



Social service for special needs at Ronake center

Research Project

Submitted to the department of (Social Work) in partial fulfillment of the requirements for the degree of B.A in (Social Work)

By:

Rohlat Ashraf Mohammed Amin

Hzrat Salim Hussein

Noor Abdullah Wali

Supervised by:

M. Nahro Kanabi Hassan

March -2024

Abstract:

The topic of our research is (Social service for special needs at Ronake center) This is a field study conducted at the Ronake Institute for blind people, and the services offered and the ways to use them are described in our study We used quality methods and collected data in interviews with blind students. At the end of the research, we talked about the results of the research which were Having an Ronake institute has given a lot of benefits to blind people especially in the field of studying and learning It has made them learn to write and read through the lessons they are taught daily. We have concluded that the services offered to the blind people who are not in this institute it's not a regular way it's a temporary one.

Acknowledgments:

- Many thanks to my supervising teacher (Nahro Kanabi Hassan) who helped us from the beginning to the end of the research and took her time for us.
- We would like to thank Ronake institute staff as Researchers, Teachers and Managers who helped us.

Table of Contents

Abstract	i
Acknowledgments	ii
Table of Contents	iii
Chapter One: Introduction	1
1-1 Introduction	1
1-2 Research Problem	2
1.3 The Importance of Research	2
1.4 Research Objectives.....	3
1.5 Research Questions	3
1-6 Definitions of Concepts	3
1.6.1 Social Services	3
1.6.2 Special Need	4
1.6.3 Blind People	4
Chapter Two: Literature Review	5
Chapter Three: Methodology	9
3.1 Method	9
3.2 Data Collection Tools	9
3.3 Sampling and Community Research	10
3.4 Research Obstacle	10
Chapter Four: Data Analyses	11
Chapter Five: Conclusion and Recommendations	15
5.1 Conclusion	15
5.2 Recommendation	16
List of References	17
Appendices	18

Chapter One: Introduction

1.1 Introduction:

Visual impairment or blindness is a condition which affects most of the people in the world. This condition harms the sense of vision. Worldwide there are 285 million people who have some level of visual impairment in which 37 million are blind and more than 160 million people are visually impaired. Hence, the need for this type of navigating devices was and will be continuous. Moreover, sometimes they are not able to cope up with their surrounding environment. There are many institutions and centers dedicated to the services of blind people in the world that provide services to visually impaired people, such as writing, teaching, reading, and ways that advance their minds because people with disabilities are different from other people, and like others, they cannot learn to read and write easily and can deal with this study, so the special method for the disabled people is set up in these centers and institutes.

1.2 Research Problem:

The current century has witnessed remarkable interest in caring for the disabled, and social care for the disabled has become one of the most important programs that take the forefront in the developed and developing worlds alike, with the aim of conscious planning to bring about the intended change to find compatibility between the performance of human roles and social functions and his environment in which he lives, and for the disabled person to realize that he has tremendous capabilities and energies if he is trained, directed and rehabilitated to become a productive human being like other Misfits.

The biggest challenge for a blind person, especially the one with the complete loss of vision, is to navigate around places. Obviously, blind people roam easily around their house without any help because they know the position of everything in the house. People living with and visiting blind people must make sure not to move things around without informing or asking the blind person, Blind people have a tough time finding good reading materials in accessible formats.

1.3 The Importance of Research:

The importance of this study is divided into two parts:

In terms of practicality: We want to see in practice how much the social service process has served people with disabilities mentally and socially as well as in terms of their behavior and thinking as they recover and leave the center and move into a more relaxed environment.

Theoretically: We want to know how many the special needs centers have had an impact on the lives of people with disabilities after they were provided with social services.

1.4 Research Objectives:

- 1- To know the services offered by the Ronake center.
- 2- To know the level of services offered to the blind at Ronake center.

1.5 Research Question:

The main question of our research is whether the Ronake Center has a role in providing services to the blind that they need, along with several other secondary questions such as:

- 1- What are the services they provide to them?
- 2- To what extent have blind people benefited from the services of the Ronake Center?

1.6 Definition of Concepts:

1.6.1 Social Services:

Social services: is a group of government services focused on providing support and assistance to specific groups, more prominently the poor. Individuals, especially in private groups, or government entities may provide or administer them. (Nghoengo, 2022, p 2).

Social services: A 'Service' is termed as 'Social' if its aim is the enhancement of the welfare of the. Individual or the community either through personal effort or by collective action. Social Services are, therefore, conceived as organized philanthropic actions to promote human welfare. (Wall, 2019, p 666).

Procedural definition: Social services are a range of public services intended to provide support and assistance towards particular groups, which commonly include the disadvantaged.

1.6.2 Special Need:

Special need: Refers to individuals who require assistance for disabilities that may be medical, mental, or psychological. Guidelines for clinical diagnosis are given in both the Diagnostic and Statistical Manual of Mental Disorders Special needs can range from people with autism, cerebral palsy, Down syndrome, dyslexia, dyscalculia, dyspraxia, dysgraphia, blindness, deafness, ADHD, and cystic fibrosis. (Barik, 2011, p6 1).

Special needs: is extremely general. As it's used today, it refers to any behavioral, physical, emotional, or learning difficulties that require specialized accommodations of any sort at school, work, or in the community.(Barron, 1969, p 132).

Procedural definition: special needs are areas where individuals may require accommodations or specialized services to participate in everyday activities. The special needs definition encompasses physical, emotional, intellectual, and sensory impairments.

1.6.3 Blind People:

Blind people: Blindness is the condition of lacking visual perception due to physiological and/or neurological factors. Complete blindness is the total lack of form and light perception and is clinically recorded as no Light Perception. (Ali, 2022, p 57).

Blind people: covers a broad spectrum of visual disability, from when your sight is impaired enough to interfere with daily activities like reading, cooking or driving, up to total blindness. (clark, 1986, p 29).

Procedural definition: Blindness is the condition of lacking visual perception due to physiological and/or neurological factors.

Chapter Two: Literature Review

This chapter provides a review of the literature relevant to our research study.

2.1 In 2010 (Samia Aziz) conducted a field study called (Social care for the visually impaired) Psychological and educational studies, The study aims at addressing the significant segment of society in a category that the disabled, to stand close to the reality of social welfare for the disabled and visually in the school, Taha Hussein the school you are teaching and education of young blind people. The category of the disabled with various disabilities has also received great attention and special care. The field records the beginning with the birth of the first government institute for the rehabilitation of the blind in Riyadh in 1380 AH, which is the Al-Noor Institute in Riyadh. It included only 40 blind students, as King Fahd bin Abdul Aziz issued his historic ministerial decision No. 294 on 02/1 and was supervised by the Ministry of Education. In 1385 AH, the Department of Private Education became an independent department within the departments of the Ministry of Education. The development of private education later as programs began to vary to include other categories of Disabled persons under the supervision of the Department of Special Education. In the end, the study concluded that After we are exposed to the social care received by the blind child at Taha Hussein School, we can be exposed to some basic considerations when teaching the blind, which is that he should not be satisfied with the experiences to which sighted students are exposed, but must be exposed to special experiences and special means, tools and special devices, as well as must help to use most of his senses in acquiring educational and educational experiences (hearing, touch, smell, even taste) and for this it must take into account the following considerations when teaching the blind completely) We can say that Taha Hussein School This school, which includes a reasonable number of students and has a teaching staff all with experience and rehabilitation and strives to teach blind young children Braille and integrate them into the social environment and develop their intellectual and sports abilities, but it is necessary to avoid visual disability and one of the most important procedures Preventive.

2.2 In 2011 (Dalal Mohammad Hassan) conducted a field study called (An evaluation study of the services provided by social institutions to people with needs for the northern governorates of the West Bank) In order to achieve the objectives of the study, a special questionnaire was structured to identify the degree of evaluation of services provided by social institutions for people with special needs in the provinces of the northern West Bank from the perspective of the workers of this area. The questionnaire consists of two parts; the first contains general information about the institutions and the second contains a series of paragraphs that measure the degree of evaluation of services provided by social institutions for people with special needs of the provinces of the northern West Bank from the perspective of workers in these institutions. The number of the paragraphs was fifty three distributed to the seven key areas. The researcher has verified the validity and reliability of the tool of the study. The study was applied on a sample of workers in the social institutions for people with special needs in the provinces of the northern West Bank, and it based on the responses of (120) workers (males and females. The results showed that the degree of evaluation of the effectiveness of services provided by social institutions for people with special needs in the Northern provinces of the West Bank from the perspective of workers was large, where the overall percentage of the average of the responses of respondents on all items for all areas was (70.18%).

2.3 In 2014 (Eugene McMahan) conducted a field study called (The Role of Specialized Schools for Students with Visual Impairments in the Continuum of Placement Options: The Right Help, at the Right Time, in the Right Place), Published on Journal of Visual Impairment & Blindness This study examined the current role of specialized schools for students with visual impairments and compares these results to a 1994 study. Two surveys were used to gather data from specialized schools that were members of the Council of Schools for the Blind. The first survey gathered information about current enrollment in K-12, preschool, early intervention, and postgraduate programs. Data were also obtained from an ongoing longitudinal study

of 2007–2012 graduates of specialized schools; Enrollment levels at specialized schools were the same as when measured in 1994. The sample had a higher percentage of students with additional disabilities than in the past, but academic programs still played a significant role at these specialized schools, with over 60% of students with visual impairment and no additional disabilities attending college after graduation. The study found that 80% of the specialized schools were involved in outreach activities, with nearly 50% providing direct instructional services to students attending school in general education environments. Specialized schools also provided consultations and in-service training sessions to educators who work in general education environments, the study shows that specialized schools continue to provide an essential placement option for some students with visual impairments at some time during their primary and secondary education. The majority of students at specialized schools have additional disabilities, but these schools continue to provide successful academic programs for the students who need them.

This study that we have conducted compared to previous studies that we have mentioned we have come to the conclusion that:-

In a study conducted in 2010 (Samia Aziz) The research has found that which is that he should not be satisfied with the experiences to which sighted students are exposed, but must be exposed to special experiences and special means, tools and special devices, as well as must help to use most of his senses in acquiring educational and educational experiences (hearing - touch - smell - even taste (and for this it must take account the following considerations when teaching the blind completely), Also, our research talks about that blind people should be taught and their hearing and sense abilities should be strengthened And until the institute that we have received, they help blind people and give them full service.

In a study conducted in In 2011 (Dalal Mohammad Hassan) The results showed that the degree of evaluation of the effectiveness of services provided by social institutions for people with special needs in the Northern provinces of the West Bank

from the perspective of workers was large, Also, in our research, the services for the invisible people have been very good and their lives have changed, especially in the field of education, which has made them know how to write and read, and it has made the blind people to find some overlap with those around them.

In a study conducted in In 2014 (Eugene McMahon) The study shows that specialized schools continue to provide an essential placement option for some students with visual impairments at some time during their primary and secondary education. The majority of students at specialized schools have additional disabilities, but these schools continue to provide successful academic programs for the students who need them. This is very close to our research that we have also received the Ronaki Institute and that this institute has a lot of benefits for the few and their educational ability is increased because of their teaching.

Chapter Three: Methodology

3.1 Method:

Qualitative method was the best method to use for the research topic during data collection in order to get the best answers and information so that we can get the opinion Students of the Ronake Institute.

The qualitative method is a natural research process that seeks an in-depth and specific study of social phenomena in their natural environment. The qualitative method focuses on the word "why" rather than "what" and relies on direct human expertise and experiences to reach appropriate answers. In the qualitative method, there are several research systems used to study human phenomena, including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory, and phenomenology (Sofaer,1999, p 1103-1105).

3.2 Data Collection Tools:

For this study we used one data collection mechanisms. These include:

Interview:

The main type of mechanism we used was to collect data through face-to-face interviews with students blind in the center as well as interviews with blind person who were semi- structured interviews

Observation:

We used observation tools for this purpose. Because we had been working in the center facility for a while and had some knowledge of the activities and services in the Center, we used observations we used observations. We wanted to know if anything suspicious happened during the interviews with the researchers and the blind person or whether the researchers answered the questions appropriately or in other ways.

3.3 Sampling and Community Research:

In this study, we interviewed eight students, and from the eight blind students, we took some of our students for some of the questions. Our research began on October 8/2023 and ended on February 12/2024.

Our research community is Ronake center which is a center dedicated to the service of blind people that this center is in Erbil city, The Ronake Institute for Blind People was founded in 1980 There are 75 students in this institute and 41 teachers 15 of the teachers are blind and the classes are from first to ninth grade The lessons are taught in a record way The manager of this institute, Dr. Hassan Yusuf is a blind person and he graduated from the Language College of Kurdish language department in Salahaddin University a smart and skilled person.

3.4 Research Obstacle:

- One of the obstacles that came to us in this research was that we went to the Institute of Light two or three times in a row but it was closed and not open this closure was due to the weather.
- Another one of the obstacles that came to us, some of the teachers didn't let us interview the students and didn't give the students a chance
- And there was very little time for the students, which meant they had a low set of rules, and this was a problem in front of us, and we could only interview the students during the lessons.
- Another obstacle was that researchers didn't have much time to fill out our forms.

Chapter Four: Data Analyses

In this section, we interviewed blind students. The number of questions is nine questions from Ronake Institute. They consist of 9 students, 4 boys and 5 girls, aged between 9-14 years, we have used (student) as a code instead of their names.

1. What are the services offered to you at the Ronake Institute?

which the **first and second student** says that the services we are offered here are in the field of education, in the economic and psychological fields, The **third and fourth student** says that the services that we are offered are oil, money, education, and also psychologically provide our needs, The **fifth student** say services in the economy are money and a small amount of oil, and in the field of education, providing school supplies by giving small amounts of money, The **sixth and seventh and eighth student** says that in terms of education, reading and writing, it is easy for us to read and write because we can't normally, so it has been provided to us in other ways, such as printing and computers for the blind, and also on the material side of buses and free transportation. Also in class has his own social researchers, and they're always with us, taking care of us very well, The **ninth student** say that providing special writing so that we can read like an ordinary person, we have brought special teachers and good teachers, and provide cafeterias and seating places for the safety of the blind, and making lessons sound, along with providing caretakers to hold us.

2. When services are provided to you?

To answer this question, We've got some answers, The **first student** say that the services are provided at all times, and that we are offered when we need it and are offered every month, The **second student and fifth** says that whenever we want and need it, we are provided with these services when we have a school, and sometimes the services continue after school is finished, The **third and fourth and sixth and seventh student** they says that these services are provided continuously when we

have school, and sometimes there are times when we finish school, one of which is oil after school is finished, The **eighth and ninth student** says that we are only offered at school when we have a need at school, not on a regular basis.

3. Are the services you are providing to meet your needs?

To answer this question, we received students, The **first student** say Yes, these services fill our needs and in terms of reading, Yes, the services fill the needs, The **second student** say Yes, in the school field because whatever the amount of money we are given can be provided even though it is small, The **third student** say that it is a little bit of a problem because we can provide education, The **fourth student** say Yes, to a degree because of the amount of money we are given, we can at least fill the needs of the school, The **fifth student** say, Yes, it fills the services, The **sixth student** say that to some extent, it fills most of the services, but these needs cannot be stopped, The **seventh student** fills the needs a little bit, and the **eighth and ninth student** says, Yes, it fills it a lot.

4. How do you feel about the services?

We got some students answer this question, the **first student** service is not necessary, but it's just fine. My opinion is that these services are better and the services continue the **second student and eighth** says that in general, services are good for blind people because it's like a support. I think that services should be provided continuously, The **third student** says the services that are very good because they help families who are not economically well, The **fourth student** says that the services are very good and give last-class instruction to others, and the **fifth and sixth student** says that the services are not perfect anywhere, but they are not bad, and I am very happy with the services and the teachers are very good, The **seventh and ninth student** they say it's great and it's nice.

5. Do we have a good service for you?

To answer this question we have received some answers. each of whom has his own opinion, The **first, second, third and fourth student** says Yes, we are very happy because they are our good helpers both materially and morally, The **fifth, sixth and seventh student** says we are happy because these services are good for us, The **eighth student** say it was a bit of a jerk, The **ninth student** say Yes, but there is no problem with the service.

6. How much you benefit from the services you provide?

To answer this question, we have received students, the **first student** says that they had a very good benefit, especially the record lesson was very good for us, The **second, sixth and seventh student** says that it is very useful for a blind person who can easily study, The **third and ninth student** says that we have benefited a little because we see our bright level in the field of education, The **fourth, fifth and eighth student** says that we only benefited from studying.

7. Do the services you are offered have an impact on your life?

In order to get the answer to this question, we have received other students in the institute, The **first and ninth student** says No, it doesn't affect us and we haven't seen any benefit from it and it hasn't changed our life, The **second student** says no because it only affected me in the field of education, The **third student** says yes because he improved the social level and mixing of people and many other things because the blind person is very careful, The **fourth student** says yes because at home we don't need anyone to teach us and freedom comes and we like it, The **fifth, sixth, seventh and eighth student** says that because we very interested in it in all aspects, it has made us change a lot in our life.

8. Is there any shortage of services?

To answer this question, we took some students to answer the question, **Some students** believe that these services have changed their lives, especially pointing out

that the researchers' words were very good and encouraged them to change their lives, But **another student** says no, the services are not shortages, but nothing is perfect, Also, **some of the students** say that there is no shortage of services in the school, And **another student** says it's a little good, but it doesn't mean lack of shortcomings.

9. Researchers play a role in identifying blind people in the institute?

We talked about this question with a number of students who expressed their opinion about the role of researcher, **Some students** say that they are very helpful in the things we need, and they have taught us to solve problems within ourselves, not to overestimation the problem, because blind people are more precise and more likely to feel that they guide us and make us feel better, They also say that they are very helpful to our researchers and guide in all fields, Also, another part of the students say that researchers have a lot of role and that any problem we have, they solve it very easily for us and they don't make it big, and they says that we thank the researchers because they are very helpful and worry about us.

Chapter Five: Conclusion and Recommendations:

5.1 Conclusion:

After conducting this research in Ronake Institute, we have reached a number of conclusions that consist of:

1- Having an Ronake institute has given a lot of benefits to blind people especially in the field of studying and learning it has made them learn to write and read through the lessons they are taught daily.

2- We have concluded that the services offered to the blind people who are not in this institute it's not a regular way, it's a temporary one.

3- It seemed to us that these services had an effect on the blind people of Ronake institute of social level and their mixing with people.

4- The most important services offered to blind people in this institute are Reading and writing have been facilitated by the bus and provided for them And they will be given a sum of money every time.

5.2 Recommendations:

Creating a lot of institutes like this for people with special needs, especially blind people.

- Increasing the number of researchers to better manage the work and at the same time the researchers are less tired they are given fewer cases they can provide more good services to blind students.
- Increase services, especially from the material side, to benefit the most from the blind.
- There are more holidays so that blind students can benefit more from their holidays and have very little time.
- Provide more activities and blind students.
- Separation of researcher rooms means that each researcher has his own room for case interviews.

List of References:

- 1- Ali, R. (2022). What are blindness and its causes and Types. Research on Chronic Diseases, Department of Medicine, University of Nicolaus Copernicus, Torun, Poland.
- 2- Aziz, S. (2010). Social care for the visually impaired. Psychological and educational studies number 4. Algeria.
- 3- Barik, N. (2011). Children with Special Needs Kunal Books. 4596/1A, First Floor, 11, Daryaganj, New Delhi.
- 4- Barron, F. (1969). Creative Person and Creative Process. N.Y. Holt, Rinehart and Winston.
- 5- Clark, DD. (1986). The efficiency and walking speed of visually impaired people. Ergonomics.
- 6- Hassan, D. (2011). social institutions to people with needs for the northern governorates of the West Bank. northern West Bank.
- 7- McMahon, E. (2014). The Role of Specialized Schools for Students with Visual Impairments in the Continuum of Placement Options: The Right Help, at the Right Time, in the Right Place, Journal of Visual Impairment & Blindness. Available at:

(<https://files.eric.ed.gov/fulltext/EJ1114885.pdf>) Accessed on November-December 2014
- 8- Ngohengo, J. (2022). A Short Note on Social Service. Department of Social Sciences, University of Dodoma, Kikuyu City: Tanzania.
- 9- Sofaer, S., (1999). Qualitative methods: what are they and why use them?. Health services research, 34(5 Pt 2),
- 10- Wall, An. (2019). Social Services. County and Municipal Government Part 8. Human Services and Other County Functions.

Appendices:

Interview Questions:-

1. What are the services offered to you at the Ronaki Institute?
2. When services are provided to you?
3. Are the services you are providing to meet your needs?
4. How do you feel about the services, how do you feel about the services?
5. Do we have a good service for you?
6. How much you benefit from the services you provide?
7. Do the services you are offered have an impact on your life?
8. Is there any shortage of services?
9. Researchers play a role in identifying blind people in the institute?