

Participants are expected to share the activities of each participant and/or each country. Participants are also expected to clarify the problems and set up objectives for each through this report writing. It is preferred to be typewritten on A4 size paper, between 5 to 10 pages.

1.

General Information

(1)

Name of Country Uruguay

(2)

Area (sq. km) 176.220

(3)

Life expectancy Overall Men's 75.87 72'54 Of women 79 • 38

(4)

Infant mortality rate 10 June 2006 according to statistics

(5)

Maternal mortality rate

(6) no records

Literacy rate

(7) 2,3% (año2006)

Population

broken down by no records

a) district

b) age (10 years)

c) income level (rich, middle, poor, poorest)

(8) Average household income 19,172 7,108 20% Upper limit Lower limit poorest richest 20% 26.38

Education System (Number of schools and students in each district)

(9)) Montevideo 252 escuelas 89.482 matrículas

Artigas 74 escuelas 9.933 matrículas

Canelones 228 escuelas 47.197 matrículas

Cerro Largo 119 escuelas 9.868 matrículas

Colonia 128 escuelas 11.042 matrículas

Durazno 80 escuelas 6.265 matriculas

Flores 34 escuelas 2.264 matriculas

Florida 100 escuelas 6.697 matriculas

Lavalleja 91 escuelas 5.497 matriculas

Maldonado 77 escuelas 14.021 matriculas

Paysandú 104 escuelas 12.910 matriculas

Río Negro 63 escuelas 6.412 matriculas

Rivera 124 escuelas 12.804 matriculas

Rocha 72 escuelas 7.204 matriculas

Salto 102 escuelas 14.935 matriculas

San José 107 escuelas 10.340 matriculas

Soriano 99 escuelas 9.181 matriculas

Tacuarembó 135 escuelas 10.807 matriculas

Treinta y Tres 73 escuelas 10340 matriculas

Health System (Number of hospitals in each district)

(10) Montevideo 10 and 1 for district.

Major Industry (Number of people working for each industry)

(11)

Employment rate

63.3% according to the Continuous Household Survey, 2011

intellectual disability rate empelo

No data exists and there is a placement of 0.10

2.

Intellectual Disabilities

(1)

Laws concerned with persons with Intellectual Disabilities

(2) No existen

Financial Assistance for persons with Intellectual Disabilities

(3) Bank of welfare aid for rehabilitation, education, job training or physical, not for business enterprises

Services including CBR available for persons with Intellectual Disabilities

(4) no existen

Number of services and those beneficiaries in each district (province)

60,000. Total

Montevideo 30,000

30,000 other districts

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3.

Outline of your organization

(1)

Background, vision, strategy



Being a national institution level regarding the improvement of quality of life of persons with disabilities.

Group most discriminated sector of disability

The only benefit insurance are public education programs with the great problem of not having for 25 years now specialized teachers.

In Redesuy is studying the possibility to incorporate programs that empower adolescents and youth to correct social inclusion work and family

(2)

Major programs, covered areas, covered population, number of beneficiaries

(3)

Your position and duty

4.

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

5.

Situation of Persons with Intellectual Disabilities

(1) Diagnosis (Professional responsible for diagnosis)

There are teams with all technical, the first diagnosis is made by the pediatrician, being generally the mother who insists it note different behaviors for the doctor
Late Diagnósticos

Diagnosis (professional responsible for diagnosis)

(2)

Education (Special Education and/or Integrated Education)

(3) No integrated education

1 per district special education

Montevideo 20 schools, where teachers have no training in disability sites.

Vocational training and Job Opportunity

(4)

Support Organizations a)52 en Montevideo and 1 for district governmental agencies .



a) For 5 years, does the Ministry of social development among many other jobs have national disability program.

So far have not had a visible impact for the person with intellectual disabilities

The BPS provides some financial support for disability pension, as the requirement to comply with all she has

b) number of NGOs concerned with Persons with Intellectual Disabilities

Are nucleated mainly in the capital and those in the provinces they generally include other people with disabilities.

6.

Based on the information above, what are the issues to solve to conduct effective supports for persons with Intellectual Disabilities?

Define state policies in relation to all matters related to intellectual disability

Proper monitoring of pregnancies at risk populations. extreme poverty, drug addiction, etc. delivery under appropriate conditions, early diagnosis and early stimulation provided by trained professionals.

Inclusive primary education.

Job training.

Fliá advice for economic support broad.

Adequate space for recreation and leisure use.

Community awareness.

There are no statistics about literacy rates.

Vocational Training and Job Opportunities

None.

people with intellectual disabilities are trained in workshops that often enable them to perform some manual tasks.

This greatly limits job opportunities.

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For Your Reference

JICA and Capacity Development

The key concept underpinning JICA operations since its establishment in 1974 has been the conviction that “capacity development” is central to the socioeconomic development of any country,

regardless of the specific operational scheme one may be undertaking, i.e. expert assignments, development projects, development study projects, training programs, JOCV programs, etc.

Within this wide range of programs, Training Programs have long occupied an important place in

JICA operations. Conducted in Japan, they provide partner countries with opportunities to acquire practical

knowledge accumulated in Japanese society. Participants dispatched by partner countries might find

useful knowledge and re-create their own knowledge for enhancement of their own capacity or that of the

organization and society to which they belong.

About 460 pre-organized programs cover a wide range of professional fields, ranging from education, health, infrastructure, energy, trade and finance, to agriculture, rural development, gender

mainstreaming, and environmental protection. A variety of programs and are being customized to address

the specific needs of different target organizations, such as policy-making organizations, service provision

organizations, as well as research and academic institutions. Some programs are organized to target a

certain group of countries with similar developmental challenges.

Japanese Development Experience

Japan was the first non-Western country to successfully modernize its society and industrialize its

economy. At the core of this process, which started more than 140 years ago, was the “adopt and adapt”

concept by which a wide range of appropriate skills and knowledge have been imported from developed

countries; these skills and knowledge have been adapted and/or improved using local skills, knowledge

and initiatives. They finally became internalized in Japanese society to suit its local needs and conditions.

From engineering technology to production management methods, most of the know-how that has enabled Japan to become what it is today has emanated from this “adoption and adaptation” process, which, of course, has been accompanied by countless failures and errors behind the success stories. We presume that such experiences, both successful and unsuccessful, will be useful to our partners who are trying to address the challenges currently faced by developing countries. However, it is rather challenging to share with our partners this whole body of Japan’s developmental experience. This difficulty has to do, in part, with the challenge of explaining a body of “tacit knowledge,” a type of knowledge that cannot fully be expressed in words or numbers. Adding to this difficulty are the social and cultural systems of Japan that vastly differ from those of other Western industrialized countries, and hence still remain unfamiliar to many partner countries. Simply stated, coming to Japan might be one way of overcoming such a cultural gap. JICA, therefore, would like to invite as many leaders of partner countries as possible to come and visit us, to mingle with the Japanese people, and witness the advantages as well as the disadvantages of Japanese systems, so that integration of their findings might help them reach their developmental objectives.

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CORRESPONDENCE

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