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Intellectual Disability in Community

Inception Report

1. General information

- (1) Name of Country: Colombia
- (2) Area: 1.141.748 km²
- (3) Population: 44.5 millions
- (4) Life Expectancy: 71.43 years (men: 67.58 women: 75.41)
- (5) Infant mortality rate: 20.13 deaths/1,000 live births
Male: 23.86 deaths/1,000 live births
Female: 16.28 deaths/1,000 live births
- (6) Maternal mortality rate: 104,9 deaths/100.000 live birth
- (7) Literacy Rate: 92.8%
- (8) Education: The 65% of the population from 5 to 24 years attend a formal educational institution.
Average of approved education years by family division:
 - Father, mother and/or father or mother in law: 4.53%
 - Home leader: 7.58%
 - Daughter or son: 9.29%
- (9) Unemployment rate: 11.10%

2. Outline of your organization

- (1) Background, vision, strategy, activity:

BACKGROUND

The Down Syndrome Corporation (DSC) was constituted on January 30, 1,988 by a parents group with children with this condition. Is an institution of non-profit private right. It complies with the requirements as Services Lender Institution of the Sector Health (IPS) and received the certification of Management of the Quality Norm ISO 9001:2000 on the part of the Icontec, in the year 2005.

VISION

To be recognized national and internationally as an institution that, with the highest degree of professionalism, offers integral attention and tends for the rights of the population with Down Syndrome to optimize its quality of life and that of its families.

MISSION

We are a non-profit institution of private character, oriented to the generation of services and projects that respond to the fortresses and needs of the people with Down Syndrome and its families, seeking the development of its

abilities, its integration to society, the recognition of its rights and the improvement of its quality of life.

The CSD is an institution specialized in giving attention to the children and youths with Down Syndrome and its families, thanks to an experience compiled along 20 years, being the only institution of the country dedicated exclusively in its services and programs to the attention of this population. (In the line of projects the CSD works with population with cognitive disability in general)

(2) And (3) Mayor programs, covered areas, target population, number of beneficiaries

MAYOR PROGRAMS

- Orientation Service
- Initial Interview Service
- Integral Evaluation Service
- Integral Appraisal Service
- Ambulatory Stimulation Program
- Stimulation Program
- Preschoolers and Schoolers Programs-Educational Integration
- Program to Grow Toward the Adult Life
- Projects

At present the Corporation attends in its Programs of Adequate Stimulation and Integration around 250 children of different socioeconomic status, and additionally carries out an average of 150 evaluations and integral appraisals to the year, especially to population that lives out of Bogota.

Our Target group, is children and youths with Down Syndrome between the 0 months and the 30 years.

(3) Position an Duty

My job is directed to children and young people with down syndrome and their families through psychological support in different ways.

First, I am the person who is in charge of giving information to all the people who contact the Corporation, and then I conduct the family to begin the process with their children through an initial interview. After this interview the family makes an integral evaluation which includes a deeper interview with me.

I am also in charge of giving children and young people with DS therapeutic support related to social and emotional abilities through groups of 6 to 8 persons. Because of this I had to construct a complete program in this area and design some activities which have relation with this program.

In the other hand, I am in charge of giving emotional support and psychological advice to families when they need it.

Also, I am designing an empowerment instrument to be applied to families. With this instrument I can detect which families need a deeper intervention or guidance.

I am also designing a behavioral book as a guide to families and teachers to

manage behavioral problems when they occur.

3. Community development program which include Intellectual Disability issue as one of the activities.

(1) Project: Creation of an educational model for students with intellectual disability in formal education system.

Goal: The main goal or propose was to generate a model to permit the participation of children and youths with cognitive disability in a formal educational environment.

Expected outputs: The results expected of this project were: That the state schools could carry out modifications in their institutional educational project, articulating thus the scholar integration. Also it intended to set parameters and criteria inside scholar structure in order to give people with intellectual disability the opportunity to attend these schools.

Inputs of implementing organization:

1. Institutional diagnosis: Knowing the human resource, the formation that had the executives and educational about intellectual disability and to know if just then they were attending population with this condition.

2. Knowledge of the institutional educational project, mission, vision and pensum

3. Model's design keeping in mind the experience acquired in the Down Syndrome Corporation.

4. Implementation of the model to 12 local schools. This implementation had 2 main parts: The first one was the training through which formation was carried out and sensibilization to the educational body. Then the necessary adjustments to the institutional educational project were carried out in order to articulate the proposal of scholar inclusion.

Inputs of the community: The educational community had an active role during the project, since all the teachers of the educational staff should attend the different training. Also, the school named a commission in order to make the necessary adjustments to the institutional educational project.

Inputs of external agents: The secretary of education contributed the necessary economic resources to carry out the project.

Budget and period: The project was developed in 2003; its duration was of 1 year.

(2) Activities and consequences

Results: There were 2 mayor results, the first one was that these 12 public schools, 2 years later where accepting children or young people with intellectual disability. The other result was that they did all the adjustments that they suggested for the institutional educational project.

Strengths and weakness:

Strengths: The schools personnel collaborated and participated in an active way during the project. Also the results were the expected ones.

Weakness: When the monitoring session was made in 2006, many teachers were changed; therefore these new personnel didn't have the adequate training to attend people with ID.

Process of monitoring and evaluation: The monitoring was carried out in the year 2006, through the application of an instrument that contained questions that referred to three important pillars: changes in the structure, processes and results observed in each one of the 12 schools.

Keeping in mind the results, a plan of action was carried out, in order to fortifying needs in each one of the schools.

4. Intellectual Disability in your country

(1) Laws concerned with persons with Intellectual Disabilities

In the Political Constitution of 1991 Colombia is defined like a State guarantor of the rights of all the citizens, developer of the territorial autonomy and personnel in a framework of equity and of social participation. It consecrates the not discrimination because of the disability (Art. 13), and in its statements outlines the features of a politics oriented to guarantee equality of opportunities for all the citizens, among them, the people with disability; thus, refers to measures of prevention, rehabilitation and social integration of these people (Art. 47, 54 and 68).

In development of this constitutional framework they have been promulgated an assembly of laws and norms oriented to guarantee the rights of the people with Sensory, Cognitive, and Physical limitations, for the access to the different services according to their interests and needs. Is as well as in the laws on education (115 of 1994, 715 of 2001, and 119 of 1994), health (law 100 of 1993 and law 10 of 1990), social security (law 100 of 1993 and 797 of 2003), work and training (laws 361 of 1997, 789 of 2002 and 909 of 2004), sport and recreation (law 181 of 1995 and law 582 of 2000), culture and common and democratic participation (law 163 of 1994), legal guarantees are found that regulate specifically or in general thematic related to the population with or in situation of disability, in each one of the aspects mentioned.

(2) Financial assistance for persons with Intellectual Disabilities

The government offers a financial aid (double monthly subsidy) for the families of low resources that have a member with disability, through the "cajas de compensación familiar". In the area of health, all the citizens should have an obligatory plan in health; in the case of the people with disability that have not the sufficient economic resources, the government receives them in a subsidized regime.

(3) The present services for I.D. offered by both government/NGO's

- Obligatory Plan in Health (subsidized regime): Through this regime, children with intellectual disabilities can reach their integral rehabilitation and medical procedures.

- Centers of integral attention for children with disability-special education.
 - Colombian institute of family welfare: It attends children with disability in state of abandonment
 - Local schools: The preschool and secondary school are free for children with disability.
- (4) The respective roles of government, NGO's and residents (people in the community)
- The government plays a very important role, since through them is that we can be give better economic, educational and of health opportunities to the people with intellectual disability. Through this, it is that we begin to implement a social inclusion politic for the people in situation of disability.
- Community, through parameters impose by the government, is in charge of opening possibilities to this population.

5. Situation of persons with Intellectual Disabilities

- (1) Finding and diagnosis of I.D., Early intervention: The early intervention is one of the largest lacks than today exist in Colombia. The health professionals have difficulties transmitting the information and guiding in a appropriate way the families of people with intellectual disability. On the contrary, in most cases they are cold and transmit worry to the families. When the disability is detected before the birth we find us with a quite critical situation and the fact is that the same health professionals are who they show as the best option abortion.
- (a) Prevalence of I.D in your country/district: 11.7% of the population presents an intellectual disability.
- (b) Persons/professionals responsible to diagnoses: In most cases who transmits the diagnosis to the family are the doctors (pediatricians and/or gynecologists) or the nurses.
- (c) Procedure after diagnosis: No procedure established exists to continue after give the diagnosis. In most cases the families are reported of the condition of their son/daughter and without receiving any medical or genetic advising o should seek information by their own account.

(2) Education

According to the advances carried out to date in matter of the right to the education for the people with disability, the system of education has detected weaknesses in the instances responsible for the theme of education and disability in some territorial companies. In pedagogical and technical aspects, as in the processes of organization of the offering and in the qualification of teachers, as well as in the attention for the population with disability, that due to its condition does not participate in the proposals of formal education, not the basic features of attention exist.

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

The 14.5% of the population with disability in educational age receives education, against its peers without disability that in a 89% they agree to an

educational institution, at least in which refers to the Basic grade School. In the same census, was found in Bogotá a total of 480,640 people with disability. As for some figures reported by the Office of the secretary of Local Education, for May of 2005, in Bogotá there was 7.147 students with disability with ages understood between the 5 and 24 years, registered in Local Educational Institutions, of which 2.976 were characterized with "cognitive disability".

The statistics of the ICFES indicate that from year 2000 to the 2006 approximately 26,326 people with disability have presented the State Exam and they are found in possibility to enter to studies in higher Education. Direction of Populations of the MEN reports a total of 80,420 students of basic and average with some type of disability for the year 2006.

33% of the people with disability has not concluded its studies of basic grade school. 3% of the people with disability have finished its studies of basic secondary. 2,4% of the people with disability advanced university studies without obtaining the title. 1% of the people with disability possesses title in some level of the higher education (technical professional, technological and university professional).

(b) Type of education for children with I.D. ; special education, or integrated education?

In Colombia they are found both, the special education and the school integration for the people with intellectual disability. This depends on family resources and on the information that they have about the possibilities and right that their children have.

(c) Placement procedure

The process is the same to which is carried with any another person without disability. Family seeks different institutions looking for quota and the procedure is stipulated by each institution. Family completes the procedure and expects an answer. It's important to mention that in many formal education institutions the person with I.D doesn't have the opportunity of beginning the corresponding process.

3. Vocational Training

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

People with intellectual disability can receive vocational training whenever they seek it in institutions of private character. The government not yet has vocational and/or employment programs for people with cognitive disability that arrive at the adult age.

4. Support organization

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

- Department of social protection
- Secretary of education office
- Secretary of health office
- Social welfare of the district

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

There are not exact figures about how many not governmental institutions attend population with intellectual disability.

6. Problems to solve in order to conduct effective supports to I.D. people

There are many problems to solve to offer adequate supports to the people with intellectual disability; nevertheless I consider that the major problem that is presented is the lack of social conscience that exists in Colombia in relation to disability in general. Then, I found another important factor and is the lack of coherence among the laws written and the practice from the day by day. I think there's a lack of economic resources and opportunities to cover the needs of this population.

Another important fact is the lack of knowledge about the type of support that people with intellectual disabilities need, even among their own families. That is why many of these persons are isolated and without a life project.

Although problems exist, I think that also there are people with the interest to solve them and that is the key.

