LITTLE STORIES and BIG PICTURES: Exploring reverse inclusion, service-learning and social capital and within collaborative curricula and global access to education for the visually impaired (VI)
• LITTLE STORIES and BIG PICTURES: Exploring reverse inclusion, service-learning and social capital and within collaborative curricula and global access to education for the visually impaired (VI)
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ABSTRACT

- Making reference to the United Nations ‘Sustainable Development Goals’ (SDGs) throughout, this paper explores creative and ‘values’ based curricula delivered at St. Vincent’s, a residential non maintained special school for the Visually Impaired (VI) in Liverpool England, rated as ‘Outstanding’ by The Office for Standards in Education, Children's Services and Skills (Ofsted) in November 2016 and ‘Outstanding’ for its residential provision in January 2017. Using curricula examples designed to challenge the National 85% unemployment rate and statistics indicating VI pupils have 5-6 less friends than sighted peers, we reflect on economic inequality and the role of St. Vincent’s ‘education and enterprise village’ in sharing VI teaching and learning best practices underpinned by engagement with ‘reverse inclusion,’ social capital, and service-learning. We report on three cross-curricula projects within the village concept attached to measurable and alternative 'outcomes' which may be shared for the benefit of VI communities worldwide, making thus a better and more ‘opportunity inclusive’ world for us all. Our findings show that students with visual impairment creating innovative solutions to support their own needs for accommodations, gain employment, and become entrepreneurs. Within the ‘bigger picture’, there are 6 million children living with sight loss, 90 % of whom live within developing countries with less than 10% having access to education. We reflect on how entrepreneurial VI students support their peers across a global platform.
Ofsted November 2016

- ‘Pupils’ learning is enriched with a wide range of opportunities for them to engage with the local community, including with business and enterprise. This helps to deliver your aim for pupils to achieve success in adulthood once their journey at St Vincent’s comes to an end. There are many examples of past pupils following their chosen careers as a result of your work in this area.’

- ‘The curriculum at St Vincent’s is a key strength. Pupils learn a wide variety of subjects but their learning is developed exceptionally well through enrichment activities. Such activities provide pupils with opportunities to make new friendships, to follow their dreams and to be confident of a successful future.’
Academic Underpinnings

• Social Capital
• Reverse Inclusion
• Service Learning (SL)
• Project –based learning

• **PROJECTS** i.e. where SL student knowledge skills and understanding of ‘Standards’ in learning communities are experienced (little stories) made sense of within bigger pictures i.e. SDG’s with particular reference to partnerships, quality education and employment.
OUR AIMS within an OUTCOMES story
To challenge the 85% unemployment rate for visually impaired (VI) pupils
To increase the friendship group opportunities for VI
To engage the wider communities in our service to VI
To impact on sightloss globally via the generation of a ‘SIGHTBOX’ though the ‘Million I project’ 6 Million VI 90% developing countries less than 10% access to education
CERAMICS
Sightbox

What's inside?

Sightbox

Sightpack

Sponsoring a visually impaired child will provide them with the independent means of engaging in sports.

INCOME
- Sound ball
- Talking stopwatch
- Talking thermometer

Sightbox will provide a Sightbox to developing schools, which will enable group activities and promote segregation and encourage the development of key life skills.

INCOME
- Geaelt
- Beeswax candles
- Running shoes
- Blindfolds
- Various other tools
- Ball pump

More than 90% of the world's visually impaired individuals live in developing countries and are often left to fend for themselves in areas where most of the world's population has access to health care facilities and other essential resources. This is not the case in the developing world. More than 40% of the world's visually impaired children live in areas with little or no access to educational resources.

So far, your donations have enabled the Sightbox project to reach some of the world's most neglected visually impaired children. There are still many left who are unable to reach us. We are working hard to help...

Where has Sightbox been?

The Sightbox project has successfully established Sightboxes in developing countries around the world, bringing hope and independence to visually impaired children. In Pakistan, the project has managed to provide the necessary resources to support visually impaired individuals, helping them to lead more fulfilling lives.

What can you do?

Sponsor a child

Sponsors are welcome at any time of the year. Your donation can make a difference to a visually impaired child.

INCOME
- £40

INCOME
- £300

Thank you!
Moving forwards...

Connecting schools and Rotary (social capital) within SMSC within ‘Common Good’

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- Patterson, J and Loomis, C ( publication July 2016b) Manuscript ID BJVI-15-0044 British Journal of Visual Impairment "Linking schools, universities and businesses to mobilize resources and support for career choice and development of students who are visually impaired"