

Asian Resource Center
Asian Federation on Intellectual Disabilities

Kaoru Star Raft Award 2017

星槎賞

The winners

1. **The first welfare center on developmental disabilities in Korea "Seoul Rehabilitation Center on Intellectual & Developmental Disabilities"**
Korean Association on Intellectual & Developmental Disabilities (KAIDD)

2. **'Empowering Students and Engaging the Community'**
Singapore, APSN Delta Senior School

3. **Establishment of SWID Bangladesh is the pioneer, path finder and path founder organization in the field of Neurodevelopmental Disabilities in Bangladesh.**
Society for the Welfare of the Intellectually Disabled Bangladesh (SWID)

November, 2017



What does "Seisa/ Star Raft"?

There is an old Chinese story. A young man in a period under strict national isolation dared to go out and see the world. When he returned he saved his country with the knowledge and experience he gained abroad. It is said that his raft arose from the sea and traveled across the sky. A raft of logs of different lengths tied together with a strong rope. The word "Seisa" is composed of two Chinese characters, "Sei" is the "Star" character. "Sa" is the "raft" character.

It is hope of Seisa Group to be your Raft with the spirit of "Living Together".

The first welfare center on developmental disabilities in Korea

“Seoul Rehabilitation Center on Intellectual & Developmental Disabilities”

Seoul Rehabilitation Center on Intellectual & Developmental Disabilities(SRCIDD)

In the late 1980s when there was almost no service organization for persons with developmental disabilities in Korea, parents and experts with the Korean Associations on Intellectual and Developmental Disabilities(KAIDD) as the center started to work for people with developmental disabilities. As a result of sharing the need for service organizations for people with developmental disabilities and making efforts to expand related facilities, in 1986 Seoul Rehabilitation Center on Intellectual & Developmental Disabilities (SRCIDD) was established in Boramae Park in Seoul, capital city in Korea.

■ Seoul Rehabilitation Center on Intellectual & Developmental Disabilities (SRCIDD) supports various welfare services that each party hopes for based on the degree of disability and potential of each person with disabilities, with the mission of “protection of rights and interests and promoting welfare for the people with developmental disabilities”.

■ At present, we are challenged with the following tasks.

First, how we can find out what kind of life they want a person with a developmental disability

Second, how people with developmental disabilities and their families enjoy their life in their communities

Third, how support lifelong education to middle-aged adults with developmental disabilities who have not received education after school age

■ Seoul Rehabilitation Center on Intellectual & Developmental Disabilities (SRCIDD) is working on various programs to solve these problems as shown below.

1. Rehabilitation (language, occupation, physics, music therapy) and special education are carrying out to develop children with disabilities. In recent years, we have tried to overcome the limitations of segmented therapy and expect the growth of children with disabilities by trying language therapy and cognitive therapy, speech therapy and music therapy.

2. We maximize the capacity of the disabled person and respect the choice of the parties, and focus on diversification of support methods. The welfare center develops local resources according to the needs of people with developmental disabilities, and helps the disabled people directly use the local community facilities to become a member of the community.

3. Parents who have children with disabilities are counseled about parenting problems and educate and practice specific parenting methods to reduce parenting stress. In addition, we support art therapy, music therapy, gardening, and parental healing camp.

4. Vocational rehabilitation programs help adults with developmental disabilities to work in society and participate in economic independence. Particularly, since 2001, we also have been leading the employment of people with developmental disabilities by ‘developing guide for women with intellectual disabilities’, ‘barista training’, ‘restaurant service training’, ‘care worker for people with developmental disabilities’ and ‘administration’s aides for people with developmental disabilities’.

5. When a program for adults with developmental disabilities was urgent, our welfare center rented the resident center space and started a daytime activity program. Currently, we have set up 'Lifelong Learning Centers', which run three programs within the welfare center, by age group (20s, 30s, 40s), enabling lifelong education for adults with developmental disabilities.

6. Since 1990 when welfare for the disabled began to be active in Korea, the welfare center has started exchanging program for people with developmental disabilities between Korea and Japan, and until now, every year exchanges with Japanese disability organizations have been continuing to date.

7. As a specialized project, we hold the "Seoul Drawing Contest for People with Developmental Disabilities" annually. This project was started 1987 and 31th contest was held in 2017. So far, total 76,730 people from 1,936 institutions attending from 1987 to 2017. This art competition for people with developmental disabilities is the only competition in Korea for people with developmental disabilities with artistic capacities can be evaluated for their qualities. Also, the 'Aulunuri (all the world) Choir' is Korea 's first developmental disabled chorus founded on October 1, 1991. The choir composed of youth and adults with developmental disabilities has performed over 120 performances in home and abroad and the choir was awarded the Excellence Prize in the 2014 in National Choir Competition for People with Intellectual Disabilities.

■ Our society must change our attitude people with disabilities should not be emphasis on disability, but should support as a persons with disabilities. Therefore, we need to support them in their communities where they are born and raised. Seoul Rehabilitation Center on Intellectual & Developmental Disabilities(SRCIDD) is the first-generation welfare center for people with disabilities in Korea, which has been in operation for over 30 years. We will continue to do our best to meet and fulfill these demands.

‘Empowering Students and Engaging the Community’

Singapore, APSN Delta Senior School

APSN Delta Senior School (DSS), a vocational school catering to students aged 17 to 21 years with Mild Intellectual Disabilities (MID) aims to produce dignified and contributing graduates. As students with MID and other co-existing medical conditions such as Autism Spectrum Disorder, they are often seen as passive recipients of charity. Hence, a need to provide appropriate opportunities for students to function well and contribute to society before they leave school. Since 2015, through its school-wide Character and Citizenship Education (CCE) programme, DSS students have rendered service to the community. The CCE programme is uniquely designed to cultivate public awareness of persons with special needs as active, integral members of society by empowering students to showcase their strengths and abilities through the following three platforms: Community projects, Social Inclusion programme, Parent Support Group.

Platform 1 - Empowering students through Community Projects

DSS works closely with various community partners like Southwest Community Development Council (CDC), Choa Chu Kang Grassroots, SASCO Elderly Home and NTUC SilverACE to provide a structured platform for our students to serve with dignity and love via the project, “From Delta with Love” and festive celebrations for the elderly. By leveraging on the strong partnership with community partners and grassroots organisations, students are able to reach out to the vulnerable in the community like the elderly, under-privileged families and other special needs communities.

As a part of the programme, grandparents of the students are invited to the school during the DSS Intergeneration Day to join their grandchildren for lessons in the school. An appreciation ceremony is conducted for students and parents to present flowers to the grandparents. Students have learnt the important value of respect for the elders.

Platform 2 – Partnering Organisations and Educational Institutions for Social Inclusion

Since 2014, APSN Delta Senior School (DSS) has collaborated with National Council of Social Service (NCSS), Students Care Service (SCS) and Institute of Technical Education College West (ITE West) to organize and conduct the Buddy’ In Programme. This programme serves to nurture social skills in students who are withdrawn and awkward in social interactions. With weekly group activities and social games, including patient mentoring by mainstream peers from the ITE-West, 2 DSS students learnt appropriate behaviours in a social setting and enjoyed the Buddy’ In programme.

Platform 3 - Engaging Parents for Holistic Learning ‘

The DSS Parent Support Group (PSG) comprising parent volunteers works very closely with other parents and school staff to support students’ learning in school. PSG organizes a number of workshops for parents to reinforce learning at home as well as parent-child bonding sessions to equip parents with skills to better manage their child with special needs. Parents, in turn, support the school by volunteering at the school and this enhances the school’s capacity to conduct a wide range of educational programmes for the students.

The CCE programme of ‘Empowering students and Engaging the Community’ has served students well. Parents and the community are also strong supporters of the programme as shown by the positive feedback.

Establishment of SWID Bangladesh is the pioneer, path finder and path founder organization in the field of Neurodevelopmental Disabilities in Bangladesh.

Society for the Welfare of the Intellectually Disabled Bangladesh (SWID)

Once the term 'Disabilities' specially Intellectual Disabilities, Mental Handicap, Mental Retardation, 'Autism' Neurodevelopmental Disabilities were unknown to the community people of Bangladesh. In the circumstances, some parents, psychologists and philanthropists established SWID Bangladesh own their own initiatives to special schools for the Intellectually Disabled and Autistic children and bring them into the mainstream of the society. One of the main objectives of SWID Bangladesh is to create facilities for education of the intellectually disabled children.

Intellectually disabled children need special education and no mainstream organization of the country is capable of providing such education to them, so SWID Bangladesh itself has organized Schools for the Intellectually Disabled for catering special education to the intellectually disabled children. Establishment of SWID Bangladesh which is the pioneer organization in the field of Neurodevelopmental Disabilities with scope of work on advocacy including disability movement, social awareness towards the disabled people, their education, socialization, social security, legal rights, entertainment employment rehabilitation and social dignity. Developed awareness among the common people regarding education and training of the intellectually disabled, and drew attention of the government for development activities of the disabled people and Disability detection survey conducted by govt. and also the service centre throughout all districts as started by the institution of SWID Bangladesh.