

ANNEX II

Intellectual Disability in Community

Inception Report

1. General Information :

- (1) Name of Country : Government of the Peoples Republic of Bangladesh
- (2) Area (Sq.km) : 147570 sq.km (as for 2005)
- (3) Population : 134.8 million (July, 2003)
- (4) Life expectancy : 64.9 million (as for 2003)
- (5) Infant Mortality Rate: 53 (as for 2003)
- (6) Maternal Mortality rate: 3.8 (as for 2003)
- (7) Literacy Rate : In general 63%, School based 46%.
- (8) Education (Compulsory): 5 years free compulsory Primary Education
- (9) Un employment Rate: No statistics report.

2. Outline of your organization:

(1) Background, vision, strategy, activity

National Centre for Special Education (NCSE) has been established by the Department of Social services ministry of Social welfare Govt. of Bangladesh in 1991 with the financial assistance of 3 Norwegian Associations (That is blind and partially Sighted, Deaf and Mentally Retarded.). Vision is to provide education training and rehabilitation equal terms / right. Strategies the order to fulfill this objectives NCSE has been working with the aims of the Department of the Social Services. Assessment of different disabilities hearing loss and classification I.Q test for enrolling school going children for special education and training

(2) Major programs, covered areas and target population of your organization

Brochure included.

(3) Target group, number of beneficiaries.

Target group Intellectual Disability. Number of students 50 (Residential/ day primary school for boy's & girl's)

(4) Your position and duty.

Head Master :

School for Mentally Retarded

National Centre for special Education (NCES)

Ministry of Social Welfare
Mirpur-14, Dhaka-1206, Bangladesh.

As a Headmaster of School for Mentally Retarded of National Centre for Special Education (NCES). I am engaged to perform the following job. My duties are-

- To perform the administrative activities of the school.
- To organize the academic activities of the school like examination text book, course curriculum etc.
- To arrange co-curriculum activities like sports, scouting, physical training, Activity for Daily living (ADL) etc.
- To organize the pre-vocational training program like art and painting tailoring baking etc.
- To teach the intellectual disabled students.
- To counseling the parents and guarding of the disabled students.

3. Community Development program which include Intellectual Disability issue as one of the activities (If you know any)

Please pick up a case projects or programs in your country, with which you or your organization has been associated and describe its outline and analyze its performance referring to items listed below.

Not applicable.

4. Intellectual Disabilities in your country

Please explain briefly on ID in your country regarding the items shown as below.

- (1) Laws concerned with persons with Intellectual Disabilities
- (2) Financial assistance for persons with Intellectual Disabilities
- (3) The present services for ID offered by both government /NGOs.
- (4) The respective roles of government , NGOs, and residents (people in the community).

Laws concerned with persons with Intellectual Disabilities

The Bangladesh Disability welfare Act enacted recently in 2001. It provides legislative support to ensure education of children with disabilities. Advocacy campaigning rallies and demonstration by activists have had a direct influence in the enactment. An off shoot development has been that a special foundation for the welfare of the disabled has been established.

The present services for ID offered by both government /NGOS.

Non-government schools for the Intellectually Disabled, Autism and Cerebral palsy.

The Society for the Welfare of the Intellectually Disabled-Bangladesh was established in 1977, and is basically a parent organization. At present the organization has about 40 branches through out

Bangladesh. A total of 6,552 children and young adults mostly with intellectually problems along with few cerebral palsy and autistic types are being catered. From among the above group a total of 650 children are in the range of 3- 11 years.

The **Bangladesh Protibondhi (Disabled) Foundation (BPF)** runs special schools for the intellectually disabled, cerebral palsy and autistic children. In Dhaka there are two special schools at which these children are screened and diagnosed and placed in different classes for education and training according to their age levels. At present there are about 332 children aged between 3-11 years.

Other organizations catering mostly for autistic as well as children having intellectual disability and cerebral palsy are:

Autism Welfare Centre

Society for the Welfare of the Autistic Children

Society for the Education of the Intellectually Disabled- Trust

Society for the Education of the Intellectually Disabled- Bangladesh

Caring Glory

School for the Gifted

Non-Government Inclusive Schools

Bangladesh Protibondhi Foundation (BPF) is piloting "Inclusive Education" systems in several schools which were in BPF's Community Based Rehabilitation (CBR) project areas since 1998 and 1999.

The Centre for Rehabilitation of the Paralyzed (CRP) established a special school in 1993 primarily for children with cerebral palsy. Recognizing the short comings of a segregated educational system, CRP recently combined these special needs classes with their classes for children from CRP's mainstream school which accommodates children of staff member and local children into inclusive classrooms. Two separate classes are currently maintained for assessment of children and for those who are unable to be included in mainstream school.

Bangladesh Rural Advancement Committee (BRAC) provides training for teachers on inclusive practice and positively encourages disabled children to attend their non-formal schools. Currently there are approximately 14,000 children with a variety of disabilities in their classes alongside their able-bodied peers, making it the largest service provider for children with disabilities in the country. This has been achieved by awareness-raising of disabled children's rights both in the community and those working in the BRAC education system, and through training and follow-up support to teachers.

The Underprivileged Children's Education Programme (UCEP) runs a number of inclusive schools in urban areas. The target group are the very poor, working and disabled students.

The respective roles of government, NGOs, and residents (people in the community).

With the support of Norwegian Association the Department of Social Services, Ministry of Social Welfare, in 1991 built a National Centre for Special Education to provide facilities for the hearing, visually and intellectually disabled. The centre is situated in Mirpur Dhaka. The centre has a school that enrolls 190 children, 130 of whom are residential. The programme goes to the 8th grade for visual and hearing impairments and up to 7th grade for children with intellectual disabilities. There are 50 students in the programmes for visual and hearing impairments while there are 30 children in the programme for Intellectual Disability.

Besides these the two NGOs Society for the Welfare of the Intellectual Disability (SWID) Bangladesh Protibondhi Foundation (BPF) runs sheltered workshops to cater for their vocational rehabilitation.

5. Situation of persons with Intellectual Disabilities

Describe as much as you know

(1) Finding & Diagnosis of ID Early Intervention

Bangladesh Protibondhi Foundation runs a regular clinic for the diagnosis, assessment of intellectual disability as well as autistic and cerebral palsy children and young adults. The diagnosis and assessment is conducted by professionals as pediatricians, psychologists, speech therapists, physiotherapists etc. The intervention or the management is given in two ways:

1. Children and young adults who are residents of Dhaka city are suggested to enroll in the institutions on a regular basis.
2. The non residents are given the packages based on their specific needs. To inform further the packages are developed for the children in areas as speech development, cognitive development and physiotherapy.
3. In case a child needs a diagnosis or other treatment options they are then referred to other organization or hospitals for their respective management.

a) Prevalence of I.D in your country/district.

Till present there has been no initiative by the Government to conduct any survey on the statistics of intellectual disability as far as NGOs are concerned they have shown interest and did studies on small sample size that highlights the percentage as around as 3% to 7%.

b) Persons/professionals responsible to diagnoses (doctors or health workers or social workers....)

Doctors

Psychologists

Physiotherapists

Speech Therapists

Audiologists

Occupational Therapists

Social Worker

(limited in number)

c) Procedure after diagnosis

The children are given counseling and admitted in their respective schools, given early intervention, home management

(2) Education

a) Percentage of children with I.D. who attend school

2%-3% of intellectually disabled are attending schools mostly in Dhaka city.

b) Type of education for children with I.D.; Special education, or Integrated education?

Special school

Self integration

Few inclusive

c) Placement procedure

Depends on the respective schools or organizations

3) Vocational training

a) Do I.D. people receive vocational training? If not, what is the reason?

In sheltered workshops run by NGOs

4) Support organizations

a) Governmental agencies concerned with I.D. people.

Not applicable

b) Number of non-governmental organizations concerned with I.D. people.

15-20 along with their branches.

6. Based on the information of above items 1-5., please explain the issues/problems to solve in order to conduct effective supports to I.D. people.

The country I belong unfortunately promises little education to the general masses let alone the disabled society. In contrast, over a sixth of our population are children below 6 years of age and of these there are roughly 70 disabled ones among every 1000 children of two to nine years old.

As the third world society remains insensitive to sameness and difference, it is important to have an understanding of the dialect between individual differences and collective differences in order to understand the intellectually disabled as they are.

It is vital to help them become themselves, to help them form their own identity- which can be clearly established through a proper knowledge gained from experiences of other developed countries who reached a level to normalize people with disabilities.

In a country like Bangladesh where general education is still a low priority, special education is unheard for most people. We all know that there is a big vacuum in teachers training as well as in higher education. With my educational knowledge and experience gathered through this training I hope I will be able to propagate and initiate the need of students and also to serve for the disabled community.

I will try to flourish my faculty and to dedicate myself for the prosperity of human civilization.

