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FASINARM - A.I.D. PROJECT :

Developing a Program to Help Children
and Youth With Vocational and
Educational Special Needs

5180010

SECOND ANNUAL REPORT

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ACKNOWLEDGEMENTS

On behalf of the FASINARM - A.I.D. Project I wish to express our sincerest gratitude to Dr. Everett Samuelson, Professor Emeritus at the Faculty of Education, University of Idaho, and our project coordinator at the same educational institution. During our second year of operation Dr. Samuelson showed an ever growing interest in our project and provided us with invaluable support. We are also greatly in debt to Dr. Pete James, Dr. Lee Parks, Dr. Margo Berkler, and Dr. Dale Gentry, professors of education and "educators", for their advices and endless hours of participation in the development of training packages during their on-site consultation in 1981. Once more we would like to thank the people of Moscow, Idaho, for the generosity and courtesy they showed towards our fellow citizens while they were on-training at the University of Idaho during our second year of implementation.

Our sincerest thanks to Dr. John Holup for selecting the FASINARM - A.I.D. Project, and Ecuador, as the program and as the country for sharing his knowledge and expertise during his sabbatical leave. His in-put in the development of the training package on the "Vocational training of the Mentally Retarded" has been of outmost importance in clarifying several issues in the field. We would also like to thank his wife Sara for her help and support in the development of other training packages and her invaluable suggestions.

The support of Mr. Leopoldo Garza was a key factor in securing the management of the funds according to A.I.D.'s guidelines and policies, and in meeting its expectations regarding the implementation of the project during our second year of operation. The names of Mr. John Sanbraillo, Mr. Patricio Maldonado, Mr. Angel Diaz, and Mr. Richard Mc Clure are also well-known among us for their support to our project within the Agency for International Development.

We would like to express our gratitude to all the members of the Advisory Board for their direct and personal involvement with the project. Finally, we would like to thank all those who have supported us in one way or the other.

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DIRECTOR

LIST OF APPENDICES

Appendix

- A - In-services Presented During 1980 and 1981
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The FASINARM-A.I.D. Project is the result of an agreement signed in Quito, Ecuador, between FASINARM (Fundación de Asistencia Psico-pedagógica a Niños y Adolescentes Retardados Mentales) and A.I.D. (Agency for International Development), on January 16th, 1980. Its main goal is to develop a comprehensive "Program to Help Children and Youths with Vocational and Educational Special Needs". This program will consist of: 1) provision of educational training for some of these youngsters in the city of Guayaquil, 2) development of the necessary procedures to train the professional personnel that works with them, and 3) establishment of a material and media resource center to facilitate the training of personnel from Ecuador and eventually from other South American countries.

The most general observation that can be made is that our development during the end of the second year of operation has taken place according to the specific objectives outlined in the original proposal and, in some cases, surpassed them. Also, there were considerable positive changes during the second year of operation, as compared to our successful first year of implementation, that are outlined in detail on what follows.

The accomplishments reported here correspond to the period of Jan. 16, 1981, to Jan. 16, 1982.

I. IMPLEMENTATION STATUS AND ACCOMPLISHMENTS DURING THE SECOND YEAR OF OPERATION

A) Vocational Training and Placement Program

- 1) The sheltered workshop environment was completed and started to operate as such on June 22, 1981.
- 2) Seventeen youngsters were trained for competitive work within the sheltered workshop.
- 3) Subcontracts were secured with the following industries: INEDECA, DROCARAS and SUPAN. Other sporadic subcontracts were accepted. Table 1 shows the total income from subcontracts and the total amount paid to the student-workers. It should be noted that the total amount (s/. 86.949,52) paid to the 17 student-workers involved in the sheltered workshop subcontracts represents an average income of s/. 5.114,67 (L/C) for the period of June-Dec., 1981. If we compare this average six-month income (approximately \$ 204 U.S.) per student-worker in the sheltered workshop, to the per-capita annual income of \$400.00 U.S. given by the "Instituto Nacional de Estadísticas y Censos", there is no need for the writer to present any conclusions in regard to how this segment of the population, economically inactive prior to the establishment of the sheltered workshop, is doing in the process of learning skills that would eventually allow them an active participation in the economy of the country.

It should be noted also that the net income of s/.178.202,48 (approx. \$5,940 U.S.) drawn for the sheltered workshop from subcontracts during the period of June-Dec., 1981, suggests that the sheltered workshop could become a self-supporting program within the near future as more subcontracts are secured.

- 4) One of our student-workers has been placed on a job at "Plásticos Nacionales S.A.", a local industry. This youngster will be paid the minimum salary (s/. 4.000 L/C) with all the corresponding social benefits. We will be doing periodic follow-ups of his performance on the job as part of our placement program.

5) Ten new students entered our vocational Training Program during 1981; six of them from FASINARM's special education program and four from the community. At the end of 1981 our population was distributed as follows:

Vocational Training Program	31
Sheltered Workshop	<u>17</u>
Total	48

TABLE 1

Income from Subcontracts and Payment of "Scholarships" to the Student-Workers in the Sheltered Workshops during the period January - December, 1981

Total Income from Subcontracts		Total of Scholarships Paid to Student-Workers	
Chocolates NESTLE	s/. 83.592,00	s/,	27.480,58
Caldo RICO MAGGI	126.230,00		41.641,67
Tapas DROCARAS	9.600,00		3.200,00
Apanadura de SUPAN	6.604,40		1.916,96
Tapas de MAYONESA	36.925,60		11.977,31
Armadores A.F.	300,00		100,00
Palos Calendarios	600,00		200,00
P.V.P. INEDECA	1.300,00		433,00
Total	s/. 265.152,00	s/,	86.949,52

Total Income from Subcontracts s/. 265.152,00

Total Scholarships Paid 86.949,52

Net Income for Sheltered Workshop s/. 178.202,48

B) Personnel Training Program

1) The provision of in-service training during our second year of operation continued to be an important component for promoting the project. Appendix A presents an outline of all in-services offered and the corresponding direct beneficiaries for the year 1981.

Table 2 presents the number of direct beneficiaries that according to the original proposal (English version, p.10). would be trained by the end of the project, and the number of persons already trained during 1980 and 1981. According to the original Project Implementation Schedule (English version, p. 48) there was a total of 670 persons to be trained by the end of the second year of operation. A comparison of the data shown in Table 2 and that outlined in the Project Implementation Schedule indicates the training objectives already achieved are far beyond the original expectations.

TABLE 2
Number of Direct Beneficiaries to be Trained
and Those Already Trained

	To be Trained	Already Trained	
		(1980)	(1981)
a. University teachers from Special Education Program from the University of Guayaquil.	12	8	6
b. Special Education Students	50	114	5
c. Teachers and other technical personnel from Social Welfare Institutions	240	38	11
d. Teachers and other technical personnel from Special Education facilities throughout the country	100	153	97
e. Elementary School teachers (some could be student teachers)	2,000	45	114
f. Parents of Handicapped or disadvantaged children (or volunteers)	300	8	276
g. University professors from other programs	-	5	-
h. University students from other programs	-	41	28
i. Other Personnel	-	14	13
Total	2,702	423	550

- 2) The following teachers received specific training at the Faculty of Education, University of Idaho, during the period Feb. - May, 1981.

<u>Name</u>	<u>Area of Training</u>
1) Lda. Malena de Crespo	Curriculum Development
2) Lda. Vicky Barrera	Learning Disabilities
3) Lda. Sonia Rodríguez	Early Intervention
4) Lda. Arturo Mora	Recreational Therapy
5) Psi. Roberto Vernimen	Vocational Counselling

These professionals are participating directly in the development of Training Packages within their respective areas.

- 3) Lda. Ana de Garcés, teacher from the Special Education Program at the University of Guayaquil, also a teacher at FASINARM, received specific training in Recreation for the Handicapped, through the sponsorship of GLARP, at the University of Costa Rica during July 1981. Mrs. Garcés is also participating in the development of a Training Package.
- 4) Miss María Mejía and Mr. Kleber Tinoco, instructor in our vocational program and supervisor of our sheltered workshop, respectively, attended a "Training Course for Instructors of Workshops for the Mentally Retarded", held in Santo Domingo, República Dominicana, during the period of Oct. 18 - Nov. 3, 1981, and sponsored by GLARP - OIT. Both are participating in the development of a Training Package.
- 5) Dr. Pete James, Dr. Lee Parks, Dr. Margot Berkler, and Dr. Dale Gentry, University of Idaho professors, provided on-site consultations for the period of May - August 1981.
- 6) Dr. John Holup, University of Idaho professor, provided on-site consultation during his sabbatical leave, period of Sep. - Nov. 1981.

- 7) The list of 28 Training Packages that was originally proposed for development has been reduced to the total of the 16 packages shown in Appendix B. During 1981 the Spanish version of the following packages was completed and revised: 1) Behavioral Objectives, 2) Task Analysis, and 3) Evaluation of Children with Learning Disabilities. Also, the Training Packages on 1) Implementation of Instructional Model, 2) Curriculum Development, and 3) Instructional Technology are at the stage of completion and revision. It should be noted that the Training Package on the Vocational Training of the Mentally Retarded, developed by the staff from our Vocational Training Program and Sheltered Workshop, is at the final stage of completion and revision.
 - 8) Management made arrangements for assisting in the development of a new Special Education School in Machala, province of El Oro. To the effect, an agreement for Technical Assistance was signed between ADESPORO (Asociación de Educación Especial de El Oro) and FASINARM (See Appendix C). This agreement is directly related to the organization and management of the Special Education School, as well as to the provision of specific training to the technical personnel and staff that will work in the school (See Appendix D).
 - 9) A cycle of general conferences for parents of children attending the fiscal and municipal schools were organized for the period July 10 - Oct. 16, 1981. These conferences were presented every other week.
 - 10) In Feb. 1981, Project Director attended a four week course for "Directors and Administrators of Rehabilitation Programs", sponsored by GLARP and held in Bogotá, Colombia.
 - 11) In March 1981, the Coordinator of the Vocational Training and Placement Program attended a two week course for "Coordinators of Rehabilitation Programs, sponsored by the same agency.
- C) Technical Assistance and Media Center
- 1) The Technical Assistance and Media Center had its official opening on June 22, 1981. All the related services and programs have been in full operation since then.
 - 2) The Partners of the Americas held a one-week international meeting with all the Coordinators of the PATH-81 "Low Cost Technology Project", in June, 1981.
 - 3) A documentary on the different areas of specialization in the field of Medical Technology was developed and shown in the local high school to graduating students.
 - 4) An individual exhibition of material resources and related information was organized for each one of the Special Education Centers in Guayaquil.
 - 5) A movie on "Sphinter Control", developed by the Special Education students from the State University of Guayaquil, was recorded and shown to the public on channel 2.
 - 6) Various video cassettes have been translated.
 - 7) A mailing list of Special Education Centers in Ecuador and Latin America has been established, and periodic information related to the Project is sent to these centers.

- 8) Appendix E presents a list of all professionals that visited the Resource Center and the purpose of their visit since the opening in June 1981. An average of 98 persons per month have visited the Center for consultations of various types.

II. MAJOR PROBLEM

The major problem encountered during our second year of implementation has been the lack of funds for the development of the training packages, purchase of instructional materials, photocopying, etc. As it has been noted in some of our previous quarterly reports, this lack of funds is due to the fact that the need for the development of the packages arose after initiation of the project and, therefore, no provisions were made in the original budget.

III. CONCLUSIONS

During our second year of operation the staff from each component of the project had a more rewarding and motivating experience than that of the first year of implementation: "Things started to crystallize".

On the one hand, the difficulty we encountered the previous year in securing permanent sub-contracts for the sheltered workshop was overcome. Winning this battle was of tremendous value for rising the morale of the staff, the student-workers, and the parents. In our first annual report (Feb. 1981) I made the following concluding remark: "We promise to those handicapped and disadvantaged children of Ecuador that our second year of operation will also be dedicated to them with the same careness and dedication, so as to lay the first stones on the road towards the socio-economic integration of the handicapped and disadvantaged citizen of Ecuador". The data reported here indicate that such stones have begun to pave the road towards the socio-economic integration of the mentally retarded.

Second, the numerous requests received during 1981 for the provision of in-services and specific training for those working with the handicapped and disadvantaged, is a clear indication of the effect that our Personnel Training Program is having at the professional and institutional level, locally and nationally. Our present involvement with the administrative and technical organization of ADESPORO, as well as with the training of its staff, attests to the credibility of our training program.

Third, the activities reported for the Resource Center indicate the role that this component of the project is playing in the dissemination of information to the general public as well as to the professional community. The increased number of users during 1981 supports the need that existed, prior to initiation of the FASINARM-AID Project, for a place where technical assistance and information are available.

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