



The role of governmental and non-governmental organizations in Rehabilitation of children with visual impairment having additional disabilities

Dr. Vijay bharati (Assistant Professor), Department of Special Education Hearing Impairment,
Ms Ayushi Patiyal (assistant professor), Department of Special Education Learning Disability,

Abstract

The importance of government in any society is that it is the foundation of society. Organization and health of the population. One of the main functions of government is to protect public order and guarantee an environment in which people considerably Work without fear. In addition to making savings easier, the government plays an important role in guaranteeing rights and providing essential public services such as education, health care and health care.

Infrastructure, etc. all contribute to the overall health of the population. The government also addresses social issues with the aim of reducing inequality and eliminating inequality. Eliminate discrimination and promote justice. On the international stage, the government represents the country.

Get involved in diplomacy and work with other countries to solve global problems. Such Many functions of government are important in ensuring harmony, security and peace in society.

Development. Humans are animals. People cannot be separated from society. Such a government cannot meet the needs of every group of people in society. So, the NGOs intervene. Non-governmental organizations play an important role in revolving pressing problems. Solve social problems and contribute to the health of the community. We operate an organization based on accountability and commitment to positive change. Often, in areas where government resources should be increased or must have skills. NGOs play an important role in filling the service gap This is especially true in areas such as health care, education, and health care. They often have difficulty with human rights, equality and Defence of the rights of the weak and vulnerable; Justice. Beyond their immediate impact, NGOs can act as tools for sustainable development. Support development, community capacity building and community leaders. Them

The ability to mobilize resources, raise awareness and implement strategic plans they are valuable partners in solving complex social problems and creating a more just society. And the world has pity. Visual impairment in children with additional disabilities can have a significant impact.

This affects all development and daily activities. They may face some kind of situation

Hard to grow up. It is important to have unity and individuality.

Their growth and well-being. Navigating the world requires a different education. Research for visually impaired children. These young people often depend on others. It is the sense that collects information about the environment, such as touch, hearing and smell.

Special information and technologies, including braille, graphics and audiology Key points for learning. Support is important.

An environment for children with visual impairments, including access to adapted equipment and technical education. Additionally, it helps develop independence and confidence.

It is very important for your personal and academic development. Collaboration between teachers; Parents and doctors can see a big difference in a child's life. We help children with disabilities overcome obstacles and realize their potential.

This abstract investigates the pivotal roles played by government agencies and on- governmental organizations (NGOs) in addressing the complex challenges associated with visually impaired facing additional disabilities. It examines the collaborative efforts between these entities, emphasizing the importance of a comprehensive and inclusive approach. The analysis delves into specific responsibilities, strategies, and potential synergies in providing rehabilitation and support services for those who are suffering with visual impairment with additional disabilities. The abstract highlights key considerations and implications for fostering an environment that promotes the well-being and inclusion of visually impaired with additional disabilities.

Keywords

Government, non-governmental organizations, visionaries, rehabilitation, human rights, equality.

Background

Disability is considered a development issue because people with disabilities are disabled.

Most exclude important business and social opportunities. Blind eye this means that a person's vision cannot be corrected to a "normal" level. Blind eye Disabilities and additional disabilities are not only caused by vision but also by non- visual problems.

Other conditions that affect many areas of development. Blind,

This can be from partial to blind and sometimes with other blind people. Problems such as cognitive, physical, emotional or emotional problems. For example, Blind people may also have intellectual and physical abilities.

Damage, mental illness, miscommunication or conflict

Difficult. Addressing these weaknesses requires more nuanced and tailored services. Access to education, health care and support. Know everything and talk about everything

An individual's unique needs, skills and limitations are essential to the delivery of quality services.

Impact and promote global development. Cooperation between government and NGOs can take many forms and their success depends on it. Collaboration is often based on good communication, relationships and shared goals. Here are some ways governments and NGOs can work together:

Governments can provide financial assistance and services to NGOs to help them: Carry out good projects and initiatives. This could be a grant, a partnership or other types of support. In an emergency, governments and NGOs can work together quickly.

And a cooperative response. A culture of trust and respect within government Transparent, accountable and profit-sharing NGOs are essential to business success. Collaboration. By working together, governments and NGOs can have the greatest impact.

Contribute to the well-being of our communities in a more inclusive and sustainable way. The path. Successful partnerships often also require long-term commitment. We share a vision of positive social change. Wiley Susan, Parnell Leanne and BelhornTabitha studied the 2016 children.

People who are blind/deaf/hard of hearing and with special needs. Adjustment for interference. They provide ideas and principles that provide proven advice.

Good practices for early childhood education. This action is intended to allow: Improve identification of children with hearing loss, vision loss, and children with both.

Deaf blind.

This study was conducted in 2022 by Jahanzaib Muhammad, Fatima Ghulam and Nayab e Dur.

Efforts to share the interest of visually impaired children and their parents on pedagogical practice and teaching in primary school.

Government Private School, Punjab, Pakistan. Description mixing method Search is used. The study recommends the need for more programs and discussions. Designed to help parents better understand educational standards. Datta Poulomee and Palmer Carolyn conducted the following study in 2015:

Understanding the impact of support services in South Australian schools. The solution to the problems of visually impaired students, their families, communities,

Learn life. These results indicate that teachers, special educators,

Legislators and numerous education and special education experts participated. Recommend changes and improvements to support services for these students. This study provides a limited basis for generalization to the general population.

Due to the small size of the study and its diversity, participants participate alone. Facility.

In 2020, Sharaf Nevine studied the role of NGOs in support.

Helping visually impaired people continue their studies and work in Egypt. Procedure this study used qualitative

interviews and semi-in-depth interviews. He said local NGOs have taken various initiatives to strengthen their capacities. Strategies to promote early intervention and recovery services this is considered the first step in providing access to children with disabilities. Education. Malambughi, Taifa Langson conducted research in 2016 to measure: Support provided by NGOs to deaf students.

Assess the adequacy of secondary schools and examine the challenges facing NGOs. Supporting deaf students in inclusive secondary schools. Research An exploratory design and mixed research methods were used. Here are a few tips: In collaboration with the Ministry of Community Development, Gender and Child Development (MCDGC); The Ministry of Education, Science and Technology (Most) also supports the capacity Raise awareness among members of NGOs and all stakeholders in the study so that they consider: Aspects of justice, accessibility and equality for people with disabilities.

The role of government agencies in visual impairment with deaf blind and hearing impairment

Governments around the world recognize the importance of supporting education. Health of blind or visually impaired children. The government plays an important role in this process. Rehabilitation of visually impaired children through policy and support.

The government plays a crucial role in supporting families with a visually impaired child and additional disabilities. This includes:

Accessibility and Inclusion: Ensuring public spaces, education, and health care facilities are accessible for visually impaired individuals with additional disabilities.

Education: Providing inclusive education opportunities with appropriate resources, support, and accommodations for children with visual impairment and additional disabilities.

Healthcare: Offering accessible healthcare services, specialized treatments, and support for the specific needs of visually impaired individuals with additional disabilities.

Financial Assistance: Providing financial aid, subsidies, or disability benefits to alleviate the extra costs associated with raising a visually impaired child with additional disabilities.

Employment Support: Implementing policies to promote inclusive employment opportunities for adults with visual impairment and additional disabilities.

Social Services: Ensuring availability of social services, counselling, and support networks for families navigating the challenges of raising a visually impaired child with additional disabilities.

Advocacy and Awareness: Advocating for the rights and inclusion of individuals with visual impairment and additional disabilities, while raising public awareness to reduce stigma and promote understanding.

Research and Development: Investing in research for assistive technologies and interventions that can improve the quality of life for those with visual impairment and additional disabilities.

Overall, a comprehensive government approach involves addressing both the immediate needs and long-term well-being of individuals and families facing these challenges.

Provide services and encourage collaboration. The inclusive education policy aims for inclusion.

A child does not have access to a regular school.

- Government efforts to create an enabling environment:

Be attentive to the unique needs of all students, including those with visual impairments.

- many governments have created special education services and agencies. It is particularly suited to the needs of blind students. These services may include: Specialized training, technology and expert support.

- the government is taking steps to ensure that educational materials are available in:

Available formats include braille, large print and audio. This includes books and reading.

Educational information and resources needed for students with visual impairments to attend

You are in the middle of a study.

- we also invest in help and equipment for visually impaired people. Students. This may include screen readers,

Braille menus, magnification tools, etc. Adaptable tools that facilitate access to information, education and support Teacher training in integrated pedagogy and collaborative strategies the students are blind. This will help teachers acquire the skills they need: Provide educational support. We have physically accessible schools for the visually impaired.

Students. These include ramps, elevators, touch paths and other features. Mobility and freedom. Promote reading skills in visually impaired children; the government can also launch a Braille program. This project focuses on learning Braille.

These are important skills for reading and writing. Orientation and mobility training can help.

Visually impaired children explore their environment with confidence.

- the government encourages managers to offer orientation and mentoring training. Mobility skills that promote independence.

- Politicians are often involved in advocacy campaigns to raise public awareness. Educate teachers and students about the needs and abilities of children with visual impairments. These

The program aims to reduce stigma and promote participation.

- the government provides financial assistance or scholarships to visually impaired people.

Ensure educational equality for students. This scholarship will cover the cost of the second course.

Equipment, braille materials and other materials necessary for teaching.

- The government has also created programs to support parents with visual impairments.

Children. This program provides parent training, assistance and community support. Be sensitive to the child's needs and provide support at home.

- the government can cooperate with non-governmental organizations (NGOs). International organizations use additional resources and expertise for visual support Disabled children. This collaboration will also improve the effectiveness of the initiative

Develop your power.

The role of government in the treatment of visually impaired children is as follows: education, accessibility, health care, social support;

And comments. Collaboration between government agencies and non-profit organizations;

The community is important in creating an environment where visually impaired people can live.

These efforts are available to help children reach their full potential. Provide an inclusive and supportive learning environment for children with visual impairments.

We help you develop important skills and reach your potential.

Role of non-governmental organizations

Non-governmental organizations (NGOs) play an important role in this regard. Government efforts and ways to meet the special needs of blind or visually impaired children.

Non-Governmental Organizations (NGOs) play a vital role in supporting families with visually impaired children and deaf and dumb, hearing impairment by:

Advocacy and Awareness: NGOs often advocate for the rights and inclusion of individuals with visual impairment and additional disabilities, raising awareness in society and promoting understanding.

Support Services: Providing direct support services such as counselling, therapy, and educational resources tailored to the needs of visually impaired children with additional disabilities.

Assistive Technologies: NGOs may contribute to the development and distribution of assistive technologies that enhance the independence and accessibility of visually impaired individuals with additional disabilities.

Community Building: Creating support networks and community groups that connect families facing similar challenges, fostering a sense of belonging and shared experiences.

Education and Training: Offering training programs for parents, caregivers, and educators to better understand and address the specific needs of visually impaired children with additional disabilities.

Collaboration with Government: NGOs often collaborate with government agencies to advocate for policy changes, share expertise, and contribute to the development of inclusive programs and services.

Financial Assistance: Providing financial aid, grants, or scholarships to support families in covering the costs associated with raising a visually impaired child with additional disabilities.

Research and Innovation: Supporting research initiatives that focus on improving the quality of life for individuals with visual impairment and additional disabilities, including innovative approaches and best practices.

In essence, NGOs complement government efforts by offering specialized services, grassroots support, and a more personalized approach to address the unique challenges faced by families with visually impaired children and additional disabilities. Provide professional services, advocacy and support.

- NGOs often run special education and rehabilitation programs. Meeting the needs of visually impaired children. These programs include braille reading;

Training, mobility and skills development to improve autonomy.

- NGOs create resource centres and libraries with accessible resources. Educational materials including Braille books, audio materials and tactile learning materials. The resource centre is helpful to students and teachers with visual impairments.

We strive to provide and promote the use of assistive technologies for people with visual impairments.

Children. This includes textbooks, braille guides and other materials. A tool that facilitates access to information and education.

- NGOs participate in advocacy programs to raise awareness of laws and regulations. The children see no need for it. They reduce stigma and promote inclusion, Advocate for policy changes that improve educational opportunities for these children

- NGOs often conduct training programs to improve the skills of teachers. You can teach visually impaired students. This may include extensive training. Teaching methods, assistive technologies and strategies for a flexible learning environment.

- They may offer scholarships or financial assistance to visually impaired children to cover educational expenses, including the cost of assistive devices, Braille materials, and other resources necessary for their education.

NGOs develop initiatives to facilitate the integration of visually impaired children into their communities. This can involve organising social events, awareness campaigns, and Support networks that foster inclusion and understanding.

- They should collaborate with schools, local communities, and other stakeholders to create a more inclusive and supportive environment for visually impaired

Children. This collaboration may involve awareness campaigns, training sessions, and community engagement activities.

- NGOs engage in monitoring and evaluation activities to assess the impact of their programs and initiatives. This helps ensure that interventions are effective and responsive to the evolving needs of visually impaired children.

By working in tandem with governments and other stakeholders, NGOs contribute significantly to creating a more inclusive and supportive environment for visually impaired

Children, allowing them to access quality education and reach their full potential. NGOs

Contribute significantly to filling gaps in services, promoting awareness, and advocating for the rights and well-being of visually impaired children and their families.

Educational implications of children visual impairment and hearing impairment and deaf blindness

- Rogow (2005) weights on the expanding acknowledgment of the schooling of youngsters with visual weaknesses joined with different differently able as perhaps the most convincing and testing parts of a specialized curriculum. To give instructive freedoms to these kids, various measures can be contemplated. These include:

- Having a fitting strategy for remembering youngsters with numerous differently able for either extraordinary school (for the mono inability) and in the standard schools.

- Developing powerful instructive projects and showing techniques explicitly for kids with vision weakness and different incapacities.

- Including an assortment of parts with practical targets into the instructive projects to empower for expanded abilities and autonomy in managing the day-by-day schedule of the youngsters' life.

- Allowing openings for coordination to happen adequately. This would be helpful for both the youngsters with no known disabilities and those with extra differently able. Instances of such advantages are freedoms to build up their social abilities and inspirational demeanour change.

- Increasing instructors' abilities and information on various incapacities. By and large, specialized curriculum educators are prepared to show a solitary classification of inability which makes restricted information and abilities to deal with youngsters with numerous incapacities.
- Providing appropriate and incapacitate neighbourly framework in schools to guarantee youngsters with various differently able can be obliged in these schools.

Challenges faced by visual impaired children with deaf blind and deaf and dumb and low vision

Visually impaired children with additional disabilities face a variety of problems that can have an influence on their overall development and daily functioning

***Challenges face by the children with visually impaired with deaf blind** Children with both visual and hearing impairments, known as deaf-blindness, face unique challenges in their daily lives.

Communication is a significant hurdle as they may rely on tactile sign language, braille, or other alternative methods. Access to information, social interactions, and educational resources can be limited, requiring specialized support and adaptive technologies.

Mobility and spatial awareness are also affected, making navigation and independence more challenging.

Tailoring educational strategies and providing a supportive environment are crucial to address the complex needs of these children.

***Challenges face by children with visual impaired with deaf and dumb** Children with visual impairments and hearing and speech difficulties (deaf and mute) face distinct challenges.

Communication is a major obstacle, as traditional spoken language may not be effective.

Specialized communication methods like sign language, tactile signing, or augmentative and alternative communication (AAC) devices become essential. Educational accessibility is another hurdle, requiring tailored approaches that incorporate braille, tactile materials, and adapted instructional methods.

Social interaction can be limited, impacting the development of relationships and sense of belonging.

Creating inclusive environments and providing comprehensive support services are vital to address the multifaceted needs of these children.

***Children with low vision, or partial sight, encounter several challenges** **Educational Accessibility:** Reading and accessing written materials can be difficult. They may require larger print, magnification tools, or digital devices with accessibility features.

Social Interaction: Limited vision may affect social interactions, making it challenging to recognize facial expressions or navigate social cues. This can impact the development of friendships and relationships.

Mobility and Orientation: Navigating physical environments poses challenges, especially unfamiliar places. Training in orientation and mobility skills is crucial for independence.

Technology Adaptation: Accessing technology might be challenging without proper adaptations. Screen readers, magnification software, and other assistive technologies are essential for educational and recreational purposes.

Self-Advocacy: Developing self-advocacy skills is important for children with low vision to express their needs, ensuring they receive appropriate accommodations and support.

Visual Fatigue: Straining to see can lead to visual fatigue, affecting overall well-being and academic performance. Regular breaks and eye care are important.

Inclusive Learning Materials: Ensuring that educational materials are available in accessible formats such as large print, audio, or digital formats is crucial for their academic success.

Addressing these challenges requires a collaborative effort involving educators, parents, and specialists to provide

tailored support and create inclusive environments for children with low vision.

Some other challenges faced by visually impaired with deaf blind and low vision children

Accessibility issues: There are many factors, materials and technologies Designed primarily for visually impaired people. Access problems in public places; Digital information and technology can create additional challenges for people with visual impairments.

Young people

• **Limitations of learning:** Traditional teaching methods have a negative impact on learning. They are affected by lack of vision. It is important to get proper training.

Resources such as Braille books and adaptive technologies. To be clear for students with disabilities in regular classes, teachers may need special training.

• **Isolation:** Visual impairment can lead to isolation due to lack of vision. Teenagers who are not active may have difficulty connecting with their peers. Because access is limited

Visual cues can prevent us from recognizing social cues, body language and facial expressions.

It is important to create a shared environment that promotes collaboration.

• **Movement and orientation:** Physical space can cause visual difficulties. Children with navigation problems. You might find it difficult to travel to an unfamiliar place.

Your environment itself can affect your feelings of independence and freedom Trust.

• **Stigma and stereotypes:** children with visual impairments

We must be patient with leadership and rejection. Negative attitudes and beliefs regarding blindness

This can disrupt relationships and create feelings of inadequacy.

• **Functional problems:** Blind people may experience problems as they age. They have difficulty finding employment due to negative thoughts and a lack of understanding of their abilities.

Concerns can be addressed by creating an inclusive workplace and providing accessible support.

Machine.

• **Limited access to visual information:** young people with visual impairments they do not have significant academic content. Other formats such as Models or tactile descriptions may be required to add or modify: Documents, photos, visual demonstrations.

• **Psychosocial impacts:** Blind children may experience:

Anxiety, worry or depression due to your disability. This is very important from their point of view.

Conclusion

Ultimately, it is a partnership between government and non-governmental organizations. Organizations that provide rehabilitation are very important for the growth of the overall vision. Children with additional disabilities. Important rights, legal structures and creating an inclusive base with government funding development. On the other hand, NGOs have experience, community involvement, Mediation at the local level to meet the unique needs of people with visual impairments. Children. They create a unified organization that allows for greater collaboration and efficiency.

It is a solution to the problems facing these vulnerable communities. This partnership will not only improve access to education, healthcare and other services; we not only provide services, but we also create relationships of understanding and participation. To work Together, government and non-governmental organizations form a strong partnership. Empower visually impaired children to overcome their disabilities and maximize their potential. Be capable and involved in all aspects of life.

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