

ESTABLISHING SERVICES FOR DEAFBLIND LEARNERS AS WELL AS LEARNERS WITH MULTIPLE DISABILITIES CONCERNS:

- ❖ **Serving children with multiple disabilities as well as hearing impairments in rural areas**

Who is really looking after the following needs?

Awareness campaigns?

Database?

Funding?

Lobbying – What is the aim?

What happens after the lobbying?

Level of press coverage?

Human Rights?

Parental support- proper assessment and referrals especially for pre-schoolers

Distances between parents, providers and schools

Interdepartmental collaboration?

Training of Members of Parliament

Did we have meetings with them already?

Department of Health

Department of Labour

Department of Transport

Department of Education

Department of Social Services

Department of Correctional Services

Department of the SAP

- ❖ **Parental viewpoints and involvement in the education process**

Lack of relevant educational environments

What is a suitable educational environment for our target group?

Lack of understanding by policy makers

Lack of trust in the education process

- ❖ **Service concerns to meet the needs of partially sighted children with multiple disabilities as well as hearing impairments**

Specialised and qualified personnel?

Ongoing monitoring of learner's eye conditions and adaptation of approach at onset of changes

Early start of Braille

- ❖ **Case study on the current experience of mainstream education**

Survey of Deafblind People's One – to – One needs

Do deafblind people have ownership and the right of input in education services?

All deafblind people are not intellectually challenged and should not be placed in learning environments with learners who are intellectually challenged

- ❖ **Defining the role of special schools**

Who looks after the communication needs of the Deafblind learners, for example:

Sign language

Sing language by touch

Fingerspelling

Printed letters on palm

Writing in appropriate way

Braille

Clear speech

Computer

Interpreter funding?

❖ **Teacher perspectives on the new policy of inclusive education**

There is lots of doubt

Lack of support

Lack of vision and planning

❖ **Teacher training**

- **Scientific course on deafblindness at university level**
- **Concerning alternative communication**
- **Concerning special curricula**
- **Concerning appropriate support systems**
- **The need of specialised learning environments**
- **Appropriate teacher training. Where and by whom?**

Ongoing communication with the policy makers is of the utmost importance. These are some of my concerns which I hope will be discussed during our meetings.

Thank you very much for the opportunity

**Anlo van Heerden
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