

Asian Resource Center
Asian Federation on Intellectual Disabilities

Kaoru Star Raft Award 2019

星槎賞

The winners

CAMP PAGIBIG FOR CHILDREN and YOUTH WITH SPECIAL NEEDS
Philippine Association for Intellectual Disabilities (PAFID)

**Agro Based Rehabilitation for empowering people with Intellectually
Disabled in their community.**
National Association on Intellectual Disabilities - Nepal (NAID - Nepal)

**Enabling Students with Intellectual Disability to Express,
Enrich and Empower with Music Technology**
APSN Tanglin School Singapore

December, 2019



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”.

CAMP PAGIBIG FOR CHILDREN and YOUTH WITH SPECIAL NEEDS

Philippine Association for Intellectual Disabilities (PAFID)

Through the initiative of the Philippine Association for Intellectual Disabilities (PAFID), Inc. formerly known as Philippine Association for the Retarded (PAR), Inc., CAMP PAG-IBIG a day camp activity for children and youth with special needs was started in 1976 with its philosophy of having everyone, a member of an inclusive society. Inclusivity expanded the number of campers including children with autism, deafness, blindness, physical handicaps and multiple handicaps in response to parents' representations together with children who are fast learners/gifted serving as junior counselor. Camp Pag-ibig offers a great opportunity for special needs to expand their life skills eventually their integration in the community. Since then, this has been conducted annually as highlight of the celebration of the National Mental Retardation Week, February 14-20, per Presidential Proclamation No. 1385 with partners like the Local Government of Quezon City, the Department of Education, the Quezon City "Capitol" Jaycees, the Manila Water Company, Inc. and the Manila Waterworks Sewerage System. This partnership model has proven to be cost effective, innovative and allows a large number of campers with a wide range of inclusivity to be served.

The objectives of Camp Pag-ibig include i) enable children and youth with disabilities to participate in wholesome and rewarding community project, ii) facilitate the integration /inclusion of these children in meaningful social process, iii) actively involve the families in educational and social activities for children and youth with disabilities, iv) harness community participation in a form of advocacy for persons with disabilities, and v) operationalize the rights of people with disabilities to equalization of opportunities and full participation.

The special features of Camp Pag-ibig include a) Camp Proper Activities (swimming, nature lore and study, outdoor games, arts and crafts, painting, cook out, music dance, and survival skills; b) Parents Forum conducted simultaneously with camp proper activities for parents of children with disabilities facilitated by teachers, students and community volunteers; c) First Aid Training, and d) Volunteers Immersion for Advocacy.

Camp Pag-ibig has a yearly theme to focus on the conduct of the different activities. It starts with a Mass of Thanksgiving with participation of the campers in the choir and gospel readings. The Opening Program is graced by officials of the agencies involved with the commitment to support these children through improved services in education with supplementary health and nutrition services. For the last three years a feature on disaster preparedness and first aid training were conducted to adolescent with disabilities. Trained special and regular teachers and volunteers facilitate the Camp activities.

The participants of this activity annually range from 1,500 to 2,000 children with special needs from the public and private schools in the Metro Manila area. More than 150 teachers, 100 parents and 50 volunteers consisting of medical professionals, policemen, and students acted as facilitators for the different activities. Camp Pag-ibig had evolved as a commitment towards developing truly inclusive societies. Thus, it now is expanded in some regions in the Philippines. Year-to-year progress is evident of the campers' active participation in the annual camp.

Agro Based Rehabilitation for empowering people with Intellectually Disabled in their community.

National Association on Intellectual Disabilities - Nepal (NAID - Nepal)

The agro based rehabilitation activities for children and youth with ID in rural communities having agricultural background is a new idea conceived by the then president of NAID Nepal, Mr. S N Shrivastava in 2012.

ID children are provided basic training for daily living, personal hygiene, alphabetical and numerical knowledge, skills for music and dance and so on. After attaining the age of 15 or above, they are given vocational training for making candle, paper envelop, writing chalk, garland of beads, etc. as part of rehabilitation activities. These activities are of traditional nature for youth living in town and cities. The products so made have limitations as to quality, evenness in shape and sizes, wastage, and marketing.

Nepal is a country where about 71% of population hereditarily live on agriculture and related activities, such as, live stocks, piggery, poultry and vegetable growing. For ID children who live with their parents, who come from agricultural background also need some activities for rehabilitation in their community. The agro based activity is simple and was designed for such ID youth living in community.

NAID - Nepal central office allot funds every year to district branches who in cooperation with local government council select 4 / 5 families with ID children from amongst the community and distribute live stocks and seeds for free distribution in a function attended by district child development officer, official of the local govt., representative of district development committee and of NAID Nepal and local people including parents of ID children.

The parent of ID children selected for distribution of live stocks are required to sign an agreement to hand over 50% of baby goats, piglets, chickens and vegetable seeds to the similar poor family of the community having ID children free of cost as per agreement. Thus, chain in the community is formed of ID children that continue unless the whole community is covered. A record of all live distribution and death if any is also maintained by the district branch and village council respectively.

The ID youth and their parents are given short briefing and training about feeding grass/ grain, providing drinking water, taking them out to field for grazing, knowledge about basic symptom of diseases, etc.

The technical assistant from district veterinary offices provides timely vaccination, needed medicine and pay regular follow up free of cost as part of their duty. Starting from 2012 to 2018, total of 616 goats, 14 piglets, 1330 poultry and seasonal vegetable seeds worth Rs.1000 to each districts in each year have been given to families of ID children.

Initially distributed live stocks have gone multiplying in the communities in the span of seven years. This activity has added further direct income to families of disabled children by the sale of live stocks and vegetables and has helped in reduction of poverty in the families of ID.

**Enabling Students with Intellectual Disability to Express,
Enrich and Empower with Music Technology**
APSN Tanglin School Singapore

Enabling Students with Intellectual Disability to Express, Enrich and Empower
with Music Technology

Introduction

The original intent of this study was to investigate the impact of incorporating technology into music activities to enhance the ability of students with special needs to manage his/her emotions positively.

Students with special needs are often passive learners in music education because of their lack of confidence or certain limitations that may have prevented them from engaging in music activities. The digital waves are specifically designed for students, to experience the different cultures of Singapore through songs and participate meaningfully in creating and performing with music.

- In 2018, twelve students with mild intellectual disability (MID), Autism Spectrum Disorder (ASD) and with other co-morbid conditions were selected to participate in this study.

- In 2019, twenty-five students are included in the study to further determine the level of students' engagement as the learning experiences are tailored to meet the diverse abilities of students with intellectual disability.

Rationale

Music is universal; it rewires the brain, lifts the spirit, calms the mind and moves the body. Research has produced evidences that making music multiplies the impact of musical intelligence in the brain manifold, far beyond passive listening and will improve pro-social behaviours in children with special needs. Students with special needs have difficulty expressing their needs, which may lead to frustration and exhibition of inappropriate behaviours. They love to make music but find learning music the conventional way very challenging. At APSN Tanglin School, we seek innovative solutions that will push the boundaries by incorporating technology, as an assistive device, into music activities to enrich and empower our students to express confidently.

The digital waves convert physical movement into sounds which encourage students to take turns, follow instructions, stay on task and express positive emotions and behaviours. The technology provides a medium where students are able to express and communicate through music and sound (Ellia, 2007, 2008). The project was demonstrated at the Disability Applied Research Forum in Singapore on 22 March 2019 where participants had the opportunity to experience the impact of technology in music activities and the benefits it brings.

References

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