. The goals of the Summer Leadership Institute are to promote the development of leadership



Benjamin J. Cavaletto of RIT/NTID presents at the 2010 Instructional Technology Symposium.

"Thank you, PEN-International, for the extremely valuable training provided at the TEI. The information and contact with deaf professors greatly improved teaching skills and attitudes of Vietnamese hearing teachers."

Hoa T. Nguyen
Dong Nai Teacher's College, Vietnam



Students perform a human tracing exercise during "Role Modeling and Volunteerism" at the 2010 Summer Leadership Institute in August 2010.



Student delegation from De La Salle-College of St. Benilde, the Philippines, participated in cultural exchange with PEN-Korea in February 2011.



High school students from U.S. and Japan participated in cultural exchange through SEEDS-International in January and February 2011.

skills among postsecondary student leaders who are deaf and hard of hearing; to focus on self-advocacy skills in the areas of support services in postsecondary education, community access, and employment; and to engage in learning about deaf culture and awareness. Similar to the first two Summer Leadership Institutes, the feedback from student participants was extremely positive and participants were grateful for the opportunity to be a part of such a worthwhile program.

PEN-International has encouraged and supported cultural exchanges among partner institutions since its inception in 2001. Participants, without exception, gain a better understanding of the diverse cultures that affect our world. In year 10, a delegation of students representing De La Salle-College of St. Benilde (CSB), the Philippines, traveled to Korea in February 2011. Students visited the Korea Employment Agency for the Disabled (KEAD) and Korea Nazarene University (KNU), learned about assistive technologies that are available for deaf students in Korea, were taught Korean Sign Language, and toured the Canon Korea Factory. Also in year 10, PEN-International supported a new program funded by the U.S.-Japan Foundation called, *“Secondary Educational Enrichment for Deaf Students—International: Sowing the Seeds of Cross-Cultural Understanding” (SEEDS-International)*. This program brought together high school students who are deaf from the United States and Japan.

The multimedia laboratories continue to be utilized for course and non-course work, averaging more than 60 hours of use per week. This average reflects a 10 hour a week increase from last year. Faculty members at partner institutions continue to use the multimedia laboratories primarily as smart classrooms to assist in the teaching/learning process. Almost all of the partner institutions added or upgraded their systems in year 10, understanding the importance of staying current with changing technologies. Tianjin University of Technology (TUT) and Changchun University (CU) in China and the Centre for Sign Linguistics & Deaf Studies and the Chinese University of Hong Kong (CUHK) in Hong Kong all reported adding new multimedia computer rooms to foster teaching, learning, and research activities.

In project year 10, PEN partners continue to make improvements to their own programs and expand educational opportunities for deaf and hard-of-hearing individuals in their home countries. Significant accomplishments in this project year include:

- Bauman Moscow State Technical University (BMSTU), Russia, received three grants from the Moscow government to further research aimed at replicating BMSTU PEN-International education models at other postsecondary education institutions in the Moscow region.
- Postsecondary Education Programs Network-Japan (PEPNet-Japan) launched its own Student Leadership Institute within Japan for the purpose of fostering leadership skills among deaf and hard-of-hearing students in Japan.
- De La Salle-College of St. Benilde (DLS-CSB), the Philippines, created a program called Secondary Education Initiatives (SEI) to improve the quality of education provided to deaf students at participating secondary education institutions within the Philippines. Further, the School of Hotel Restaurant & Institution Management (SHRIM) at DLS-CSB is in the process of adopting a version of the RIT/NTID teaching/learning model in an effort to make their program more accessible to deaf students.

The dissemination of program information has been essential to improving postsecondary education opportunities for deaf students around the world. The PEN-International Web site has been a universal portal for distributing information and instructional resources to all educators of the deaf, reaching beyond partner institutions. In year 10, the site received nearly 500,000 views by 34,500 unique visitors from 60 countries. The expectation is that the PEN-International Web site will continue to be maintained and used as a resource to support postsecondary education for deaf and hard-of-hearing individuals worldwide.

Dr. James J. DeCaro continues to be recognized for his impact on deaf education, and in year 10 DeCaro received three local honors. He was awarded “Outstanding Hearing Individual” by the Rochester Deaf Awareness Week Planning Committee, “Man of the Year” by the Italian American Community Center, and was inducted into the first class of Rochester Institute of Technology’s Innovation Hall of Fame.

As PEN-International concludes 10 years of operation, NTID builds on the success of PEN-International by embarking on several new endeavors through The Nippon Foundation of Japan. The future and primary focus will be to improve secondary education of students who are deaf or hard of hearing in the ASEAN (Association of Southeast Asian Nations) Region. However, one strand of the new project agreement includes the PEN Secretariat. The Secretariat will provide organization support and guidance to ensure that the progress made by PEN-International partners over the first 10 years of PEN-International continues and is sustainable after a reduction of Nippon Foundation support. The primary goal of the PEN Secretariat will be to promote the continued collaboration between current and possible new partners and to support the development of local financial support in order to continue to improve and expand educational opportunities for deaf and hard-of-hearing individuals.

The following report describes all of PEN-International’s year 10 accomplishments in brief.

FACULTY PROFESSIONAL DEVELOPMENT AND TRAINING

Faculty professional development and training has been the primary strategy used by PEN-International and its partner institutions to improve and expand postsecondary education for deaf and hard-of-hearing individuals around the world for the past 10 years. Workshops are designed and conducted based on locally defined and delineated needs. Participants learn skills and teaching strategies specific to the needs of deaf and hard-of-hearing individuals that can be immediately applied to their own educational programs and passed on to other educators of the deaf in their home countries.

In June 2010, The National Technical Institute for the Deaf (NTID) co-hosted, with The Nippon Foundation of Japan and PEN-International, its sixth International Instructional Technology Symposium. This Symposium, the largest to date, marked the 10th anniversary of PEN-International. Sixty of PEN-International's network partners, representing all 18 partner and affiliate institutions, participated in the conference by presenting 13 workshop presentations and 12 poster sessions.

Another significant outcome in year 10 was the establishment of the first-ever Teacher Education Institute. Educators of the deaf representing Vietnam and the Philippines participated in eight classes over a four-week period that addressed practical as well as theoretical issues fundamental to teaching deaf students.

2010 Instructional Technology Symposium

The sixth International Instructional Technology Symposium, titled, "Technology and Deaf Education: Exploring Instructional and Access Technologies" was held 23-25 June 2010 on the campus of Rochester Institute of Technology (RIT) in Rochester, New York. The planning and execution of this event, chaired by PEN-International Interim Director E. William Clymer, was a major accomplishment in year 10. Similar to previous symposiums, the primary goal was to provide a forum for educators supporting deaf and hard-of-hearing students to disseminate information relative to current and future innovations and developments in the use of educational media and technology.

The Symposium consisted of two plenary addresses, 64 formal concurrent presentations, 28 poster sessions, and 11 commercial exhibits. The program was designed to cover a wide range of topics addressing current issues and solutions in educational and access technologies at both the preK-12 and



Yohei Sasakawa, Chairman, The Nippon Foundation of Japan, was the first plenary speaker at the 2010 Instructional Technology Symposium in June 2010.



postsecondary levels. A total of 289 teachers, administrators, technologists, and researchers representing 17 countries attended.

On June 21, Symposium Chair E. William Clymer provided the welcoming address followed by Yohei Sasakawa, Chairman, The Nippon Foundation of Japan, who was the first plenary speaker. Sasakawa spoke in celebration of PEN-International's 10th year anniversary. Sasakawa provided thoughts and reflections of PEN-International's accomplishments as well as The Nippon Foundation of Japan's goals of supporting deaf education in the future. Immediately following, Dr. Mark Leddy, Program Director of the National Science Foundation's (NSF) Research on Disabilities Education program, addressed conference participants as the second plenary speaker. Leddy provided an overview of NSF investments in technology and educational programming for students who are deaf or hard of hearing enrolled in science, technology, engineering, and mathematics (STEM) programs. Both plenary speakers were very well received.

The Symposium was extremely successful. All (100%) of the respondents rated the Symposium as either excellent (85%) or good (15%). Similarly, 100% of the respondents rated the strategies for supporting communication (interpreting, captioning) extremely favorable (96% excellent, 4% good). Respondents said they liked the variety and quality of workshops best; however, networking also played an important role in the success of the Symposium. Many other respondents felt the Symposium was well organized, enjoyed learning about new and applicable technologies, were impressed with the RIT/NTID campus and facilities, and appreciated the cultural mix of presenters and attendees.

The highest rated formal presentations included:

- *"Visual Stories of Deafhood"*
- *"Using Distance Learning Tools to Connect Students, Parents, and Staff"*
- *"Enhancing the Notetaking Support Process: Utilizing Graphic Notes and New Technologies"*
- *"Using the NCES Data Analysis System (DAS) to Answer Questions Posed by Constituents"*
- *"Second Life® as a Learning Tool"*
- *"Structured Online Academic Reading (SOAR): Enhancing Reading Comprehension and Learning Through Embedded Definitions, Pictures, Videos and Questions"*
- *"In Our Hands: The Future of Translation of Frozen Texts to Sign Language"*
- *"English Splash! A Teaching English Online Resource"*

This significant event in deaf education was co-hosted by NTID, The Nippon Foundation of Japan, and PEN-International. For more information, visit <http://www.rit.edu/ntid/vp/techsym/>.

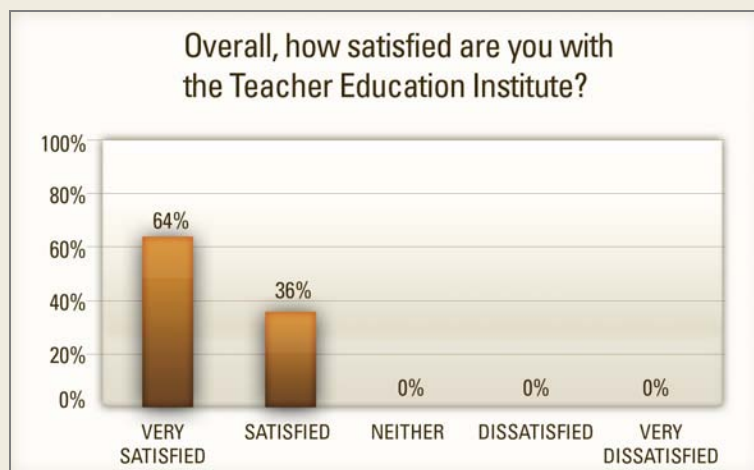
Teacher Education Institute

On 30 March 2010, PEN-International senior project associates Mary Lamb and Nora Shannon attended a meeting of the Ministry of Education and Training (MOET) in Ha Noi, Vietnam, to discuss the education of teachers who will instruct deaf students. The meeting was to clarify issues regarding the plan to produce skilled deaf Vietnamese Sign Language (VSL) teachers as well as hearing and deaf secondary school teachers of deaf students. Lamb and Shannon attended the meeting to prepare for a June visit by teachers from the National College of Education and the Dong Nai Provincial Department of Education and Training. Following the meeting, Lamb and Shannon observed classes in the Dong Nai secondary school program established by Dr. James Woodward and Ms. Hoa Nguyen to educate deaf students through VSL. They also observed a class being taught by a deaf student teacher at a local school for deaf students.

The Teacher Education Institute (TEI), designed and organized by Lamb and Shannon, was held 1-24 June 2010 at the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT) in Rochester, New York. A delegation of 12 secondary school teachers of the deaf from Vietnam and the Philippines participated in the month-long program. The Institute's eight classes included practical as well as theoretical issues fundamental to teaching deaf students. In addition to teaching methods classes—both general methods and specific methods for teaching individual subject areas—classes were offered in psychology, language acquisition, and audition. On weekends, the delegation participated in several local field trips to Mendon Ponds Park, the Erie Canal, and the Rochester Museum and Science Center. These field trips were used as reference points for the general methods classes as well as for the practice teaching episodes presented by participants during the last days of the Institute. All of the courses were designed and presented by faculty from NTID.

"This has been a wonderful experience. I have been teaching deaf students for nine years without guidance or formal training. Now our college will have a clearer perspective. I am forever grateful."

TEI Participant



Participants rated the Teacher Education Institute very favorably. All (100%) of the respondents said they were either very satisfied (64%) or satisfied (36%) with their experience at the Teacher Education Institute. Many respondents mentioned positive comments about the presenters. Respondents described many of the presenters as extremely knowledgeable, passionate, enthusiastic,

engaging, and respectful to students. Many others said they liked the course content and topic areas best. These respondents explained that the information provided in each of the courses is important and useful in their teaching.

The highest rated courses included:

- “General Methods of Teaching Deaf Students”
- “Audition/Spoken Language”
- “Language Acquisition”



Delegations from Vietnam and the Philippines participate in Teacher Education Institute in June 2010.

CSB Delegation Visits PEN-International for Training

Fourteen faculty and staff members from De La Salle-College of St. Benilde and La Salle University in the Philippines visited PEN-International headquarters from 20–27 March 2010 to learn how to best support deaf students studying in their School of Hotel, Restaurant and Institution Management (SHRIM). The visit was coordinated by Mary Lamb and Nora Shannon, senior project associates for PEN-International.

The CSB delegation was led by Theresa Christine Benitez-de la Torre, director of the Center for Education Access and Development. Presentation topics included access services, led by Cathy Widlund, Susan Foster, and Bill Clymer; supporting deaf students in RIT's College of Applied Science and Technology, led by Ann Hager and Mark Pfunter; and opportunities for deaf students in RIT's School of Hospitality and Service Management, led by faculty members Warren Sackler, Rick Lagiewski, and David Crumb. Employment counselors Karen Downs and Kathy Dollinger-Meyer, along with Stuart Slutzky, a deaf chef who works in the Rochester area, gave a presentation on workplace issues. Further, a student panel talked about their challenges and successes using access services in their majors.

Delegation from PEPNet-Japan Receives Training at NTID

On 24-25 January 2011, a group of coordinators of disability services from several Japanese universities visited NTID. Their purpose was to investigate models of support services offered in the United States. The delegation attended presentations about support services offered at RIT/NTID, including C-Print, sign language interpreting, and notetaking. The group also toured the NTID Learning Center and classrooms in some of RIT's other colleges in order to see support services in action. They had a teleconference with an outreach specialist from PEPNet-Northeast to discuss other models of disability services and met with the coordinator of interpreting services at the University of Rochester. The group also visited programs at LaGuardia Community College in New York and Camden Community College in New Jersey.

PEN-International Workshop Development

In project year 10, the majority of workshops conducted by PEN-International and its partner institutions were developed for, and presented at, the 2010 Instructional Technology Symposium. PEN-International and partner institutions' activities and programs were well represented at the Symposium. A total of 23 out of the 92 workshop presentations and poster sessions were presented by 17 of the 18 PEN-International partner institutions. The workshop presentations and poster sessions covered topics relating to access technology, online learning, using technology to support learning, and assessing the impact of technology in the teaching/learning process. The workshop presentations were typically one hour in length, and the poster sessions provided the opportunity for presenters to speak one-on-one with participants and respond to questions.

Other workshops presented in project year 10 addressed specific needs of PEN partner institutions. In year 10, nearly 40 workshops/training presentations were conducted by PEN-International and/or partner institutions for the first time to address specific needs of PEN partners or communicate the efforts and activities of the PEN-International program.

The impact of PEN-International training initiatives continues to expand exponentially. A total of 165 PEN partners participated in at least one PEN training workshop in year 10. More than 175 workshops/training presentations were conducted by partner institutions themselves in their home countries within the last year; this number represents an increase of more than 100 workshops/training presentations. As a result of these partner training initiatives, an additional 2,275 educators of deaf and hard-of-hearing persons were trained in year 10, positively impacting more than 6,000 deaf students worldwide.

The workshop presentations and corresponding resource materials are available on PEN-International's Web site and educators of the deaf, representing both partner and non-partner institutions, are encouraged to utilize these resources to aid in the advancement of postsecondary education for deaf and hard-of-hearing individuals.

Workshop Title / Type and Presenter(s) / Location / Date / Number of Participants

1.	Access Services Workshop Presentation by Cathy Widlund, Susan Foster, and Bill Clymer Delegation from De La Salle-College of St. Benilde and La Salle University at RIT/NTID; Rochester, NY	March 2010	10
2.	Supporting Deaf Students in RIT's College of Applied Science and Technology Workshop Presentation by Ann Hager and Mark Pfunter Delegation from De La Salle-College of St. Benilde and La Salle University at RIT/NTID; Rochester, NY	March 2010	
3.	Opportunities for Deaf Students in RIT's School of Hospitality and Service Management Workshop Presentation by Warren Sackler, Rick Lagiewski, and David Crumb Delegation from De La Salle-College of St. Benilde and La Salle University at RIT/NTID; Rochester, NY	March 2010	
4.	Workplace Issues Workshop Presentation by Karen Downs, Kathy Dollinger-Meyer, and Stuart Slutzky Delegation from De La Salle-College of St. Benilde and La Salle University at RIT/NTID; Rochester, NY	March 2010	12
5.	Challenges and Successes Using Access Services Student Panel Discussion Delegation from De La Salle-College of St. Benilde and La Salle University at RIT/NTID; Rochester, NY	March 2010	12
6.	The Effects of Closed Captions on an Online Content on Deaf Students Workshop Presentation by Joong-O Yoon Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	12

Workshop Title / Type and Presenter(s) / Location / Date / Number of Participants

7.	Social Networks: An Introduction to Social Networking and Your Accessible Web Presence Workshop Presentation by Patrick Smith Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	12
8.	Leonardo Project: "Transfer of Innovation" DSigs Workshop Presentation by Marie Dolezalova Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	12
9.	Current Trends of the Professional Education of the Persons with Disabilities in Russia Workshop Presentation by Gennadij Ptushkin Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	12
10.	The Dong Nai Project: A Case Study in High Quality, Low Cost, Low Tech Deaf-Centered Bilingual Education Workshop Presentation by James Woodward Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	9
11.	Using Technology to Support Learning for the College Student with Hearing Loss Workshop Presentation by Laura Frank Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	20
12.	Building Creative Thinking, Reading and Writing Skills of Deaf, Hard of Hearing and Blind Learners Workshop Presentation by Daniela Janakova Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	20
13.	Access Technologies in Japan: PEPNet-Japan Training Workshop for Access Technologies Workshop Presentation by Mayumi Shirasawa Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	20
14.	Sign Language Terminology with Multimedia in Computers and Communication Education Context Workshop Presentation by Benjaporn Saksiri Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	12
15.	Assessing Computer Knowledge Using Video-Based Signer Compared with Examination Text-Based Workshop Presentation by Chirapa Niwatapant Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	2
16.	Asian SignBank Workshop Presentation by Ka Yiu Cheng Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	1
17.	Structured Online Academic Reading (SOAR): Enhancing Reading Comprehension and Learning Through Embedded Definitions, Pictures, Videos and Questions Workshop Presentation by Nora Shannon Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	10
18.	Prototype of Surdo-Portal for Education and Method Support of Inclusive Professional Education of People with Disabilities / An Electronic System for Personal Registration of the Use of Rehabilitation And Education Resources by Students with Disabilities at BMSTU Workshop Presentation by Alexey Volkov Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	10
19.	Planning a Virtual Alliance for Deaf and Hard of Hearing STEM Students at the Postsecondary Level Poster Presentation by Gail Hyde Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	
20.	Highlighting Our Own Characteristics to Develop High-Quality Higher Education for the Deaf Poster Presentation by Guodong Bao Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	10
21.	The Status of PEN-International in Beijing Poster Presentation by Chenguang Fu Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	10
22.	Utilization of 3D Modeling for Mechanical Drawing Education Poster Presentation by Tsutomu Araki Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	

Workshop Title / Type and Presenter(s) / Location / Date / Number of Participants

23.	Educational and Information Technologies in Vocational Training for Auditory Handicapped Students at the Academy of Management (TISBI; Kazan, Russian Federation) Poster Presentation by Valentina Parubina Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	10
24.	Web-Based Learning Technology in the Centre of Education of the Deaf (Russia) Poster Presentation by Igor Egorov Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	
25.	The Exhibition on the Achievements of Higher Deaf Education of Changchun University Poster Presentation by Xingzhi Sun Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	
26.	Introduction to Zhongzhou University's College of Special Education Poster Presentation Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	12
27.	A Brief Introduction to Chongqing Normal University Poster Presentation by Xinmin Yang Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	12
28.	Assessment of Faculty Competency in the Integration of Instructional Technology in the Classroom at the School of Deaf Education and Applied Studies, De La Salle-College of St. Benilde Poster Presentation by Theresa De la Torre Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	12
29.	Educational Adaptation Program of Pre-University Training for Disabled People Poster Presentation by Elena Martynova Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	9
30.	Presenting Charles University, Faculty of Arts, Language Resource Center Outputs (Czech Republic) Poster Presentation by Marie Dolezalova Instructional Technology Symposium at RIT/NTID; Rochester, NY	June 2010	20
31.	Language Acquisition 11-Hour Course by Karen Christie Teacher Education Institute at RIT/NTID; Rochester, NY	June 2010	12
32.	Audition/Spoken Language 18-Hour Course by Carol DeFilippo Teacher Education Institute at RIT/NTID; Rochester, NY	June 2010	12
33.	Psychology 8-Hour Course by Bryan Lloyd Teacher Education Institute at RIT/NTID; Rochester, NY	June 2010	12
34.	General Methods of Teaching Deaf Students 10-Hour Course by Nora Shannon Teacher Education Institute at RIT/NTID; Rochester, NY	June 2010	12
35.	Content Methods: Reading & Writing 2-Hour Course by Sybil Ishman Teacher Education Institute at RIT/NTID; Rochester, NY	June 2010	8
36.	Content Methods: Mathematics 2-Hour Course by Vince Daniele and Joan Carr Teacher Education Institute at RIT/NTID; Rochester, NY	June 2010	4
37.	Content Methods: Science 2-Hour Course by Annemarie Ross and Matt Lynn Teacher Education Institute at RIT/NTID; Rochester, NY	June 2010	4
38.	Content Methods: Social Studies 2-Hour Course by Gerry Bateman Teacher Education Institute at RIT/NTID; Rochester, NY	June 2010	8

LAB UTILIZATION

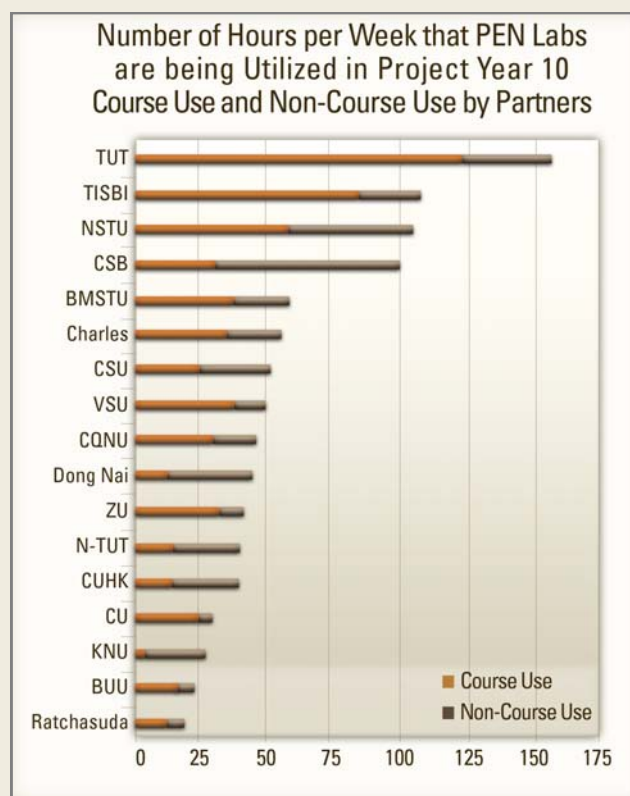
Our PEN-International partner and affiliate institutions utilize state-of-the-art high technology multimedia laboratories to support the use of instructional technology for educating students who are deaf and hard of hearing. The use of instructional technology is essential to providing deaf students with the tools and resources needed to learn and compete at the same rate as their hearing peers. (Please note that the laboratories were either funded by PEN-International or by local organizations, but were all used in conjunction with PEN-initiated activities.)

The multimedia laboratories are used primarily as smart classrooms to assist in the teaching/learning process. The multimedia laboratories are also used for faculty training and development, and the sharing of information and teaching strategies with other educators of the deaf in their home countries.

Although the total number of computers in the multimedia laboratories at partner institutions remained consistent to last year (1,500), almost all of the partner institutions added or upgraded their systems. These laboratories are being utilized regularly for both course and non-course work, averaging 60 hours per week; 10 hours more a week than reported in year nine.

Partner institutions with multimedia laboratories also reported improving their laboratories by introducing new software to aid in the educational process and purchasing various hardware to keep pace with changing technologies.

This year, Tianjin University of Technology (TUT) and Changchun University (CU) in China and the Centre for Sign Linguistics & Deaf Studies and the Chinese University of Hong Kong (CUHK) in Hong Kong, all added new multimedia computer rooms to foster teaching, learning, and research activities. De La Salle-College of St. Benilde (CSB), Philippines, opened a new media development center for the purpose of organizing resource materials to aid in the teaching/learning process.



"Perfect practical teaching methods guarantee teaching quality. Allowing students time to practice (in computer rooms) improves their abilities (to learn)."

Li Zigang
Tianjin University of Technology, China

NETWORK EXPANSION

PEN partner and affiliate institutions have made exceptional progress exploring opportunities and expanding the reach of PEN-International in their home countries.

In project year 10, Bauman Moscow State Technical University (BMSTU), Russia, received three grants from the Moscow government to further research aimed at replicating BMSTU-PEN education models at other postsecondary education institutions in the Moscow region.

The PEN-International Summer Leadership Institute had a substantial impact on both students and administrators, particularly in Japan. As such, PEPNet-Japan has launched a correlative institute within Japan for the purpose of fostering leadership skills and development. This new program will be able to reach and accommodate significantly more deaf and hard-of-hearing students from Japan.

In year 10, De La Salle-College of St. Benilde, the Philippines, has made significant strides in improving secondary education for deaf students in their country through a program called Secondary Education Initiatives (SEI). The objective of this program is to establish partnerships with select schools for the deaf in the Philippines, assess needs and key areas of growth, and provide a teaching model that best meets their individualized needs in order to improve the quality of education provided to deaf students.

Further, the School of Hotel Restaurant & Institution Management (SHRIM) at De La Salle-College of St. Benilde, Philippines, has committed to making their college more accessible for deaf students. As a result, SHRIM is in the process of adopting a similar version of the RIT/NTID model into their teaching/learning process.

“Being a part of the Summer Leadership Institute impacted not only the students that joined, but also the universities which sent them. They understand the importance (of teaching leadership skills) and asked PEPNet-Japan to hold the same kind of institution in Japan.”

Mayumi Shirasawa
PEPNet-Japan at N-TUT

“In my little own way I realized that I could contribute in making a difference in the lives of the deaf through the skills training program for hotel employment. If we are able to teach deaf students skills, they could find jobs and live better lives.”

Chef Pam Obieta
SHRIM Program Chair

CROSS-CULTURAL EXCHANGES

PEN-International has strongly encouraged and supported cross-cultural exchanges and deaf cultural events and activities among its partner institutions for the past 10 years. These cultural events have strengthened the knowledge and skills of all participants and have helped participants develop a better understanding of the diverse cultures that affect our world.

One of PEN-International's major outcomes of year 10 was the third Summer Leadership Institute, a multinational weeklong program for deaf and hard-of-hearing students. Similar to previous years, the event was extremely successful and a worthwhile experience for student participants. Meeting and interacting with deaf students from other countries and learning about the different cultures continues to be what students enjoy most. Also in year 10, a Filipino student delegation visited Korea in a cross-cultural exchange. These students expressed their gratitude to PEN-International and The Nippon Foundation of Japan for this "once in a lifetime" opportunity. PEN-International also supported a new cross-cultural exchange by the U.S.-Japan Foundation called, "*Secondary Educational Enrichment for Deaf Students – International: Sowing the Seeds of Cross-Cultural Understanding*" (*SEEDS-International*). This program brought together high school students who are deaf from the United States and Japan.

2010 Summer Leadership Institute, Herstmonceux Castle, England

The third PEN-International Summer Leadership Institute (SLI), a multinational weeklong program for postsecondary deaf and hard-of-hearing students, took place on 21-28 August 2010 at Herstmonceux Castle in East Sussex, England. The PEN-International Summer Leadership Institute is designed to promote the development of leadership skills among post-secondary student leaders who are deaf and hard of hearing; to focus on self-advocacy skills in the areas of support services in postsecondary education, community access, and employment; and to engage in learning about deaf culture and awareness. These goals are accomplished through ice-breaking activities, training workshops, student presentations, cultural performances and demonstrations, team-building exercises, and social activities.

Students from PEN-International's major partner programs in Japan, China, Russia, the Philippines, and the United States were invited to participate. A total of 20 students, 17 sign language and voice language translators, five faculty leaders, three PEN team members, and seven presenters were in attendance.



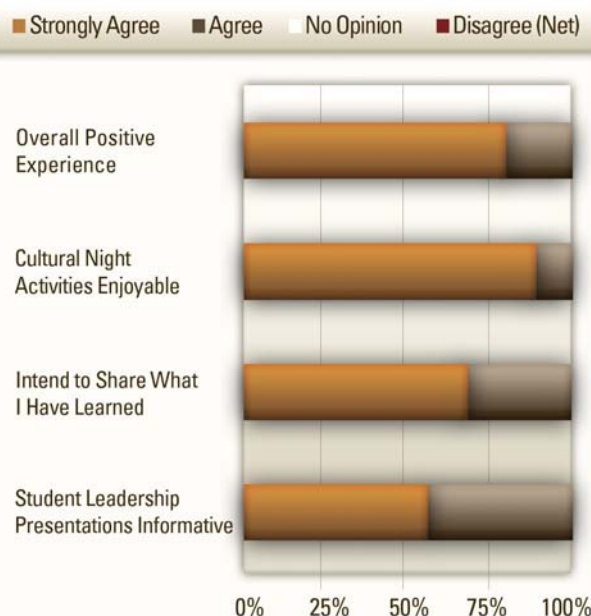
The Summer Leadership Institute, organized by Nora Shannon, senior project associate, and Corinne Heschke, project associate, included 12 presentations. Similar to previous years, participants felt the Institute was extraordinary. All (100%) of the student participants either strongly agreed (80%) or agreed (20%) that the SLI was a positive experience. Many students expressed their gratitude for the opportunity to be a part of such a meaningful and fulfilling experience, and plan to share what they have learned with others in their own country. Student participants mentioned that they liked the group activities and cross-cultural opportunities best. They also enjoyed meeting and interacting with deaf students from other countries, and learning about the different cultures.

All of the presentations were rated very favorably; with the highest rated presentations including:

- “Setting Goals and Achieving Them”
- “Role Modeling and Volunteerism”
- “Effective Communication and Negotiation Skills”

Information and materials related to the Summer Leadership Institute can be found at <http://www.pen.ntid.rit.edu/events/exchanges/2010/summer-institute/>.

Overall Assessment of the PEN-International Summer Leadership Institute



The third PEN-International Summer Leadership Institute took place at Herstmonceux Castle in East Sussex, England, August 2010.

“I would like to thank the PEN-International project and the support of The Nippon Foundation which has given me the opportunity to study in the UK. I will always remember this trip, and the knowledge I learned will change my destiny. I will inspire others to fight for our goals.”

2010 SLI Student Participant

Filipino Students Visit Korea



A delegation of Filipino students participate in a cultural exchange with PEN-Korea, February 2011.

A delegation of four students representing De La Salle-College of St. Benilde (CSB), the Philippines, visited Korea on 13-17 February 2011 in a PEN-International sponsored cultural exchange. Led by Marian Patricia Bea U. Francisco, the students attended a campus tour and student forum sponsored by Korea Employment Agency for the Disabled (KEAD). Students spent time at KEAD and Korea Nazarene University (KNU) sharing information and experiences with both students and administrators. They learned about assistive technologies that are available for deaf students in Korea and were taught Korean Sign Language, a highlight for many of the visiting students. They also went on a tour of the Canon Korea factory. Students were astounded at the number of deaf employees and how welcoming and accepting this company is of deaf culture.



Filipino students take a tour of Canon Korea factory while visiting Korea.

"We went back to Manila, but we miss Korea and we will forever remember it. I am thankful to PEN-International for this opportunity."

CSB Student Participant

The purpose of the student exchange was to give students an opportunity to explore different cultures and strengthen their own identity; build a closer relationship between institutions working with the deaf and affiliated with PEN-International; and to exchange information and experiences for the improvement of deaf education.

This exchange promotes the spirit of cooperation and collaboration that PEN-International solidly promotes.

PEN-International Supports SEEDS-International

PEN-International supported a new program funded by the U.S.-Japan Foundation called, *“Secondary Educational Enrichment for Deaf Students – International: Sowing the Seeds of Cross-Cultural Understanding” (SEEDS-International)* which brought together deaf high school students from the United States and Japan. Students from the Tokyo Metropolitan Chuo School for the Deaf and the Rochester (New York) School for the Deaf participated in videoconferences and cultural presentations before spending weeklong exchanges at each other’s schools. The Japanese group, which included four students, one faculty leader, and two Japanese sign language interpreters, visited Rochester 3-9 January 2011. Participants stayed with host families in Rochester.

From 19-26 February 2011, a similar delegation from the Rochester School for the Deaf visited Japan. Students from both schools will present capstone projects to students at their home schools. PEN Senior Project Associate Nora Shannon is directing the program, which began in September 2010 and ends in August 2011.



Students from the Rochester School for the Deaf take visiting Japanese students from the Tokyo Metropolitan Chuo School for the Deaf on a tour of RIT/NTID in January 2011.



Japanese and U.S. student delegations conduct cultural performances highlighting issues related to deafness in their home countries.

“Japan was the BEST experience of my life! Their culture, food, clothing... everything was so different, but fascinating. They certainly opened up to us to make bonds that will last forever. I learned a lot from being there. It was an inspiring experience and I cannot thank SEEDS-International enough for making this all possible. I cannot wait for our reunion. I LOVE Japan.”

Student Participant

DISSEMINATION OF NETWORK AND PROGRAM INFORMATION

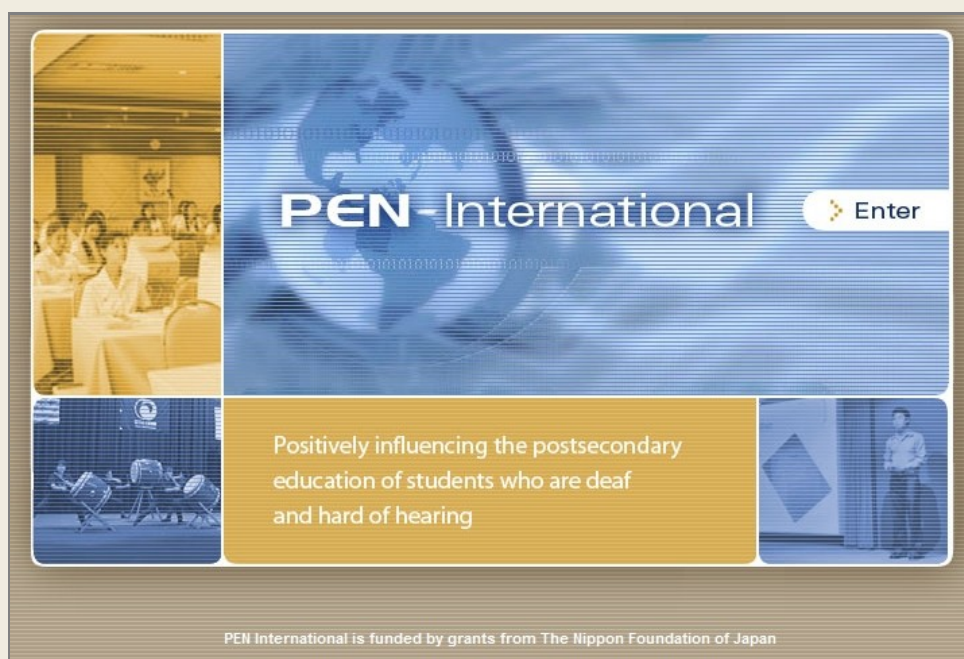
PEN-International has been extremely successful the last 10 years regarding sharing technological information and resources with educators of the deaf throughout the world, reaching beyond our partner institutions, in an effort to improve the postsecondary educational opportunities for all deaf and hard-of-hearing students. The proven strategies that have been used to disseminate program information and instructional materials include the administration of a comprehensive and up-to-date Web site, media coverage of PEN-International programs and activities, and participation in deafness-related conferences. The future expectation is that the PEN-International Web site will continue to be maintained and used as a resource to support postsecondary education for deaf and hard-of-hearing individuals worldwide.

In year 10, PEN-International hosted its Annual Business Meeting denoting PEN-International's 10-year anniversary, and participated in two deafness-related conferences.

PEN-International Web Site (<http://www.pen.ntid.rit.edu>)

The PEN-International Web site has been, and will continue to be, a universal portal to share technological information and instructional materials with educators of the deaf across the world.

In year 10, the site received nearly 500,000 views by 34,500 unique visitors from 60 different countries. On average, there were nearly 1,300 views per day, and most of those views originated from PEN partner home countries: United States, China, the Philippines, Japan, Korea, Russia, Hong Kong, and Vietnam. The other countries that registered a significant amount of views in year 10 include India, the United Kingdom, Canada, Indonesia, Germany, Malaysia, and Australia. The total number of views quadrupled in year 10, and recorded 40,000 more downloads than the previous year.



PEN-International Annual Business Meeting



More than 60 members representing all 18 of the PEN-International partner and affiliate institutions from China, Russia, Japan, the Philippines, Thailand, Czech Republic, Korea, Vietnam, and Hong Kong participated in the 2010 PEN-International Business Meeting on 20 June 2010. This year's meeting, denoting PEN-International's 10-year anniversary, took place at the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT) in Rochester, NY.

The meeting agenda included a review of the PEN-International Year Nine Report, and an open discussion on how the partners plan to continue program goals in the future. The Nippon Foundation policy prevents additional funding at previous levels after 10 years of the project's operation. Partners were also given the opportunity to present a brief summary about their program's accomplishments over the past 10 years.

Yohei Sasakawa, chairman of The Nippon Foundation of Japan, addressed the PEN partners at the business meeting and expressed his sincere appreciation for all the efforts and successes each partner has achieved in improving educational opportunities for young students. Sasakawa, who was awarded a Presidential Medallion by RIT President William Destler, also expressed gratitude to NTID Interim President and Founding Director of PEN-International Dr. James J. DeCaro. He requested that the Ryoichi Sasakawa Endowed Scholarship Fund at RIT/NTID be renamed to also include DeCaro's name.

"We are grateful to all of the PEN partner institutions that have helped us achieve this 10-year milestone. We truly have a great deal to celebrate."

Dr. James J. DeCaro
NTID Interim President and
Founding Director of PEN-International



The 21st International Congress on Education of the Deaf (ICED) Conference

From 18-22 July 2010, PEN-International Interim Director E. William Clymer, NTID Assistant Director of Admissions Vicki Liggera, and Applied Liberal Arts Department Chairperson Kathryn Schmitz represented PEN-International and NTID at the 21st International Congress on Education of the Deaf (ICED) Conference in Vancouver, British Columbia, Canada. More than 800 participants representing 62 countries were in attendance.

PEN-International and NTID were silver sponsors of the event and showcased program information through two adjacent exhibit booths.



Kathryn Schmitz, E. William Clymer, and Vicki Liggera represented PEN-International and NTID at the 21st International Congress on Education of the Deaf (ICED) Conference in July 2010.

Accessing Higher Ground Conference 2010



PEN-International Interim Director E. William Clymer attended the 13th Annual Accessing Higher Ground: Accessible Media, Web and Technology Conference on 15-19 November 2010 in Boulder, Colorado. The conference focused on the “implementation and benefits of Accessible Media, Universal Design and Assistive Technology in the university, business and public setting.”

Clymer presented a paper at the conference titled, “Center on Access Technology at the National Technical Institute for the Deaf (NTID).” Approximately 25 people attended this presentation.

DELEGATION VISITS

Delegation visits are often the first step to improving educational opportunities for deaf and hard-of-hearing individuals around the world. Over the years, most delegation visits to PEN-International and NTID and by PEN representatives to other sites have evolved into collaboration agreements that ultimately have improved access and support services for deaf and hard-of-hearing students worldwide.

PEN-International's delegation visits in its final year continued to further the work of PEN either through the support of new programs and initiatives within partner institutions or by familiarizing organizations outside of the PEN network with new technology and strategies that are available to support the teaching/learning process for deaf students.

In March 2010, PEN-International senior project associates Mary Lamb and Nora Shannon visited Vietnam to prepare and finalize plans for the first ever Teacher Education Institute. The Institute, which took place in June 2010, was designed specifically to better educate and prepare Vietnamese and Filipino teachers who instruct deaf students.

A group of Filipino educators of deaf students traveled to the United States in April and May 2010 as part of a "fact-finding" mission to familiarize themselves with three types of school programs that fall along the continuum from fully separate to fully integrated models. Their goal as members of the Secondary Education Initiative (SEI) Partnership Network is to improve opportunities for deaf high school students through "appropriate placements, access and education." Their visit to NTID included a meeting with Anne Kingston, program assistant in the Deaf Education Department at Rochester's Monroe BOCES #1, who explained how various services are provided to support deaf and hard-of-hearing students who are fully mainstreamed in regular education classes. Dr. Susan Foster, research professor at NTID, and Nora Shannon, senior project associate at PEN-International, traveled with the group and led debriefing sessions to determine how each model fit with the present situations in Filipino education of deaf students and whether the Filipino schools could take advantage of the systems, ideas, and processes used in the United States.

Various delegations representing Japan, South Africa, and Holland also visited PEN-International and NTID in year 10 for the purpose of exploring opportunities to advance their own programs for deaf and hard-of-hearing students. These delegations observed classes, compared curriculum, and learned about the use of technology to assist teaching and learning.

Delegation Visits to PEN-International

- Japan > March 2010
- Philippines > April 2010
- South Africa > July 2010
- Holland > January 2011

Delegation Visits by PEN-International

- Vietnam > March 2010



Filipino educators of the deaf visited PEN-International and NTID as part of a "fact-finding" mission, April 2010.

AWARDS AND RECOGNITION

In year 10, PEN-International Director James J. DeCaro received three distinguished honors for his accomplishments in improving educational opportunities for deaf and hard-of-hearing students. He was awarded "Outstanding Hearing Individual" by the Rochester Deaf Awareness Week Planning Committee, "Man of the Year" by the Italian American Community Center, and was inducted into the first class of Rochester Institute of Technology's Innovation Hall of Fame.

RIT Honors James J. DeCaro

On 30 April 2010, James J. DeCaro, Director of PEN-International, was inducted into the first class of Rochester Institute of Technology's Innovation Hall of Fame. He is one of 10 prominent men and women so honored.

DeCaro served as dean of NTID for 14 years prior to becoming director of PEN-International. He also is director of the NTID Center on Access Technology, which focuses on the application of innovative technologies to facilitate access to educational settings for people who are deaf or hard of hearing. In 2009, DeCaro was named Dean Emeritus of NTID by RIT President William Destler.

"From the first time I set foot on this campus as a new member of the faculty in 1971, it was clear to me that I was expected to take risks, and develop and implement new ways of teaching people who are deaf ... but to do so in a calculated and systematic fashion," DeCaro says. "That is, develop new approaches to reaching out to people who are deaf... finding innovative ways to meet their educational needs. The educational history of people who are deaf was one of underachievement and low expectations. For almost 40 years now, I have been given the freedom to pursue these ends... and not only at the college of NTID but across the university. RIT is an institution that has thrived on innovation and change and has been nimble and flexible in providing its people with the opportunity to innovate. For this, I am most appreciative and thrilled."



Dr. James J. DeCaro, Director of PEN-International, was inducted into the first class of Rochester Institute of Technology's Innovation Hall of Fame in April 2010.

NEXT STEPS

As previously stated, The Nippon Foundation of Japan's policy is to not continue to fund projects after 10 years of operation. As such, NTID will embark on several new endeavors through The Nippon Foundation of Japan, using the success of PEN-International as its building block.

The future and primary focus will be to improve secondary education of students who are deaf or hard of hearing in the ASEAN (Association of Southeast Asian Nationals) Region. The project goals will include: improving teaching, learning, curriculum development, and instructional development; expanding career education opportunities for deaf and hard-of-hearing people internationally; increasing the application of instructional technology and information technology to teaching and learning; and increasing access by people who are deaf and hard of hearing to technology and employment. These goals will be accomplished through the implementation and expansion of a cooperative network of educational institutions providing secondary education to students who are deaf and hard of hearing using innovative information and instructional technologies, faculty and staff training, and development. The beneficiaries of the project are deaf and hard-of-hearing people in participant countries. The long-term objective is to influence attitudes, practices and policies in partner countries so that people who are deaf and hard of hearing are not blocked from access to postsecondary education, technology, or employment.

The new agreement with The Nippon Foundation of Japan includes four project strands: PEN Secretariat, Pre-College Educational Network (P-CEN), Personnel Preparation, and Support of The Institute for Disability and Public Policy for the ASEAN Region (IDPP).

Strand I: PEN Secretariat

The PEN Secretariat will provide the organizational support and guidance to ensure that the progress made by PEN-International partners over the first 10 years of PEN-International continues and is sustainable after a reduction of Nippon Foundation support. The primary goal of the PEN Secretariat will be to promote the continued collaboration between current and possible new partners and to support the development of local financial support of efforts.

Strand II: Pre-College Educational Network (P-CEN)

P-CEN is the application of the PEN-International model to enhance secondary deaf education and transition programs in developing countries in the ASEAN region through the use of wide networks of motivated and dedicated faculty and administrators of local and regional programs supporting deaf students. The target area for this focus will be pre-college programs, initially in the Philippines and Vietnam.

"It has been a very successful 10 years and we are extremely grateful to The Nippon Foundation of Japan for their support. I look forward to seeing where the next years will take the PEN partners."

Dr. James J. DeCaro
Director of PEN-International

Strand III: Personnel Preparation

Support service providers are an integral part of making education accessible for deaf individuals. Under this strand, a program to train C-Print captioning operators will be developed with the intention of increasing this support service option for deaf and hard-of-hearing students.

Strand IV: Support of IDPP

The Institute for Disability and Public Policy for the ASEAN Region (IDPP) will be a freestanding and independent not-for-profit entity that will address public policy issues pertaining to people who are deaf or hard of hearing, who are blind, or individuals who are mobility impaired. Dr. James J. DeCaro will serve as chair of the board while IDPP becomes operational, providing continued guidance regarding the overall strategic plan.

Three-Week Summer Training Program for Czech Sign Language Interpreters

Training initiatives will continue and programs and support services will continue to evolve at partner institutions beyond the scope of the PEN Network.

Professor Daniela Janakova of Charles University in the Czech Republic communicated a need for in-depth sign language and interpreter training. As a result, a program was created that consists of three, three-week sessions that will be conducted by NTID in July-August 2011, 2012, and 2013. Eight to 10 Czech interpreters will be selected to come to Rochester for each of the three years.

This project, although facilitated by PEN-International, will be administered and managed by NTID's American Sign Language and Interpreting Education (ASLIE) Department.

The curriculum is modeled after the currently offered Provost summer training program at RIT and the commercially available *ASL at Work*. Specifically, students will be enrolled in an American Sign Language class and will participate in various workshops, including:

- Deaf Culture
- Conversational Practice with Deaf People
- Sign Language and Interpreting
- Sign Language and Interpreting Issues in the Czech Republic
- Educational and Assistive Technologies
- Educational and Assistive Technologies Issues in the Czech Republic

In an effort to promote cultural awareness, students also will conduct presentations to the NTID community on issues related to deafness in the Czech Republic.

Students will receive a certificate of completion at the conclusion of each year's program.

