

**Reviewing partnership and collaboration in the implementation of inclusive education for blind & partially sighted learners “The SANCB’s perspective in aiding the visually challenged learners in the sphere of education”**

The discourse sighted here had its bases on the premises that “teaching a child is not an individual undertaking but rather a societal issue”. In the bases of such postulate the expectation is that the department of education works hand in hand with all other stake holders who had the interest in the advancement of the education of a blind child. It is noticed that to some degree the department of education operates less like a close system that will receives little energy from outside and thus generate little or no output to the society in so far as the education of visually challenged child is concern. The assumption that he department solely master all the endeavors pertaining to the teaching and learning of a learners with special need might be found misleading.

In basic terms inclusive education is about teacher preparedness and learner psychological readiness in the context of well-resourced teaching and learning space. The three critical aspects sighted here forms a backbone to the inclusive teaching & learning engagement. It it interesting to note that hence the commencement of the imp mentation of inclusive education a number of training had been done by the department of education and other stake holders. Such an attempt had yield very little promising results, in quantified terms less than eighty percent of the twenty two LSN schools for visually challenged persons had achieve such educator readiness. The figure sighted refers to the human resource at LSN schools in fact it exclude mainstream with challenged learners who need support.

The challenge in relation to educator readiness can be traced from a number of factors which includes amongst other things the lack of an informed framework for educator development coupled with an advance assessment and or monitoring mechanism as well as the individuals and or division to can atleastmanage the implementation of such a process. In the other hand the recruitment process of the department of education does not consider specificity in terms of specialty in so far aiding the visually challenge candidates is concern. In fact it refute access to quality education to the blind and partially sighted child. The issue regarding educator readiness it’s a goal that should have been fully achieved in the year 2015 according to some stipulations or commitment made by the department of education.

Our inclusivity entails bringing the outside world into the classroom and thus responsible getting a learner ready for the participation in the wider society. The balance development of a visually challenged child is given little attention i.e. the psychological or emotional and the development in relation to one’s environment it’s at risk. Inddivual learners are not aided with the proper counseling as well as mobility, the interesting question will be how do you begin to teach a child who is in conflict with oneself and his/her space power? It is important to note that South Africa has made a long stride towards student support in terms of policy.  Education White Paper 6 and subsequent policy documents explain the roadmap to “student support”.  It is of critical importance that teachers become aware of the variables that constantly interferes with teaching and learning. Support in this context entails careful and sequential selection of the material, conducive learning environment coupled with teacher and learner readiness to can positively engage themselves in the interactive learning process.

It worth noting that from time to time schools has been receiving support from some of the role players in terms of O & M training that such an undertaking calls for departmental recognition. Parties involved in taking the education of a blind child forward had been tirelessly urging the department to can at least consider post establishment for O & M practitioners as well as braille instructors. Engagements has been ongoing such issues however achievement seem to be an attempts towards chasing a rainbow. It is the great achievement that all schools in the country had a period reserved for Braille teaching period an initiative advocated by the role players in the sector for a number of years. Centrally to such an achievement be the fact that departmental policy which informs weighing or scaling of learning area which suggest the ratio on the time table does not speaks to the Braille teaching and learning as a major vehicle in advancing the acquisition of other learning areas.

Different role players in the sector had initiated and implemented various activities which includes amongst other things the Braille cup competition, the writing of elementary Braille with schools, the Braille training of educators, implementation of O & M and etc. The implementation of project which seeks to aid visually challenged learners with their academic engagements to be hardly implemented due to the lack of commitment on the side of the school’s management team and the departmental officials such had its bases on the lack of clarity regarding role definition of participants. The intervention made by the participants is in correctly interpreted by many departmental officials, it is viewed as a means to set a critical tone towards the whole operation. In fact such intervention intends to assist schools to can better aid the visually challenged learners. Findings had a reflection that amongst the above sighted projects none of them were initiated by the department, whether the department had dept. understanding of such undertaking and its importance such seem a widely open question.

Sound education has its bases on the employment of assistive learning and or educational resources coupled with the knowledge to can utilize such resources. Currently all schools were equipped with technologically appropriate labs, embossers and etc. The challenge around that is that schools does not have trained personnel with an appropriate skill and the expectee to can utilize some of such LTSM to can better aid the visually challenged learners. The question of long term plan in terms of software and hard ware maintenance and or proper budgeting for such is at highest risk. Contrary to this is the fact that inclusive education had its capacity on the bases of proper procurement of resources that matters. Specifically the notion of “curriculum accessibility and the availability of textbooks with schools sets a shaky ground for the implementation of inclusive education.

Conclusion

The perspective sighted here simple suggest that the critical tool in the implementation of the inclusive education for visually challenged person call for the three aspects i.e. the educator readiness, the learners readiness and the resources coupled with the support of all the role players. The synthesis here be that support had a long lasting effect in general academic performance, skills and knowledge acquisition.  On the other hand, sustained and meaningful teaching and learning support has both the value and long-term importance and effect to improve student self-confidence, tolerance, mastery of content.  In the context of inclusivity Support is not only regarded as a means to eradicate barriers but a means of empowerment and the reduction of inequalities. Such entails the situation where all role players find each other in a more meaningful manner and thus paving a smooth path for the education of a blind child.