

© Kamla-Raj 2012

PRINT: ISSN 0972-0073 ONLINE: ISSN 2456-6802

Anthropologist, 14(4): 291-303 (2012)

DOI: 10.31901/24566802.2012/14.04.03

Transformational Efficacy of a Curriculum for People with Visual Impairment

Mutendwahothe Walter Lumadi¹, Mbulaheni Obert Maguvhe² and Alphonse Dzapasi³

¹*University of South Africa, College of Education, Department of Curriculum & Instruction,
Room 6-54 AJH VdW Building, P.O. Box 392, UNISA, Pretoria, 0003, South Africa*

E-mail: Lumadmw@unisa.ac.za

²*South African National Council for the Blind
Obertasancb.org.za*

KEYWORDS Visual Impairments. Equality. Curriculum. Disabilities. Self-representation. Self-assertiveness

ABSTRACT This article argues that a relevant school curriculum is the kingpin in determining the level at which people with visual impairments (and other groups of marginalised people) could participate in decision making on matters that affect them. Resultant changes in income and self-portrayal come with favourable power dynamics, positive self-perception and improved social recognition. The study reviewed findings made by 20 teachers from four special schools and 30 blind students from a vocational training college. A mixed method was used with interviews and questionnaires as suitable instruments in the study. Fifty participants were purposefully sampled. The themes that emerged in the study were philosophy of emancipation, education and self-emancipation, equity, access and empowerment. Although this study was conducted in South Africa, its findings might affect people with visual impairments worldwide.