

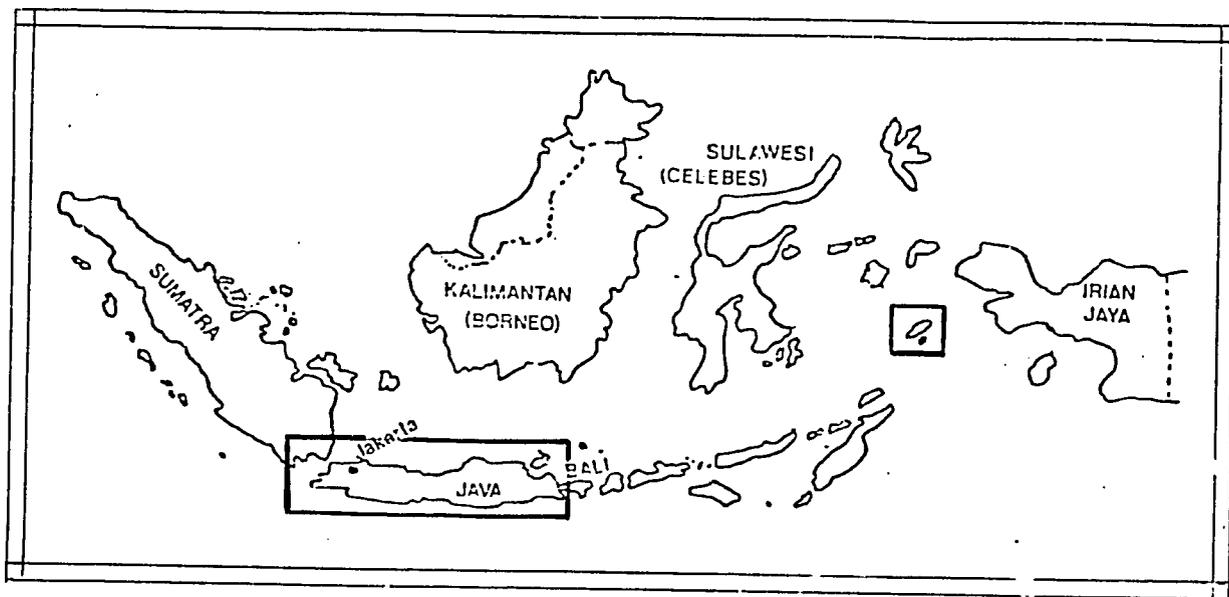
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ISN 49866

KELIA/PO
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EVALUATION REPORT

IMPROVEMENT AND EXPANSION OF SERVICES FOR VISUALLY HANDICAPPED CHILDREN AND ADULTS



A Joint Evaluation by the Department of Research and Development,
Ministry of Education and Culture, Republic of Indonesia
and Helen Keller International, Incorporated

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November, 1983

HKI HELEN KELLER
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A C R O N Y M S

- BALITBANG DIKBUD - Department of Research and Development
BANGDES - Village Development Section
 of the Ministry of Home Affairs
- BPKKS - Coordinating Body for Social Affairs
CBM - Christoffel Blindenmission, West Germany
CDC - Curriculum Development Centers
DNIKS - Indonesian National Council for Social Welfare
GOI - Government of Indonesia
GPK - Special Education Teacher
HKI - Helen Keller International
- IKIP - Institute for Training in Education Sciences
KBU - Income-generating Group
O&M - Orientation and Mobility
PENDAS - Office of Basic Education (primary)
PENMAS - Office of Community Education
- PIU - Project Implementation Unit
- SD - Primary School
SDLB - Special Education Primary Schools
SGPLB - Two-year Special Education Teacher Training
 College
SMA - High School
SMP - Junior High School

EXECUTIVE SUMMARY

From August through October, 1983, a major evaluation was undertaken to review the Government of Indonesia (GOI) education project for the visually handicapped, which was supported by Helen Keller International (HKI) technical assistance.

The Program

Since 1978, Helen Keller International (HKI) has provided technical assistance to the Ministry of Education and Culture of the Republic of Indonesia in order to "Improve and Expand Services to the Visually Handicapped." Under the direction of the Curriculum Development Center of the Department of Research and Development (BALITBANG DIKBUD), a Project Implementation Unit, composed of officers from all departments concerned and the Indonesian National Council on Social Welfare (DNIKS), guided the initiation and expansion of the first two of four components of the pilot project.

1. The major goal was to demonstrate that visually handicapped children of average intelligence can function successfully in regular primary schools. This has been achieved. In July, 1983, four years after the first programs were initiated, 83 primary schools in four provinces have integrated 204 visually handicapped children on levels ranging from kindergarten to SMP III (Junior High School-Third Year).
2. The second component, essential to services for the visually handicapped, was to train Orientation and Mobility (O&M) instructors for existing residential schools, rehabilitation centers and integrated programs.

In 1981 the O&M project was evaluated and officially institutionalized at IKIP Bandung, a Teacher Training Institute. To date, 100 persons have received training. O&M is now part of the established curriculum in 35 residential schools and 17 rehabilitation centers in 15 provinces, and integrated programs in 4 provinces.

As the first two components developed satisfactorily, HKI technical assistance was expanded to initiate two additional pilot projects.

3. A village-based Parent Counseling Project was started in 1979 by the West Java office of Social Affairs (DINAS SOSIAL).

The results of an evaluation in 1982 were very positive and the program continues with regional and HKI funds.

4. In 1981, recognizing that visually handicapped persons who had never had access to education or rehabilitation services could benefit from non-formal education, BALITBANG DIKBUD initiated a

community-based experiment in Yogyakarta. The pilot program was replicated in North Jakarta in 1982 and in Ambon and Kai Ratu in 1983. (See Figure 1.) A total of 42 field workers and eleven supervisors have trained 233 clients in the first two sites. It is too early to evaluate the newer sites.

The Evaluation

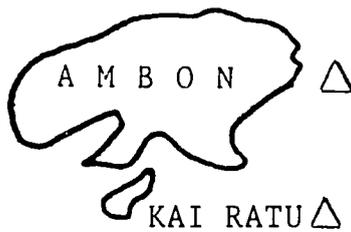
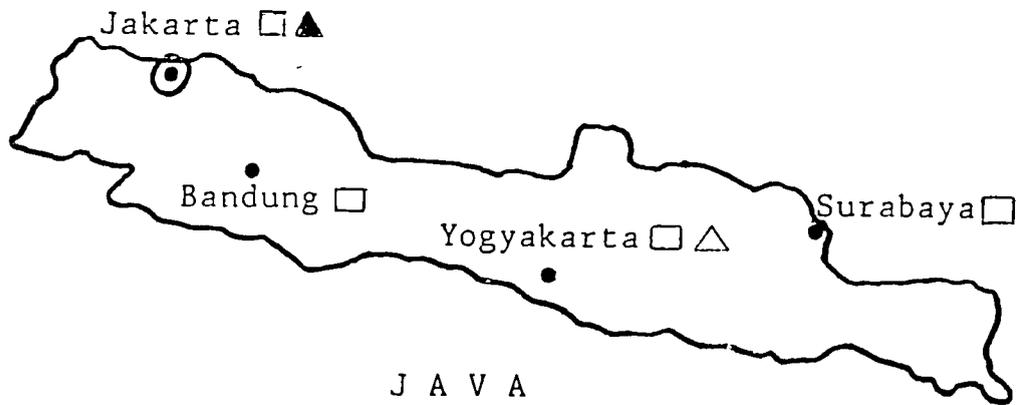
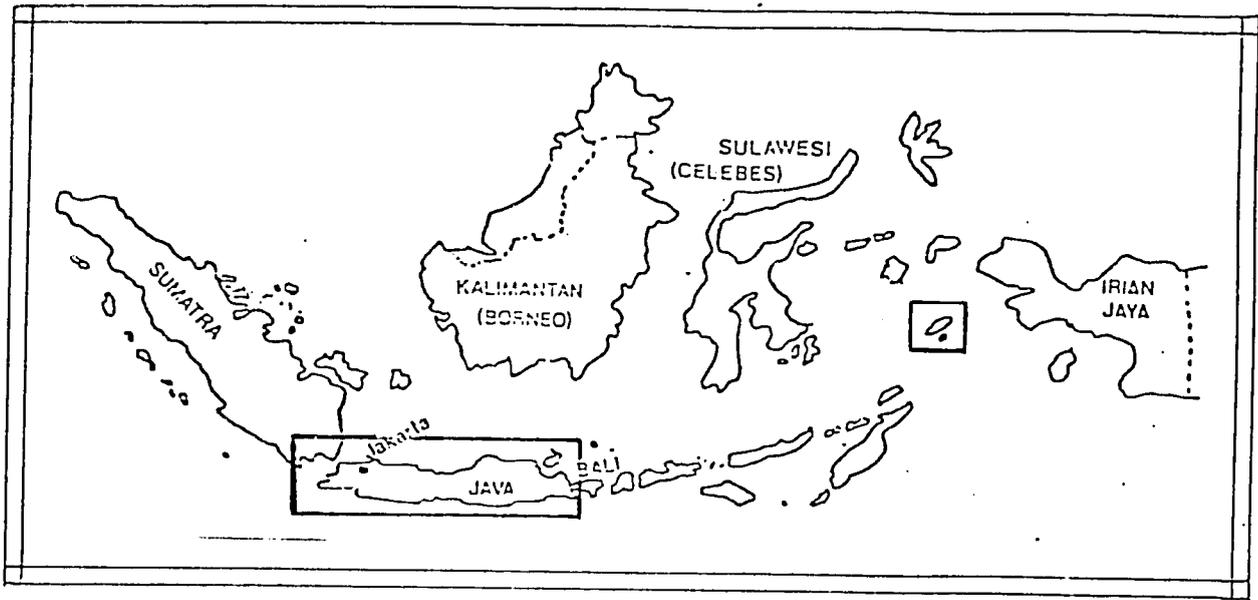
The evaluation was undertaken by BALITBANG DIKBUD and HKI to determine whether the Integrated Education and Non-Formal Education Projects had achieved their objectives and should be incorporated into the established education system. The study also examined the comparative costs of Integrated Education and education in the traditional residential school; strengths and weaknesses in the implementation of the pilot projects; the impact on blind persons, their families and communities; and the feasibility of replication throughout Indonesia.

The evaluation was carried out in two stages. In August, 1983, responses to specially devised questionnaires were solicited from 675 randomly selected implementation staff (administrators, teachers, field workers), visually handicapped beneficiaries, their families and community members.

The questionnaires measured:

1. acceptance of the programs by administrators, teachers, field workers, clients, parents and community;
2. attitude changes;
3. conformity with the education system;
4. suitability of the curriculum;
5. performance of all participants;
6. impact on visually handicapped children and adults, class teachers, sighted children, families and community;
7. problems and needs for improvement.

In October, 1983, a team headed by a third party evaluator, visited three program sites, Jakarta, Yogyakarta and Bandung to interview 116 administrators, principals, teachers, field workers, supervisors, blind beneficiaries, family and community members. The team received a greater in-depth personal view of the projects.



- INTEGRATED EDUCATION PROGRAMS
- △ NON FORMAL EDUCATION PROGRAMS

THE FINDINGS

The following is a summary of the findings of the evaluation.

A. Integrated Education

Results were positive and revealed that the two major goals have been achieved:

1. Visually handicapped children can function successfully in regular primary schools with the support of a special education teacher.
2. Community-based education is a much less expensive alternative than the traditional residential school. The cost of educating one visually handicapped child in a local primary school in 1982/83 was Rp 282,760 compared to Rp 730,620 in a government residential school.

The evaluation revealed that:

- integrated education is overwhelmingly accepted by implementors, pupils and families;
- the visually handicapped children have performed well academically and, with a few exceptions, have broadened their social interactions considerably;
- attitudes of educators, parents and the public have become more positive due to increased understanding of the visually handicapped child's capabilities;
- administrators and teachers agree that integrated education should expand vertically to higher grades and be replicated within the general education system.

Numerous other tangible direct outcomes were achieved during the project period, a few of which follow:

- A potentially valuable new model for serving children in poor rural areas emerged through the use of a hostel for sighted school aged children as residence in conjunction with integration in a primary school.
- The support and cooperation of the private voluntary sector, particularly, DNIKS (Indonesian National Council on Social Welfare) and the BPKKS (Coordinating Body for Social Welfare in the Regions) played a vital role in the production of Braille books and teaching aids, and medical intervention.
- Local production of white canes and braille writing slates have eliminated the need to import these items.

Implications for Impact on Future Special Education Programs

1. The project has helped to generate increased attention by both government and private sectors to the education of visually handicapped children.
2. The concensus among policy-makers was that integrated education should be expanded to include other handicapped children.
3. The 200 SDLB's (Special Education Units), now in the process of development, will act as a bridge to the integration of visually handicapped and other handicapped children in public schools.
4. Administrative issues and responsibilities on the national and regional level need to be resolved for effective expansion.

B. Non-Formal Education

The evaluation confirmed that Non-Formal Education is a necessary service, has had a considerable impact on the blind beneficiaries and their families, and is feasible for inclusion in the system of Community Education (PENMAS) at the village level.

As the blind beneficiaries have become more self-reliant and active in the home and community, attitudes have changed considerably. Some blind persons have begun to contribute to family economic activities.

The pilot effort has demonstrated that the community-based approach can be a low-cost alternative to segregated rehabilitation centers. The cost per client-month has been approximately Rp. 4000 (US\$4). Principal support came from the Government of Indonesia and was supplemented with financial assistance from IBM Jakarta, the Canadian Embassy and Christoffel-Blindenmission of West Germany.

The team found that, even though the project results were positive, a few issues require attention:

- insufficient funds for transportation of field workers;
- need for capital to start small businesses;
- clients' requests for non-traditional vocational training.

Two specific recommendations were made to solve this problem:

1. A system of apprenticeship to local craftsmen should be established.

2. The Non-Formal training course should be expanded to include vocational training given by local skilled craftsmen.

Other suggestions to improve services in the future were:

1. To coordinate activities with the Departments of Social Welfare and Education.
2. To seek the support of the private sector for capital to start small enterprises.
3. To encourage the formation of income-generating groups among field workers, such as operate within the regular PENMAS system.
4. To train future trainers in 1984.

Notwithstanding the current constraints of the project, the consensus among administrators was that non-formal education is of great benefit to blind adults and should be replicated within the PENMAS System.

C. Orientation and Mobility

The training program at IKIP Bandung continues with the enthusiastic support of the REKTOR and staff. There are two administrative questions that need to be addressed: the employment status of the Head Instructor, and the lack of funds to monitor field programs.

The team found that field programs are functioning well but need more instructor time to individualize training of blind pupils.

In summary, the evaluation recommends that both Integrated Education and Non-Formal Education for the visually handicapped are appropriate programs for Indonesia and feasible for expansion within the general and non-formal education systems.

All administrators were in agreement that the most significant contribution of Helen Keller International technical assistance was the development of a detailed process of training and implementation for each project that would be useful for future programs.

I. THE PROGRAM

For many years the Government of Indonesia has demonstrated a commitment to meeting the educational needs of visually handicapped persons. However, even though residential schools for the blind, rehabilitation centers and training programs for special education teachers were in existence, less than one percent of the estimated 1.5 million visually handicapped persons were being served. About 80% of the visually handicapped population live in rural areas while facilities for the visually handicapped are in a few major cities only.

In 1977, the Government of Indonesia reassessed the status of services to the visually handicapped in view of the government policy of universal education for all primary school-aged children, the need for viable alternatives to costly residential schools, and the psychological benefits to visually handicapped children and adults of living with their families and being integrated in their own communities.

As a result of this reassessment and after preliminary discussions with Helen Keller International, the Ministry of Education and Culture accepted the offer of technical assistance to initiate a pilot project under the direction of the Office of Educational Cultural Research and Development (BALITBANG DIKBUD) to "Improve and Expand Services to the Visually Handicapped."

The project consisted of the following four components:

- A. Integrated Education for primary school-aged children;
- B. Orientation and Mobility Training;
- C. Parent Counseling;
- D. Non-Formal Education.

Two components, Integrated Education and Non-Formal Education were the main focus of this evaluation. Both the Orientation and Mobility and the Parent Counseling projects were evaluated in 1981 and 1982, respectively.

A. INTEGRATED EDUCATION

The Community-based integrated education project is founded on two premises:

1. that a visually handicapped child with average or better intelligence is capable of receiving an education equivalent to that of sighted children in a regular primary school with the additional support of a special teacher, and;

2. the visually handicapped child who lives at home and attends his neighborhood school will be more accepted and better prepared for living in his community.

The Curriculum Development Center of BALITBANG DIKBUD appointed a National Project Implementation Unit (PIU) to plan and conduct the project. As the project developed in different regions, provincial PIU's were appointed to carry out public awareness and identification activities, and to administer and supervise the programs.

Thirty-three Special Education Teacher Training College (SGPLB) graduates were trained by HKI consultants in two four-month upgrading courses. The first pilot program was initiated in the urban and rural areas of Kabupaten Bandung in 1979 and replicated in the Special Region of Yogyakarta in 1980.

In 1981, two new pilot programs were established in urban Surabaya and Jakarta and the Yogyakarta program was expanded.

Twenty-two special teachers from these programs were current graduates of the two training colleges (SGPLB), where HKI had assisted in introducing a competency-based curriculum to prepare teachers for integrated education.

Currently the delivery of services has been generally implemented according to the original plan. Each regional office has a great deal of flexibility in order to adapt to varying situations, such as administrative structure, availability of personnel, motivation of participants, numbers of pupils and distances from school.

The administrative structure of the programs in the four provinces is similar. Since the logical base of responsibility lies with the Primary Education Sections of the regional offices of the Ministry of Education and Culture, regional PIU's are administered by the Heads of Primary Education with one exception. In Yogyakarta, the chairman of the PIU is an HKI trained counterpart, who is also the Head of the "Education of the Visually Handicapped" section at the training institution, IKIP Yogyakarta.

The composition of the PIU's also varies to suit the different needs of each region, but each one includes one person from the Regional Education Office of the Ministry of Internal Affairs and one supervisor from the Primary Education Office. Technical assistance personnel, not affiliated with the project, were recruited to support the PIU's in Jakarta and Surabaya.

Most children live at home and attend the same schools as sighted children in the community. Variations of the original plan of operation were introduced in order to test the practicability of providing education for children scattered in distant villages.

Three different residential models, one government and two private, accommodate thirty-four children. In two of the residential hostels in rural areas, the children from remote villages are successfully integrated with sighted children. In the third, a semi-segregated situation, five children live with a sighted family. The most desirable is the Ministry of Social Affairs supported cottage model hostel.

Two types of integrated school programs are currently operating:

1. The resource program is one in which the special education teacher is assigned to one school with three to ten pupils. Resource rooms for the special teacher vary from school to school. In some areas, the government or the community has constructed or repaired special rooms. In other schools which were ready to initiate the program, but where no special resource room was available, adequate space was always found.
2. The itinerant program is one in which the special education teacher is assigned to two or more schools serving three to ten pupils.

Although the minimum ratio approved by the National PIU for the initiation of the project was three pupils per teacher, at present the average ratio has improved to 3.9 to 1 (with a range of three to eight pupils per teacher) as a result of neighborhood surveys by school personnel and an increase in the number of itinerant programs. Yogyakarta has been exceptionally successful in increasing pupil enrollment.

The percentage of pupil integration also varies among the project sites depending on the age of the program and the needs of the pupils for special teacher support. Overall, more than 80% of the pupils spend from 50% to 95% of their school day in the regular class.

At the time of this evaluation, there were 204 visually handicapped pupils, ranging from kindergarten through SMP III (Junior High School - third year), who had been integrated in public schools. More detailed data on the status of the program can be found in Appendix I.

B. NON-FORMAL EDUCATION

In 1981, BALITBANG DIKBUD, with HKI technical assistance, initiated a community-based pilot project to provide basic education and rehabilitation services to visually handicapped people who live in areas where no services were available.

The goal of the project was to develop, implement and test a service delivery model that could possibly be replicated for expansion throughout Indonesia.

The program uses village volunteers to provide basic services to blind people in their communities. A 72-hour training course combined with a six-month practicum provides the field workers with basic knowledge in the areas of orientation and mobility, activities of daily living, work skills and basic skills of Braille and arithmetic. The field workers train both the blind person and his family. Each field worker maintains a caseload of five clients and spends a minimum of six hours per week in program activities.

The project has been developed through the Directorate for Community Education (PENMAS). The PENMAS field person at the community level is the field supervisor who coordinates and supervises the field workers in his area.

The first pilot program was initiated in 1981 in three rural kecamatans in the Special Region of Yogyakarta. In addition to the principal support of the Government of Indonesia, supplementary financial assistance was obtained from Christoffel-Blindenmission (CBM) and IBM Jakarta. In 1981, three urban kecamatans in North Jakarta replicated the project with assistance from IBM Jakarta and the Canadian Embassy. A third pilot site, not included in the current evaluation, is presently being developed in Ambon and Central Moluccas with additional support of the Indonesian National Council on Social Welfare (DNIKS) and HKI. The Yogyakarta project is also being expanded to another kecamatan with some assistance provided by HKI.

At the time of this evaluation, six field supervisors from PENMAS and 44 field workers were providing services to 233 blind people and their families in Yogyakarta and Jakarta. (Appendix II) Besides these official participants, nine persons from various government departments have been trained. In the new projects in Ambon, the Central Moluccas and Yogyakarta, four additional supervisors and 30 field workers are presently being trained.

The process of service delivery has been implemented according to the original plan with one variation. Four income-generating groups of field workers have been developed in order to determine whether the activity is feasible for this type of program. PENMAS policy does not include stipends or operational expenses for field workers. It is too soon to make any judgments of the groups presently operating.

The project in Yogyakarta is more firmly established with a trained counterpart to carry on training of supervisors and field workers for future expansion. According to financial reports, the cost of training one blind person in Yogyakarta is Rp. 3085 (US\$3.15) per month. In Jakarta the cost is higher, Rp. 5275 (US\$5.30) per month due to high transportation costs for the field workers and few clients.

C. ORIENTATION AND MOBILITY

In order for a visually handicapped person to be independent, he needs special training in Orientation and Mobility (O&M). This body of knowledge deals with all aspects of safe travel in both familiar and unfamiliar environments.

To introduce the concept of professionally trained O&M instructors in Indonesia, a project was initiated at IKIP Bandung in 1978 to train instructors for residential schools, rehabilitation centers and integrated programs. Six four-month courses were conducted with HKI technical assistance and Indonesian counterparts trained.

In 1981 BALITBANG DIKBUD and HKI evaluated the program. Results were very positive and the training program was institutionalized at IKIP Bandung. Since then, four additional courses have been conducted by IKIP Bandung, bringing the total number of trained O&M instructors to one hundred. To date, O&M programs are operating in 15 provinces. (Appendix III)

D. PARENT COUNSELING

The urgent need to counsel parents of visually handicapped children in the formative preschool years was recognized early in the project development. A community-based pilot project was begun in Kabupaten Bandung by BALITBANG DIKBUD and the Regional Social Affairs office (DINAS SOSIAL) IN 1980. Twenty village volunteers were recruited and trained in a one-week workshop. At present, 47 village volunteers are serving 55 families in 37 villages.

II. DESCRIPTION OF EVALUATION

Purpose

The evaluation was undertaken at the combined request of BALITBANG DIKBUD, USAID and HKI with the purposes of determining whether the technical assistance of HKI has achieved the goals and objectives stated in the grant proposals to AID and the Government of Indonesia Plans of Operation (1977, 1980); whether Integrated Education and Non-Formal Education for visually handicapped persons should be included in the established system of general education for replication throughout Indonesia; and what types of improvement are necessary for further development in the areas of administration, implementation and financing.

Scope

The Integrated Education and Non-Formal Education components were assessed in-depth on the following three dimensions:

- feasibility of the projects for continuation and expansion (a stated goal of both projects);
- performance of participants to determine strengths and weaknesses of the projects, and;
- impact on participants, public and GOI policy.

The Orientation and Mobility component was assessed for strengths and weaknesses only, in order to improve administration, training and field programs. Since this information is of major concern to IKIP Bandung, the training center, the details of questionnaire returns and interviews will be reported to IKIP and other interested parties. A brief summary of results and recommendations will be included in this report.

DESIGN AND OUTCOME MEASURES

The basic design, prepared by BALITBANG DIKBUD staff and HKI personnel consisted of two phases: questionnaires and interviews. It was decided that program outcomes would best be measured by use of both procedures plus examination of recorded data.

The design specified the types and sample number of respondents and the information required for each project. A comparative cost analysis of the residential and integrated programs was done with the support of the BALITBANG DIKBUD and the Sub-Directorate for Special Education staff.

In the interests of cost and time, it was not possible to evaluate each site completely. The time frame of the evaluation activities can be found in Appendix XIII.

1. Questionnaires

The questionnaires were designed by a special team, composed of the third party evaluator, persons closely involved in the project from BALITBANG DIKBUD, the Sub-Directorate of Special Education, the Department of Community Education, IKIP Bandung, the Indonesian National Council on Social Welfare and the two HKI consultants.

Seventeen questionnaires were distributed to a randomly selected representative sample of 675 individuals.

The four Integrated Education PIU's and the Non-Formal supervisors and field workers were personally instructed by BALITBANG DIKBUD and the HKI consultant on the purpose and procedures of the evaluation and the importance of random selection of the sample.

The questionnaires measured seven outcomes:

1. acceptance of the programs by administrators, teachers, field workers, visually handicapped clients, parents and community;
2. attitude changes;
3. conformity with the system of education;
4. performance of administrators, all participants and community;
5. impact on visually handicapped children and adults, families, class teachers, sighted children and the community;
6. suitability of the curriculum; and
7. problems and needs for improvement.

Cross-check questions were included within and across questionnaires to check on reliability. All questionnaires were answered independently with the exception that a family member read the questions to the blind child, and wherever necessary, a field worker translated the questions into the local dialect and read the questions to the blind client and his family.

QUESTIONNAIRE DISTRIBUTION

Table 1

Respondents	Integrated Education	Non-Formal Education	Orientation & Mobility
1. Project Implementation Unit	4		
2. Principal (integrated/residential)	50		35
3. Special Teacher	52		86
4. Classroom Teacher	50		35
5. Visually Handicapped/Pupil blind client	52	50	70
6. Sighted Pupil	50		
7. Parent Visually Handicapped	52	11	
8. Parent Sighted/Community	50	11	
9. Supervisors		6	
10. Field Workers		11	
Totals	360	89	226

Number of Questionnaires = 17
 Number of Respondents = 675

2. Interviews

The purposes of the interviews were to get first-hand information on implementation and impact of the project and to verify the results of the questionnaires in greater depth. The team that designed the interview questions consisted of the third party evaluator, representatives from BALITBANG DIKBUD and HKI.

In addition to addressing the same issues as the questionnaires, the interviews with regional participants were semi-structured to verify responses of other interviewees. Interviews with policy-makers at the national level (Appendix XI) explored the issues of impact on government policy, future dissemination of the projects and the value of HKI technical assistance.

In order to get as broad a view of the projects as possible, a sample population in three sites which have been functioning different lengths of time were interviewed.

Throughout the evaluation, the third party evaluator functioned as the team leader. Other team members represented BALITBANG DIKBUD, the Sub-Directorate for Special Education, PENMAS, DNIKS and USAID.

All members of the team were briefed on the purposes of the evaluation and the analysis of questionnaire returns. The HKI consultants were not present at the interview sessions to ensure greater objectivity, since the traditional characteristic of politeness would probably create a bias in the answers. The HKI consultants did participate in the team meetings where results were correlated for each component.

SAMPLE POPULATION INTERVIEWED

Table 2

Interviewee	Jakarta		Yogyakarta			Bandung		Total
	I.E. 9/26-28	N.F.	I.E.	N.F.	O&M	I.E. 10/11-13	O&M	
Provincial Administrator	2	2	2	1		2		9
Regional Administrator	1		1	1		1		4
Principal/Supervisor	2	3	5	3	2	2	2	19
Special Teacher/Field Worker	2	6	5	12	2	2	2	31
Blind Pupil/Client	5	6	8	6	4	4	2	35
Family		6		6				12
Teacher's College/IKIP								
Administrator						1	2	3
Instructor			1			1	1	3
Totals	12	23	22	29	8	13	9	116

At the National level, not included in Table 2 the third party evaluator interviewed one policy-maker in each of the following departments: BALITBANG DIKBUD, PENMAS, Primary Education, Special Education, Teacher Education and DNIKS.

3. Recorded Data

Previously recorded data were examined and used for quantitative and qualitative measurement:

1. Summary of data on current status of Integrated Education compiled by regional PIU's; (Appendix I)
2. Percentages of integration of pupils;
3. Report cards of pupils;
4. Status data on Non-Formal Education from interim reports; (Appendix II)
5. Current status of O&M services. (Appendix III)

III. INTEGRATED EDUCATION

A. Results

Acceptance of Program

The principle of Integrated Education is accepted by almost all respondents. One thousand and forty-five questionnaire responses on acceptance were excellent to good, 65 responses were fair and only three parents of sighted children disagreed with the concept. Further proof of acceptance of the program was (1) the increased financial input from the Government and other sources, (2) the official endorsement of Integrated Education in the plans for compulsory education in Pelita IV and (3) the current development of 200 SDLB's based on the principle of integration of handicapped children into public primary schools.

Attitudes

The team found that attitudes toward blindness became more positive as the project developed. All parents of visually handicapped children agreed that family feelings had improved and expectations for their children's future had increased.

Curriculum

Despite reservations of some principals and class teachers that the primary school curriculum is not entirely suited to the program, the large majority (80%) agreed that the Integrated Education program fits into the current primary curriculum with some adaptations necessary in art, physical education and science.

Pupil Performance

The evaluation revealed that the visually handicapped pupils are highly motivated and are achieving well academically. Recorded data from Bandung (July, 1983) showed that 53% of the visually handicapped children ranked in the top ten percent and 28.5% in the second ten percent level of their classes.

While social interaction with sighted children has increased considerably in school and at home, it is still an area where a significant number of respondents (30%) felt that interaction with classmates during recess needs to be improved.

Special Teacher Performance

The principals reported that the performance of the special teachers with respect to teaching ability, guidance and cooperation has been very satisfactory and an important factor in the successful development of the program. One indication of the professionalism and motivation of these teachers is their request

for advanced coursework to improve their skills in Math, Science, English and Arabic Braille.

Class Teacher Performance

All class teachers agreed that class management has not been negatively affected by the blind child's presence in the classroom. Disagreeing were six sighted (12%) and three visually handicapped pupils (6%) who felt that the class teacher does not give them enough attention. It is interesting to note, however, that approximately half of the teachers (54%) expressed some reservation about their capability to fulfill their tasks. One of the reasons may be that these teachers did not have a visually handicapped child in their class in 1981, and were not included in the one upgrading workshop held that year. (See Recommendation No. 19).

Administration and Supervision

Administration of the programs by BALITBANG DIKBUD and the regional PIU's has been satisfactory, but supervision has been inadequate in some areas due to other duties required of personnel assigned to the task. Monthly meetings with the teachers were an effective avenue to solve problems, share ideas and receive necessary materials. Both regional PIU's and class teachers indicated a need for more books, materials and improved resource room facilities.

Basic materials and equipment were supplied by government, the private sector and HKI. However, as the project developed, financial constraints and the rapid progress of the pupils caused a dearth of concrete materials for science, social studies and math in the upper grades. It was noted that materials in these areas are also lacking for sighted children.

The supply of approved textbooks has been sufficient for Grades I to IV, but due to the rapid progress of pupils to Grades V, VI, and Junior High School, the supply could not keep up with the demand. This created difficulties for the children and the teachers, who had to braille daily requirements in many subjects.

Impact

The team found that the Integrated Education project has had a definite positive impact on participants at all levels as well as the general public.

The private and government sectors have increased their attention to the education of the visually handicapped. Opinion of the PIU's, special teachers, parents and visually handicapped children agreed overwhelmingly that the visually handicapped children's independence and confidence in their ability have increased. Only

one parent responded negatively. Parental consciousness has improved. All parents remarked that their hopes and expectations had improved. Most children are more active at home and in the community. Sixty percent of the parents feel that the project has helped their children considerably (excellent and good) to increase their responsibilities in the home. The other responses were fair with only two negative responses.

Awareness meetings helped school personnel, parents and communities to understand the program and become aware of the needs and abilities of visually handicapped children.

The moral, material and financial support of volunteers and the private sector has proven to be an essential ingredient in the development of the project. Government and local non-governmental agencies should continue to share such development tasks as, surveys, supply of materials and medical intervention.

The curriculum for preparing teachers of the visually handicapped in the two Teacher Training Colleges specializing in this area has improved greatly during the past five years, but there is still room for improvement in teaching methodology and scheduling a longer period for practice teaching.

Discussions with policy makers confirmed that the project has had a marked impact on Ministry of Education policy.

As a result of on-going reviews and reports during the life of the project, the Ministry of Education and Culture has officially accepted the concept and the method of implementation of Integrated Education, carried out by the project, as a feasible approach to educating both visually and other handicapped children. A ministerial decree defining design and responsibilities is now being written.

The development of the 200 SDLB's on the principle of Integrated Education is further proof of the impact of the project. The administrators concurred that Integrated Education will be replicated gradually within the financial constraints the government faces.

Cost Comparison

An exceedingly important finding of the evaluation involved the degree to which community-based Integrated Education demonstrated a low-cost alternative approach to the residential school system. In fact, cost of educating one blind child per year in his local public school in 1982 was Rp, 282,760, (US\$28) less than half (28.6%) of the cost (Rp, 730,620) (US\$73) in a government residential school. The calculations done by members of the evaluation team appear in Appendix VII.

It was not the aim of the project to substitute one system for another, but to offer an alternative to residential education. Certainly, there will always be a place for the residential school in meeting the needs of children from very remote areas, those with multiple handicaps and children from families who cannot manage a handicapped child.

All administrators felt that the two most significant contributions made by HKI were to prove that handicapped children can be educated in their community public schools and to demonstrate the process of implementing a large-scale program.

The project also produced a number of unplanned results which were due to the commitment of the government and the momentum created by the presence of HKI technical assistance:

- A ten-year Master Plan for services to the visually handicapped was developed.
- A potentially valuable new model was developed to integrate visually handicapped children from poor rural areas in a hostel for sighted children and integrate them in a nearby SD.
- A National Braille Press is being developed in Jakarta. .
- A Contracted Indonesian Braille code is now officially approved.
- Writing slates and long white canes are now being produced locally.
- The project has created interest in other ASEAN countries, particularly Thailand. The results of the evaluation will be forwarded to ASEAN countries for their information.

B. RECOMMENDATIONS

The following recommendations are the results of comments and problems that surfaced during the evaluation. Recommendations are presented in five broad areas.

Administration

The Administration of Integrated Education would be improved if official guidelines were devised and disseminated to regional and sub-district offices as well as principals of schools with integrated education programs. These guidelines should focus particular attention on:

1. The status of the Special Teacher with respect to the SD, SMP and SMA.
2. The inclusion of SMP's and SMA's in the Integrated system.
3. The addition of an SMP representative to the present PIU's in Bandung and Yogyakarta, and to the Jakarta and Surabaya PIU's when necessary in the future.
4. The civil service status of all special teachers should be expedited.
5. The clarification of lines of communications and reporting requirements.
6. Serious consideration and exploration of vocational education and training for post-primary and post-junior high school pupils should be initiated.

Other administrative recommendations include:

7. An administrative manual for Integrated and SDLB schools should be compiled covering all aspects of development and implementation of Integrated Education.
8. The integrated hostel model or foster homes should be considered to accommodate visually handicapped children from remote rural areas. The guardians of the children should receive training concerning their task.

Supervision

9. Formal guidelines need to be prepared specifying criteria, procedures and frequency of supervision in the schools.
10. One additional support person should be assigned to the PENDAS office in each region for supervision and technical assistance to the teachers on the job in schools. A competent, experienced Integrated Education teacher could fill this role.
11. Regular monthly meetings at the education office should be continued to share ideas, solve problems and distribute books and materials.
12. Semi-annual meetings with the principals of schools should be convened to exchange experiences.

Teacher Training

13. Greater emphasis in the teacher training curriculum should be placed upon teaching methods and on Integrated Education as a service model.
14. The SGPLB and IKIP teacher training institutions should reorganize their schedules of practice teaching to include at least a four-week block of time in integrated schools.
15. Upgrading courses should be planned based on a needs assessment.
16. Upgrading courses in mathematics and science for the special teacher should be arranged as early as possible, preferably in each region.
17. Annual upgrading of selected classroom teachers should be conducted in each region.

Facilities

18. The private sector and government should continue to cooperate in providing books, materials and equipment.
19. Braille books for Grade V and VI and SMP should be produced and distributed to the PIU's as quickly as possible.
20. A communications system and "Braille Book Data Bank" should be developed to eliminate wasteful duplication and to facilitate the supply of books.

Finances

21. The annual budget should include sufficient funds for upgrading Integrated Education teachers, producing Braille books and purchasing equipment and materials.

IV. NON-FORMAL EDUCATION

A. Results

Response was excellent. One hundred percent of the questionnaires were returned. The project has clearly demonstrated that the Non-Formal community-based approach can work in Indonesia. The results of the evaluation confirm that the major goal "to develop, implement and test a service delivery model of non-formal education for the visually handicapped" has been achieved.

There is no question that the blind beneficiaries have become more self-reliant and that despite early skepticism, attitudes of and toward the blind became more positive as the blind member of the family became more independent and more active at home and in the community. Out of 86 responses to questions on attitude change, there was only one negative reply by a family member.

Even though all families are pleased with the increased abilities of the blind family member, many have not yet overcome the ingrained feeling of pity and concern for the blind. Thirty-four percent of the clients expressed the complaint that their families do not allow them as much freedom as they would like. Thirteen families out of twenty-two (59.1%) still hesitate to allow the blind person freedom to travel independently and perform household tasks. This lack of understanding of the blind clients' abilities is probably caused by the fact that some field workers bring their clients together in a central place for training because of transportation and time constraints. Therefore, some family members are not sufficiently involved in the training and need more intensive counseling in the home.

In addition to improving their self-image and self-reliance, one-half of the blind persons responding have begun to contribute to family and community economic activities by making mats, baskets and other handicrafts which they sell to the community. Forty-five percent of the blind clients are eager to learn non-traditional vocational skills which the field worker is not prepared to teach. They expressed a need for more intensive training for the field worker in vocational skills.

Since vocational training is not an objective of the project, the field worker's task is to refer clients, wherever possible, to other services. Twenty-six (26) blind persons have been referred for vocational training, all but one from the Yogyakarta project. The Director of PENMAS suggested that field workers inventory the abilities of clients and the opportunities available in the community and then try to match them. The field worker could call on the training services of skilled persons or motivate local artisans to accept a blind person as an apprentice. In either case, the field worker would need to assist in the training.

With the exception of one field worker, all supervisors and field workers agreed that the ability of the field workers to carry out their responsibilities is hampered by insufficient funds for transportation. They therefore prefer to serve clients who live closest to their homes. This bias affects the size of their case load.

Both supervisors and field workers expressed a need for more working capital to help the blind persons start small businesses. In a few cases, the Department of Social Affairs has assisted, but not on a regular basis.

The PENMAS income-generating group system (KBU) has been introduced to four field worker groups. While the success of this approach has been limited it is believed that additional guidance would improve the results.

The team found that the success of the project could be attributed to:

- the cooperation and support of the local PENMAS office and IKIP Yogyakarta;
- the interest and dedication of the supervisors and field workers;
- the change in attitudes toward the blind persons; and
- the close communication and supervision of the program by the PKI consultant.

At the national level, administrators addressed future policy and programming.

- The Head of Curriculum Development Center (CDC) will discuss the transition of the project with the Director-General of Out-of-School-Education, Youth and Sports, with whom rests final decisions on administration and financing of PENMAS.
- The Director of Community Education has already approached the Section for Village Development in the Ministry of Home Affairs (BANGDES), suggesting that the Non-Formal program be included in the PENMAS system at the village level.
- Cooperation with the Department of Social Affairs will be initiated where necessary.

B. RECOMMENDATIONS

Administration

1. Improve the coordination activities with the Department of Social Affairs and the Directorate for Primary Education to facilitate referrals of clients for vocational training or primary education.
2. Seek the cooperation and support of the private sector on all levels, especially for capital to start enterprises by blind clients.
3. Plan training for future trainers as soon as possible.
4. Improve the current income-generating groups and encourage the formation of additional groups.
5. Recruit special education teachers to assist in supervision.

Training

6. Place greater emphasis on vocational skills in future training.
7. Plan refresher courses for field workers.

Field Workers

8. Explore private community resources for vocational training and refer clients wherever possible.
9. Involve families more closely in training.

V. ORIENTATION AND MOBILITY

A. Results

The Orientation and Mobility training program at IKIP Bandung continues to be implemented as originally planned. Two four-month courses are conducted each year by the two counterparts. Since 1978, ten courses have produced one hundred specialists.

The BALITBANG DIKBUD recommendation to develop IKIP as a National Center is materializing gradually. It is recognized as the only training source in Indonesia. The Rektor is enthusiastic about the program. He expressed his support for the development of IKIP as a resources and information center within the constraints of budget allotments. Audio-visual equipment and other necessary materials have been purchased.

The coordinator and trainer pinpointed certain administrative problems that still need to be resolved:

- The employment status of the Head Instructor is not clear. He is not regular IKIP staff and still receives, instead of a salary, an honorarium not commensurate with his efforts and dedication.
- There are no funds to monitor programs and evaluate training.
- The responsibility to supply sufficient canes and materials for the graduates in the schools rests with the Sub-Directorate of Special Education. Planning and coordination of needs are necessary to implement field programs efficiently.

Interview responses of principals of schools, O&M instructors and visually handicapped persons were unanimous that O&M training is absolutely essential for independence and has helped to enhance all aspects of the visually handicapped person's life. The team found that there are a few administrative and implementation problems in the field that need to be addressed:

1. Residential schools: The O&M instructor is also the Physical Education teacher with responsibility for all classes. Insufficient time is available for individual intensive training in O&M. Practical training is necessarily limited to the school grounds.
2. Integrated Schools: O&M training is limited because:
 - one instructor must cover all schools in the project site;

- the time allotted for training in some schools is during Physical Education only, two periods per week; and
 - intensive training requires about six weeks in the school, home and community settings.
3. Transportation expenses for the O&M instructors in integrated schools have been paid by BALITBANG DIKBUD in some of the project sites and not in others.

All administrators commented that HKI technical assistance had made significant contribution by:

1. Increasing awareness and understanding of educators and public of the needs and abilities of visually handicapped persons;
2. Developing a detailed curriculum which is feasible for Indonesia; and
3. Gaining recognition of the Indonesia O&M program by other Asian countries as one of the largest and most effective programs in all Asia. (At a recent conference in Japan on Orientation and Mobility, Indonesia was invited to be one of the coordinators of O&M services in Asia.)

B. RECOMMENDATIONS

Administration

1. The employment status of the IKIP trainer requires clarification.
2. An administrative manual of regulations for principals and instructors in both residential and integrated schools should be devised and distributed as soon as possible.
3. Follow-up monitoring funds should be included in the annual budget.
4. An O&M course, omitting advanced cane travel, should be incorporated in the Special Education curriculum at IKIP.

In-Service Training

5. An annual upgrading course for instructors would increase competency.

Communications

6. A regular O&M newsletter would be an excellent form of

communication and idea-sharing for instructors and administrators and should be supported by IKIP Bandung.

Equipment

7. Standardized low-cost long canes, made to specifications designed by the HKI consultant and counterparts, should be obtained from the one source which was established in Bandung. (A standard cane would be more effective in implementing government traffic regulations concerning the blind.)

Integrated Schools

8. More time needs to be allotted for training pupils. Work schedules of instructors need to be revised in order to facilitate training after school hours at home and in the community.
9. Transportation expenses for instructors should be made available to each region.

Residential Schools

10. All O&M instructors should be scheduled to give intensive individualized training. This may require training additional teachers for some schools.

CONCLUDING STATEMENT

The major aspect of the joint Government of Indonesia/Helen Keller International evaluation was the near unanimous agreement of the participants that both the community-based Integrated Education and the Non-Formal Education projects for the visually handicapped have proven to be applicable to the existing education system and feasible for replication.

At present, the Ministry of Education is drafting a ministerial decree which will establish Integrated Education as part of the National Policy on Community Development. The existence and continuation of Integrated Education is assured. The momentum generated by the project has already set in motion further development. The extent and pace of expansion will depend on the economic priorities of the government.

The policy makers agreed that HKI has made a vital contribution to the development of educational services in Indonesia by helping to set up workable, inexpensive community-based models which deliver realistic education and rehabilitation services in rural areas. Both projects have had implications for similar services for other handicaps in the future.

INTEGRATED EDUCATION PROJECTSUMMARY OF DATA

September, 1983

	<u>School Year</u>	<u>SD</u>	<u>SMP</u>
1. Number of Schools			
Developed by year	1979/80	12	-
	1980/81	21	-
Total: 83	1982/83	29	4
	1983/84	13	4
	Total	<u>75</u>	<u>8</u>
2. Number of Schools:	Resource	30	
	Itinerant	53	
3. Number of Pupils:	204		
By area:	Bandung	85	
	Yogyakarta	84	
	Jakarta	18	
	Surabaya	17	
By Sex:		<u>SD</u>	<u>SMP</u>
	Boys	100	8
	Girls	92	4
By Class:			
	Readiness	31	
	Grade I	12	
	Grade II	25	
	Grade III	29	
	Grade IV	40	
	Grade V	27	
	Grade VI	25	
	SMP I	5	
	SMP II	9	
	SMP III	1	
4. Number of Pupils Promoted (1982/83):		177	
In resource room for readiness:		27	

5. Medium of Learning:	<u>SD</u>	<u>SMP</u>	<u>Total</u>
Braille	120	12	132
Print	46	3	49
Both	21	2	23
6. Complete Orientation and Mobility Training:	49		
7. Received Medical Services:	122		
Eye Examinations	101		
Spectacles	10		
Eye Surgery	11		
8. Status of Teachers			
Civil Service	26		
Awaiting Appointment	30		

NON-FORMAL EDUCATIONSUMMARY OF DATA

September, 1983

YOGYAKARTA

<u>Kecamatan</u>	<u>Supervisor</u>	<u>Number of Field Workers</u>	<u>Blind Clients</u>	<u>Referrals to Other Services</u>
Godean	Sukarjo	8	85	14
Sentolo	Martoradjijo	7	29	3
Bambanglipuro	Sutardja	7	40	8
Total		22	154	25

JAKARTA

Penjaringan	Mondasio	8	32	1
Koja	Todung	8	30	-
Cilincing	Radjoeki	4	17	-
Total		20	79	1
Grand Total		42	233	26

ORIENTATION AND MOBILITY: SUMMARY OF DATA

Number of Courses	10
Number of Graduates	100
Number of Schools Served:	
Residential	35
Rehabilitation Centers	11
Integrated Education Project Sites	4
Number of Administrative Staff Trained	10
Number of Visually Handicapped Beneficiaries	Not Available

INTEGRATED EDUCATION

Questionnaire

Regional Project Implementation Unit

Abbreviations: SD = Primary School
 SMP = Junior High School
 SMA = Senior High School

Code: E-Excellent
 G-Good
 F-Fair
 P-Poor

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
1. To what degree has the project demonstrated the feasibility of visually handicapped children to be integrated in the regular education system?				
1.1 in SD	-	2	3	-
1.2 in SMP	-	-	-	-
2. To what degree does the program fit into the current curriculum?	1	3	-	-
3. The acceptance of the program by the principals of schools is	1	3	-	-
4. The communication between the PIU and the schools is	-	4	-	-
5. The communication between the PIU and Balitbang Dikbud has been	-	4	-	-
6. To what degree has your program been supported in the following areas?				
6.1 Administrative problems	-	2	2	-
6.2 Facilities	-	2	2	-
6.3 Books Braille	-	2	3	1
6.4 Books (Print)	-	2	3	1
6.5 Materials	-	2	2	1
7. To what degree has the Provincial Office supported the project?	-	4	-	1

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
8. To what degree has Regional Educational Administration in your province supported the project?				
8.1 Building new resource rooms	<u>-</u>	<u>1</u>	<u>2</u>	<u>2</u>
8.2 Repairing resource rooms	<u>-</u>	<u>1</u>	<u>3</u>	<u>1</u>
8.3 Supplying furniture	<u>-</u>	<u>1</u>	<u>3</u>	<u>1</u>
9. 9.1 Supervision of the special teachers in the schools has been	<u>-</u>	<u>3</u>	<u>2</u>	<u>-</u>
9.2 Each special teacher has been supervised on an average of: (check one)				
9.2.1 Every one to two months	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>
9.2.2. Every three to four months	<u>-</u>	<u>-</u>	<u>1</u>	<u>-</u>
9.2.3 Every five to six months	<u>-</u>	<u>1</u>	<u>-</u>	<u>-</u>
9.2.4. Less than every six months	<u>-</u>	<u>1</u>	<u>-</u>	<u>-</u>
10. The performance and achievement of the integrated pupils in the regular class is				
10.1 academically	<u>1</u>	<u>4</u>	<u>-</u>	<u>-</u>
10.2 socially	<u>-</u>	<u>5</u>	<u>-</u>	<u>-</u>
10.3 motivation to learn	<u>-</u>	<u>5</u>	<u>-</u>	<u>-</u>
11. How effective is O&M training in your area?	<u>5</u>	<u>17</u>	<u>15</u>	<u>10</u>
12. The performance of the special teacher in the following areas has been				
12.1 Acceptance of and follow-up on constructive criticism	<u>-</u>	<u>4</u>	<u>1</u>	<u>-</u>
12.2 Individualized teaching	<u>-</u>	<u>4</u>	<u>1</u>	<u>-</u>
12.3 Efficient management of pupils	<u>-</u>	<u>1</u>	<u>3</u>	<u>-</u>
12.4 Communication with class teacher	<u>1</u>	<u>4</u>	<u>-</u>	<u>-</u>
12.5 Communication with the PIU	<u>1</u>	<u>4</u>	<u>-</u>	<u>-</u>
12.6 Relationship with the principal	<u>1</u>	<u>4</u>	<u>-</u>	<u>-</u>
12.7 Attendance at PIU meetings	<u>1</u>	<u>5</u>	<u>-</u>	<u>-</u>
13. In your opinion, the feasibility of implementing the system of integrated education in other regions is	<u>-</u>	<u>5</u>	<u>-</u>	<u>-</u>

INTEGRATED EDUCATION

Questionnaire

Principals of Integrated Schools

Abbreviations: SD = Primary School
 SMP = Junior High School
 SMA = Senior High School

Code: E-Excellent
 G-Good
 F-Fair
 P-Poor

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
1. To what degree has the program in your school demonstrated the feasibility of educating visually handicapped children in the regular school system?	<u>16</u>	<u>28</u>	<u>3</u>	<u>-</u>
2. To what extent does the aim of the integrated program fit into government policy concerning equalization of education	<u>25</u>	<u>21</u>	<u>1</u>	<u>-</u>
3. How does the integrated program fit into the current curriculum	<u>4</u>	<u>34</u>	<u>9</u>	<u>-</u>
4. The readiness of your school to introduce integrated education was	<u>14</u>	<u>29</u>	<u>3</u>	<u>-</u>
5. The acceptance of the program by the class teacher is	<u>10</u>	<u>36</u>	<u>1</u>	<u>-</u>
6. The acceptance of the visually handicapped children by the sighted children is	<u>10</u>	<u>33</u>	<u>2</u>	<u>-</u>
7. The acceptance of the program by the parents of the visually handicapped children is	<u>21</u>	<u>19</u>	<u>7</u>	<u>-</u>
8. The acceptance of the program by the parents of the sighted children is	<u>10</u>	<u>29</u>	<u>8</u>	<u>-</u>
9. The acceptance of the program by the community is	<u>9</u>	<u>17</u>	<u>6</u>	<u>-</u>
10. The cooperation of the Program Implementation Unit in your region in solving problems has been	<u>5</u>	<u>33</u>	<u>7</u>	<u>2</u>

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
11. The cooperation of the Sub-District administrators in the development of the program has been	<u>5</u>	<u>17</u>	<u>15</u>	<u>10</u>
12. The cooperation of the community, Balitbang Dikbud and others in assisting the program has been	<u>6</u>	<u>23</u>	<u>15</u>	<u>3</u>
13. The possibility of community involvement in the future development of integrated education is	<u>6</u>	<u>30</u>	<u>11</u>	<u>-</u>
14. The performance of the special teacher in relation to his responsibilities for the following tasks is:				
14.1 teaching academic skills	<u>9</u>	<u>36</u>	<u>2</u>	<u>-</u>
14.2 teaching special skills (independence, braille reading, writing, social)	<u>11</u>	<u>26</u>	<u>5</u>	<u>-</u>
14.3 preparation of materials	<u>9</u>	<u>26</u>	<u>9</u>	<u>-</u>
14.4 relationship with the principal	<u>16</u>	<u>23</u>	<u>1</u>	<u>-</u>
14.5 relationship with the class teacher	<u>13</u>	<u>33</u>	<u>1</u>	<u>-</u>
14.6 relationship with the community	<u>8</u>	<u>35</u>	<u>3</u>	<u>-</u>
14.7 regular attendance	<u>8</u>	<u>36</u>	<u>2</u>	<u>-</u>
15. The motivation of the visually handicapped pupils for learning is	<u>8</u>	<u>31</u>	<u>8</u>	<u>-</u>
16. The ability of the integrated children to follow the regular curriculum is	<u>2</u>	<u>26</u>	<u>17</u>	<u>1</u>
17. The ability of the integrated children to participate in the same social activities as the sighted children is	<u>7</u>	<u>17</u>	<u>22</u>	<u>-</u>
18. The performance and achievement of the visually handicapped children in the regular class is				
18.1 academically	<u>-</u>	<u>26</u>	<u>21</u>	<u>-</u>
18.2 socially	<u>-</u>	<u>25</u>	<u>20</u>	<u>-</u>
19. How would you describe the visually handicapped child's mobility after receiving O&M?	<u>2</u>	<u>35</u>	<u>10</u>	<u>-</u>
20. The ability of integrated children to succeed in Junior High School and above is	<u>5</u>	<u>27</u>	<u>14</u>	<u>1</u>
21. In your opinion, the feasibility of implementing integrated education successfully in SMP and SMA is	<u>5</u>	<u>35</u>	<u>5</u>	<u>-</u>

22. Please write "yes" or "no" in each column.

	<u>Adequate</u>	<u>Appropriate</u>
The status of facilities are:		
22.1 Resource area for special teacher	_____	_____
22.2 Desks and chairs	_____	_____
22.3 Braille writer for teacher	_____	_____
22.4 Braille books	_____	_____
22.5 Print books for low-vision	_____	_____
22.6 Print books for teachers	_____	_____
22.7 Writing equipment	_____	_____
27.8 Subject matter materials	_____	_____

THE INTEGRATED EDUCATION

Questionnaire

Special Teacher

Abbreviations: SD = Primary School
 SMP = Junior High School
 O&M = Orientation and Mobility

Code: E-Excellent
 G-Good
 F-Fair
 P-Poor

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
1. The acceptance of integrated education by your principal is	<u>25</u>	<u>26</u>	<u>-</u>	<u>-</u>
2. The acceptance of integrated education by the class teachers is	<u>9</u>	<u>26</u>	<u>5</u>	<u>-</u>
3. The acceptance of the visually handicapped children by their sighted classmates is	<u>12</u>	<u>36</u>	<u>3</u>	<u>-</u>
4. The attitude of the parents of the visually handicapped children toward the program is				
4.1 in SD	<u>19</u>	<u>27</u>	<u>5</u>	<u>-</u>
4.2 in SMP	<u>7</u>	<u>8</u>	<u>2</u>	<u>-</u>
5. Your personal satisfaction with your role as special teacher is	<u>10</u>	<u>24</u>	<u>14</u>	<u>3</u>
6. My relationship with the principal is	<u>20</u>	<u>31</u>	<u>-</u>	<u>-</u>
7. My relationship with the class teachers who have a visually handicapped child in their class is	<u>15</u>	<u>35</u>	<u>1</u>	<u>-</u>
8. My relationship with the parents of the visually handicapped children is				
8.1 I meet with the parents when problems arise	Yes	<u>47</u>	No	<u>4</u>
8.2 I meet with the parents at least once during the school year	Yes	<u>18</u>	No	<u>32</u>

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
9. Your training and preparation for your work was	<u>12</u>	<u>22</u>	<u>15</u>	<u>2</u>
10. Supervision and technical help by the regional PIU has been	<u>6</u>	<u>27</u>	<u>15</u>	<u>3</u>
11. Would you like additional upgrading?	Yes	<u> </u>	No	<u> </u>
If yes, check the appropriate subjects below:				
11.1 Braille Contractions				<u> </u>
11.2 Bahasa Indonesia				<u> </u>
11.3 Mathematics SD				<u> </u>
11.4 Mathematics SMP				<u> </u>
11.5 PMP (Civics)				<u> </u>
11.6 IPA SD (Science)				<u> </u>
11.7 IPA SMP				<u> </u>
11.8 IPS SD (Social Studies)				<u> </u>
11.9 IPS SMP				<u> </u>
11.10 Skills				<u> </u>
11.11 English				<u> </u>
12. The participation of the pupils in the regular class for specific subjects is	<u>8</u>	<u>29</u>	<u>14</u>	<u>-</u>
13. The academic ability of the integrated pupils is	<u>2</u>	<u>30</u>	<u>17</u>	<u>1</u>
14. The socialization of the children with their sighted classmates during recess is	<u>15</u>	<u>26</u>	<u>10</u>	<u>-</u>
15. The participation of the pupils in school activities is	<u>5</u>	<u>30</u>	<u>13</u>	<u>2</u>
16. To what extent has O&M training helped the visually handicapped child to walk freely?	<u>7</u>	<u>24</u>	<u>16</u>	<u>1</u>
17. To what degree have the personalities of your pupils improved since they have been in school?	<u>14</u>	<u>29</u>	<u>9</u>	<u>-</u>

18. The supply of the following materials has been:

(Please write Yes or No in each column)

	<u>Adequate</u>	<u>Appropriate</u>
18.1 Bralle textbooks	—	—
18.2 Print textbooks for low-vision	—	—
18.3 Print textbooks for teacher	—	—
18.4 Slates and styluses	—	—
18.5 Teaching aids	—	—

INTEGRATED EDUCATION

Questionnaire

Class Teacher

Abbreviations: SD = Primary School
SMP = Junior High School

Code: E-Excellent
G-Good
F-Fair
P-Poor

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
1. The feasibility of the integrated program in the SD is	<u>8</u>	<u>36</u>	<u>6</u>	<u>-</u>
2. To what extent does the integrated program fit into the current curriculum	<u>3</u>	<u>36</u>	<u>11</u>	<u>-</u>
3.1 The acceptance of the program by the community is	<u>9</u>	<u>35</u>	<u>4</u>	<u>2</u>
3.2 The acceptance of the visually handicapped child in the class is	<u>7</u>	<u>34</u>	<u>5</u>	<u>-</u>
3.3 The effect of the program on the learning process in the class is	<u>1</u>	<u>23</u>	<u>18</u>	<u>-</u>
3.4 The effect of the integrated program on the task of the teacher is	<u>3</u>	<u>27</u>	<u>19</u>	<u>-</u>
4. What is your opinion about integrated education	<u>15</u>	<u>19</u>	<u>4</u>	<u>-</u>
5. How is your ability to carry out the integrated program	<u>-</u>	<u>21</u>	<u>23</u>	<u>2</u>
6. To what degree are you able to motivate the visually handicapped child to compete with his sighted classmates	<u>2</u>	<u>25</u>	<u>22</u>	<u>1</u>
7. Evaluation result of the learning ability of the visually handicapped child in comparison to the sighted children in	<u>2</u>	<u>28</u>	<u>17</u>	<u>3</u>
8. The visually handicapped child's ability to socialize in the class is	<u>-</u>	<u>35</u>	<u>12</u>	<u>-</u>

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
9. His diligence in the class is	<u>8</u>	<u>31</u>	<u>10</u>	<u>1</u>
10. The visually handicapped child's participation in group activities is	<u>-</u>	<u>26</u>	<u>19</u>	<u>5</u>
11. The visually handicapped child's ability to follow in the subjects in the class is	<u>4</u>	<u>28</u>	<u>16</u>	<u>2</u>
12. The availability of equipment and teaching material for the program is	<u>1</u>	<u>10</u>	<u>25</u>	<u>14</u>
13. The visually handicapped child's progress each year is	<u>1</u>	<u>25</u>	<u>22</u>	<u>2</u>
14. In your opinion, the child's ability to walk freely at school is	<u>3</u>	<u>24</u>	<u>19</u>	<u>2</u>
15. What constraints have you encountered in carrying out the integrated program? (Insufficient Material)				
16. Which subjects difficult for the visually handicapped child? (Science, Mathematics, Physical Education, Art)				
17. Are there any difficulties to prevent the program from running smoothly? If yes, what are they? (Occasional absence of Special Teacher, Insufficient Braille Books)				

INTEGRATED EDUCATION

Questionnaire

Visually Handicapped Child

Code: E-Excellent
 G-Good
 F-Fair
 P-Poor

	<u>Yes</u>	<u>No</u>
1. Do you like going to school with sighted children?	<u>44</u>	<u>-</u>
2. Do your sighted friends like being with you in school?	<u>44</u>	<u>-</u>
3. Do you feel able to follow the lessons like your sighted classmates?	<u>47</u>	<u>1</u>
4. Do you receive enough attention from your special teacher?	<u>49</u>	<u>1</u>
5. Does the class teacher give satisfactory attention to you?	<u>50</u>	<u>3</u>
6. Do your sighted friends like to help you with your lessons?	<u>48</u>	<u>2</u>
7. Do you play with your sighted friends?	<u>49</u>	<u>1</u>
8. Do you want to advance in your studies and stay at school with your sighted friends?	<u>43</u>	<u>1</u>
9. Do you go to school and back home again by yourself?	<u>26</u>	<u>19</u>
10. Do you use the cane after the instruction how to use it?	<u>16</u>	<u>29</u>

	<u>Yes</u>	<u>No</u>
11. Are you able to:		
11.1 Take a bath yourself]	<u>49</u>	<u>-</u>
11.2 Put your own clothes on]		
11.3 Help in the kitchen]		
11.4 Help clean the house]		
12. Do you want to go on for further studies?	<u>50</u>	<u>-</u>
13. Do you feel you are able to do so?	<u>50</u>	<u>-</u>
14. Do you prefer to be alone?	<u>3</u>	<u>47</u>
15. Do you feel happy being with:	<u>48</u>	<u>-</u>
15.1 family]		
15.2 friends]		
15.3 others]		
16. Do you feel that you have made progress in the following studies:	<u>45</u>	<u>5</u>
16.1 Religion]		
16.2 Pancasila]		
16.3 Indonesian Language]		
16.4 Mathematics]		
16.5 Sport]		
16.6 Arts]		
16.7 Handicraft]		
16.8 Social Studies]		
16.9 Science]		
17. Do you have sufficient books?	<u> </u>	<u> </u>
18. Do you have sufficient equipment to follow the lessons?	<u> </u>	<u> </u>

INTEGRATED EDUCATION

Questionnaire

Sighted Pupil

	<u>Yes</u>	<u>No</u>
1. Do you think that visually handicapped children should go to school?	<u>44</u>	<u>-</u>
2. Do you like to be in school with visually handicapped children?	<u>44</u>	<u>-</u>
3. Do you like to play with visually handicapped children?	<u>50</u>	<u>-</u>
4. Have you come to know the visually handicapped children better through integrated education?	<u>49</u>	<u>3</u>
5. Do you like to help your visually handicapped friend with his school work?	<u>52</u>	<u>-</u>
6. Do you think that your visually handicapped classmate can compete academically in the class?	<u>49</u>	<u>3</u>
7. Does your visually handicapped friend work well in class with you?	<u>47</u>	<u>4</u>
8. Do you feel that the teacher still gives enough attention to you, now that your visually handicapped friends are in your class?	<u>46</u>	<u>6</u>

INTEGRATED EDUCATION

Questionnaire

Parent of Visually Handicapped Child

Code: E-Excellent
 G-Good
 F-Fair
 P-Poor

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
1. How do you feel about educating visually handicapped children with sighted children?	<u>20</u>	<u>19</u>	<u>1</u>	<u>-</u>
2. How do you feel about your child participating in the program?	<u>14</u>	<u>24</u>	<u>1</u>	<u>-</u>
3. How does your child feel about participating in the program?	<u>12</u>	<u>26</u>	<u>-</u>	<u>1</u>
4. To what extent does the integrated program meet your hopes for your child?	<u>11</u>	<u>23</u>	<u>2</u>	<u>1</u>
5. What is the attitude toward your child of:				
5.1 Class Teacher	<u>11</u>	<u>28</u>	<u>-</u>	<u>-</u>
5.2 Special Teacher	<u>26</u>	<u>14</u>	<u>-</u>	<u>-</u>
5.3 Sighted Child at School	<u>11</u>	<u>27</u>	<u>1</u>	<u>-</u>
5.4 Community	<u>11</u>	<u>21</u>	<u>6</u>	<u>-</u>
6. In your opinion, what is the ability of your child to follow the subjects in the integrated class?	<u>8</u>	<u>19</u>	<u>12</u>	<u>-</u>
7. How satisfied are you with your child's progress in school?	<u>9</u>	<u>19</u>	<u>11</u>	<u>-</u>
8. How has integrated program helped your child in:				
8.1 Playing with sighted friends	<u>12</u>	<u>22</u>	<u>5</u>	<u>-</u>
8.2 Taking care of his personal needs, as bathing, dressing, etc.?	<u>8</u>	<u>25</u>	<u>5</u>	<u>1</u>
8.3 Helping in the kitchen?	<u>4</u>	<u>16</u>	<u>18</u>	<u>1</u>
8.4 Helping in cleaning the house?	<u>4</u>	<u>20</u>	<u>15</u>	<u>-</u>
8.5 Going by himself to different places in the community?	<u>7</u>	<u>18</u>	<u>11</u>	<u>2</u>

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
9. The guidance given by the special teacher to your child is	<u>11</u>	<u>20</u>	<u>1</u>	<u>-</u>
10. The attention given by the class teacher to your child is	<u>9</u>	<u>24</u>	<u>6</u>	<u>-</u>
11. As a result of this program, how do you feel about allowing your child to be more active at home and in the community?	<u>5</u>	<u>27</u>	<u>7</u>	<u>-</u>
12. To what extent has your child's confidence in himself improved?	<u>7</u>	<u>25</u>	<u>6</u>	<u>1</u>
13. As a result of the program, the <u>change</u> in your family's feelings toward your visually handicapped child has been	<u>9</u>	<u>27</u>	<u>2</u>	<u>-</u>
14. As a result of the program, the <u>change</u> in your hopes and expectations for <u>your</u> child is	<u>9</u>	<u>27</u>	<u>4</u>	<u>-</u>
15. As a result of the program, does your child have more sighted friends?	<u>Yes</u>	<u>28</u>	<u>No</u>	<u>1</u>
16. As a result of the program, are more sighted children playing with your child more often at home?	<u>Yes</u>	<u>36</u>	<u>No</u>	<u>3</u>
17. List your ideas that would help to improve the program.				

18. What is the possibility that this program could help to educate other blind children	<u>15</u>	<u>18</u>	<u>3</u>	<u>-</u>
19. Your hope that your child will continue his education in Integrated Education after SD is	<u>16</u>	<u>20</u>	<u>-</u>	<u>-</u>

INTEGRATED EDUCATION QUESTIONNAIRES

RAW DATA

Code: E G F P

E-Excellent, G-Good, F-Fair, P-Poor

P R O G R A M A C C E P T A N C E

Respon- dent	Q	Princi- pal of school	Q	Special teacher	Q	Class teacher	Q	Parent VH pupil	Q	Parent sighted pupil	Q	VH pupil	Q	Sighted pupil
P I U 4	3	1 3 - -												
Princi- pal 47	4	14 29 3 0			5	10 36 1 0	7	21 19 7 0	8	10 29 8 0 9 17 24 6 0			6	10 33 2 0
Special teacher 51	1	25 26 0 0			2	9 26 5 0	4.1 19 27 5 0 4.2 7 8 2 0						3	12 36 3 0
Class teacher 50					4	15 19 4 0			3.1	9 35 4 2			3.2	7 34 5 0
Parent VH pupil 39			5.2	26 4 0 0	5.1	11 28 0 0	2	14 24 1 0 4 11 23 2 1	5.4	11 21 6 0	3	12 26 0 1	5.3	11 27 1 0
Parent sighted pupil 51									2	Yes No 48 3			3	Yes No 49 2
VH pupil											1	Yes No 44 0	2	Yes No 44 0
Sighted pupil													3	Yes No 50 0

Respondents are positive about integrated education. Out of the 336 respondents who answered a total of 27 questions, which included cross-checks on other respondents' opinions, three parents of sighted children do not agree with the concept, yet all sighted children are pleased to have a visually handicapped in their classes. One thousand and forty-five responses to the questions on acceptance were excellent to good and 65 responses were fair.

PERFORMANCE OF VH PUPIL

Respondent	Q	Motivation	Q	Participation	Q	Academic	Q	Social	Q	O & M
PIU	10.2	- 5 - -			10.1	1 4 - -		10.3	- 5 - -	
Principal of school	15	8 31 8 0	16	2 26 17 1	18.1	- 26 21 0	17	7 17 22 0	19	2 35 10 0
Special teacher			12	8 29 14 0	13	2 30 17 1	14	15 26 10 0	16	7 24 16 1
			15	5 30 13 2						
Class teacher	9	8 31 10 1	10	- 26 19 5	11	4 28 16 2	8	- 35 12 0	14	3 24 19 2
					13	1 25 22 2				
Parent VH pupil			8.3	4 16 18 1	6	8 19 12 -			8.5	7 18 11 2
			8.4	4 20 15 0						
VH pupil					3	Yes 47 No 1		Yes 42 No 8	9	Yes 26 No 19
					16	45 5			10	16 29
Sighted pupil					6	Yes 49 No 3				
					7	47 4				

All respondents agree that the visually handicapped pupils are eager to achieve. Participation in the school is good, but the class teachers responses indicate that some visually handicapped children do not participate actively in group activities.

With respect to sharing responsibilities in the home, many parents permit their children to assist in household chores.

Except for a few negative responses, the range of academic ability of the visually handicapped pupils is equivalent to that of the sighted pupils. Some of the visually handicapped pupils excel in their studies.

The degree of socialization with the sighted children in school ranges from fair to good.

The responses concerning O&M vary depending on whether the child has received training. Those pupils with training move freely around the school. However, outside the school, many are reluctant to use the white cane.

PERFORMANCE OF SPECIAL TEACHER

Respondent	Cooperation						Support	
	Q	Princip- pal	Q	Class teacher	Q	Parent VH pupil	Q	Academic
P I U	12.6	<u>1</u> <u>4</u> --	12.4	<u>1</u> <u>4</u> --			12.2	<u>-</u> <u>4</u> <u>1</u> <u>-</u>
							12.3	<u>-</u> <u>1</u> <u>3</u> <u>-</u>
Princi- pal of school	14.4	<u>16</u> <u>23</u> <u>1</u> <u>0</u>	14.5	<u>13</u> <u>33</u> <u>1</u> <u>0</u>	14.6	<u>8</u> <u>35</u> <u>3</u> <u>0</u>	14.1	<u>9</u> <u>36</u> <u>2</u> <u>0</u>
							14.3	<u>9</u> <u>26</u> <u>9</u> <u>0</u>
							14.2	<u>11</u> <u>26</u> <u>5</u> <u>0</u>
Special teacher	6	<u>20</u> <u>31</u> <u>0</u> <u>0</u>	7	<u>15</u> <u>35</u> <u>1</u> <u>0</u>	8.1	Yes No <u>47</u> <u>4</u>	9	<u>12</u> <u>22</u> <u>15</u> <u>2</u>
					8.2	<u>18</u> <u>32</u>		
Parent VH pupil							9	<u>17</u> <u>20</u> <u>1</u> <u>0</u>
VH pupil							4	Yes No <u>49</u> <u>1</u>

Respondents agree that cooperation among special teacher, supervisor, principal and class teacher is good.

All respondents were positive concerning the teaching ability and guidance of the special teacher.

One of the shortcomings of a number of special teachers is a lack of communication with parents.

Half of the special teachers feel that their preparation was not sufficient for their task.

P E R F O R M A N C E

Respon- dent	Q	Class teacher	Q	Parent VH pupil	Q	Parent sighted pupil	Q	Commun- ity	Q	Local adminis- tration
Princi- pal of school					12	<u>6</u> <u>23</u> <u>15</u> <u>3</u>			11	<u>5</u> <u>17</u> <u>15</u> <u>10</u>
Class teacher	5	<u>0</u> <u>21</u> <u>23</u> <u>2</u>								
	6	<u>2</u> <u>25</u> <u>22</u> <u>1</u>								
Parent VH pupil	10	<u>9</u> <u>24</u> <u>6</u> <u>0</u>	7	<u>9</u> <u>19</u> <u>11</u> <u>0</u>						
			11	<u>5</u> <u>27</u> <u>7</u> <u>0</u>						
Parent sighted pupil	5	Yes No <u>5</u> <u>43</u>					4	<u>48</u> <u>3</u>		
Sighted pupil	8	<u>46</u> <u>6</u>								
VH pupil	5	<u>50</u> <u>3</u>								

The presence of the visually handicapped pupil has not affected the class teacher's management of the class. However, half of the class teachers do not feel as capable as they would like to fulfill their tasks.

Integration has increased parental consciousness of the visually handicapped child's need to be an active member of the family. In the majority of communities, interest and support is positive.

Half of principals indicated that sub-district cooperation is less than satisfactory.

P E R F O R M A N C E

Respondent	Administration								Supervision			
	Cooperation				Support							
	Q	School	Q	Central Office	Q	Administration	Q	Facilities	Q	Material	Q	Special teacher
PIU	5	4	4	4	6.1	2 2	6.2	0 2 2 0	6.3	0 2 3 1	9	0 3 2 0
Principal of school	10	5	33	7	2							
Special teacher											10	6 27 15 3
Class teacher									12	1 10 25 14		

The administrative cooperation between the regional PIU and the schools is good.

Supervision in the PIU of the special teacher is less than adequate in some areas.

Both the PIU and the class teacher feel that more materials should be provided.

Resource room facilities in some schools are inadequate.

V H P u p i l

Community

Respondent	Q	Independence		Q	Increased Confidence		Q	Increased Socialization		Q	Attitude Change																			
P I U	11	<u>1</u>	<u>3</u>	<u>1</u>	<u>0</u>																									
Special Teacher	17	<u>7</u>	<u>24</u>	<u>16</u>	<u>1</u>	17	<u>14</u>	<u>29</u>	<u>9</u>	<u>0</u>	5	<u>10</u>	<u>24</u>	<u>14</u>	<u>3</u>															
Parent .VH Pupil	8.2	<u>8</u>	<u>25</u>	<u>5</u>	<u>1</u>	12	<u>7</u>	<u>25</u>	<u>6</u>	<u>1</u>	8 15	<u>12</u>	<u>22</u>	<u>5</u>	<u>0</u>	4 13 14 16	<u>9</u>	<u>27</u>	<u>4</u>	<u>0</u>	<u>9</u>	<u>27</u>	<u>2</u>	<u>0</u>	<u>9</u>	<u>27</u>	<u>4</u>	<u>0</u>	Yes <u>48</u>	No <u>3</u>
Parent Sighted Pupil																6 7	Yes <u>48</u>	No <u>2</u>	<u>49</u>	<u>1</u>										
VH Pupil	11	Yes <u>49</u>	No <u>0</u>			12 13	Yes <u>50</u>	No <u>0</u>			6 7 15	Yes <u>48</u>	No <u>2</u>				Yes <u>43</u>	No <u>1</u>												
Sighted Pupil											4	<u>49</u>	<u>3</u>				Yes <u>52</u>	No <u>0</u>												

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Except for an occasional negative response, integration has increased the visually handicapped child's independence, confidence and socialization in school and community.

The positive impact on attitude change is evident in the increased understanding of the visually handicapped child's need and capabilities by the sighted children and the parents of both visually handicapped and sighted pupils.

F E A S I B I L I T Y O F P R O G R A M

Respondent	Q	Current		Q	Current Curriculum	Q	Expansion		
							to higher education	Institutionalization	
P I U	1.1	<u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u> <u> </u>	2	<u> </u> <u> </u> <u> </u> <u> </u>			13	<u> </u> <u> </u> <u> </u> <u> </u>
Principal of school	1	<u>16</u> <u>28</u> <u>3</u> <u>0</u>	<u> </u> <u> </u> <u> </u> <u> </u>	3	<u>4</u> <u>34</u> <u>9</u> <u>0</u>	20	<u>5</u> <u>27</u> <u>14</u> <u>1</u>	13	<u>6</u> <u>30</u> <u>11</u> <u>0</u>
	2	<u>25</u> <u>21</u> <u>1</u> <u>0</u>	<u> </u> <u> </u> <u> </u> <u> </u>		<u> </u> <u> </u> <u> </u> <u> </u>	21	<u>5</u> <u>35</u> <u>7</u> <u>0</u>		<u> </u> <u> </u> <u> </u> <u> </u>
Class teacher	1	<u>8</u> <u>36</u> <u>6</u> <u>0</u>	<u> </u> <u> </u> <u> </u> <u> </u>	2	<u>3</u> <u>36</u> <u>11</u> <u>0</u>				
	3.3	<u>1</u> <u>23</u> <u>18</u> <u>0</u>	<u> </u> <u> </u> <u> </u> <u> </u>		<u> </u> <u> </u> <u> </u> <u> </u>				
Parent VH pupil	1	<u>20</u> <u>19</u> <u>1</u> <u>0</u>	<u> </u> <u> </u> <u> </u> <u> </u>			20	<u>16</u> <u>20</u> <u>0</u> <u>0</u>	19	<u>15</u> <u>18</u> <u>3</u> <u>0</u>
Parent sighted pupil	1	Yes No <u>48</u> <u> </u>	<u> </u> <u> </u> <u> </u> <u> </u>					8	Yes No <u>49</u> <u> </u>

There is concensus of the responses that the current curriculum is suitable and the project can be implemented in the education system.

A number of class teachers question the effect on the learning process in the class.

Most principals and all parents would like to have integrated education continue past the primary level.

All respondents replied that integrated education should be expanded and institutionalized in the Ministry of Education and Culture.

INTEGRATED EDUCATIONKANWIL ADMINISTRATOR

INTERVIEW QUESTIONS

Region _____

Feasibility

1. In your opinion as an administrator and policy maker, is the education of visually handicapped children with sighted children feasible in Indonesia?
 - Does the integrated education system fit into the overall education system?
 - Do you think that integrated education should be expanded in your province?

Implementation

2. From the administrator's viewpoint, what recommendations would you make to improve the efficiency of the present and future programs?
 - administration
 - finances
 - supervision

Current Impact

3. Has your attitude toward what blind children are capable of doing changed as a result of this program? If so, in what way?
4. Do you think that the program has had a similar effect on others? When and where have you seen these changes?
5. Aside from the immediate benefits this program has had on visually handicapped children, are there other individuals or groups who have benefitted? In what ways?
 - attitude change
 - human relationships
 - professional knowledge
 - understanding

6. Have you noticed any increased attention to the needs of handicapped people in the last few years?
What is responsible for this?
7. Can you think of anything learned from the HKI work that has or will contribute to planning future services for the hand-capped?
8. Can you think of a single significant contribution that HKI has made to the development of services for the visually handicapped?
9. Have there been any significant shortcomings in HKI technical assistance? What are they?
10. If you look to the year 2000, in what ways do you think that services to the handicapped will change in Indonesia?

INTEGRATED EDUCATION
PROJECT IMPLEMENTATION UNIT

INTERVIEW QUESTIONS

Region _____

Date _____

Feasibility

1. Do you think that Integrated Education is feasible in Indonesia?

Implementation

2. Have you found any major problems in the following areas?
 - acceptance by principals, class teachers, sighted pupils, community
 - performance of the special teacher (GPK)
 - participation of the visually child in class and social activities
 - supervision of the program
 - administration: communication, materials, personnel, other

Current Impact

3. Has your attitude toward what visually handicapped children are capable of doing changed as a result of the program?
4. Has the program benefitted the children, both visually handicapped and sighted, families, teachers and community? If so, how?
 - attitude changes
 - motivation
 - self-confidence of the visually handicapped child
5. What do you think has been learned from this program that might be helpful in planning future efforts for the blind and other handicapped individuals?

INTEGRATED EDUCATION
PRINCIPAL OF INTEGRATED SCHOOL
 INTERVIEW QUESTIONS

Region _____

Date _____

School _____

Feasibility

1. Has the program in your school demonstrated that visually handicapped children can be educated in a regular school with some additional help and materials from a special teacher?
- 1a. Do you think that, despite problems, integrated education fits into the system of regular education?

Implementation

2. Were you sufficiently prepared to receive the Integrated Education program in your school? If not, why not?
3. Are the attitudes of your classroom teachers toward the program positive? If not, why?
4. What is your opinion of the academic achievement of the integrated children?
5. Do the children socialize with their sighted classmates?
6. Do you have administrative or implementation problems that need solution? What are they?

Current Impact

7. Has your attitude toward what visually handicapped children are capable of doing changed as a result of this program? If so, in what way?
8. Has the community accepted and supported the program in any way?
 - attitude change
 - benefits to the community

9. Have the personalities of the visually handicapped children improved since they started to attend school?
10. Are the parents of the visually handicapped children satisfied with the program?

INTEGRATED EDUCATION
VISUALLY HANDICAPPED CHILD
 INTERVIEW QUESTIONS

Region _____

Date _____

School _____

Class (1982/83)Date started
in Program _____Feasibility

1. Do you like to be learning in a school like all other children?

Implementation

2. Are you satisfied with your grades or do you think you could do better?

3. Do you play with the children in your regular class during recess?

4. Have you learned to use the white cane? Has it helped you to be more independent in travel in your community?

Impact

5. Do you have more friends at home than you had before you started to go to school?

6. Do you do more things at home by yourself?

- bath
- clean house
- help in the kitchen
- make your bed

7. Are people in your community more friendly to you than before you started school?

8. Do you want to continue studying in Integrated Education? If not, why?

INTEGRATED EDUCATION
SPECIAL EDUCATION TEACHER
 INTERVIEW QUESTIONS

Region _____

Date _____

Resource _____

Date started teaching _____

Itinerant _____

Number of Pupils _____

Feasibility

1. From your experience, do you think that the integrated program meets the needs of the visually handicapped child?
 - academically
 - socially
 - emotionally

Implementation

2. Have the integrated pupils been able to compete with the sighted pupils?
3. Are they well-adjusted to the integrated situation?
4. Do the class teachers feel that the visually handicapped child is a burden in her class? Or are there advantages to having the child in the class?
5. Do you have sufficient support from the PIU in your region?
 - supervision
 - upgrading
 - books and materials
6. What suggestions do you have to improve the program?

Impact

7. In your opinion, what value has integrated education had to:
 - parents
 - visually handicapped children: psychologically, socially, academically
 - community: attitudes toward blindness
 - sighted children: Do they study and play together?

DATA BASES FOR COMPARATIVE COST TABLEI. Residential Schools

A. Data Sources: 1982/83 Statistics of Special Schools
Sub-Directorate of Special Education

1. Number of Schools with Primary Classes

Ministry of Education	5
Other	40

2. Number of Pupils (primary)

Ministry of Education Schools	233
Other	812
Total (45 schools)	<u>1045</u>

3. Average Number of Pupils/Schools (primary classes)

Ministry of Education	46
Other	20.6
Combined (45 schools)	23

NOTE: Range of number of pupils/school was 1 to 71.
Eight schools with less than three pupils
were omitted from the calculations.

4. Number of Primary Teachers

Ministry of Education Schools	112
Other	267
Total	<u>379</u>

5. Pupil/Teacher Ratio

Ministry of Education Schools	2.1	(233 ÷ 112)
Other	3.0	(812 ÷ 267)
Average (45 schools)	2.75	(1045 ÷ 379)

B. Buildings and Facilities

1. Pro-ratings

Buildings	20 years
Furniture	10 years
Braille Writer	6 years
Braille Books	5 years

2. Construction calculations based on:

Ministry of Education residential schools	12 rooms
Ministry of Education SDLB	5 rooms

Average number of pupils, including post-primary/
school:

Ministry of Education residential schools	70
All schools	28
SDLB (projection)	20

II. Integrated Education

A. Data Sources: Balitbang Dikbud and Regional Education
offices

B. Costs are actual expenditures in 1982/83 based on:

52	Special Education teachers
184	pupils
1	O&M instructor for one year
2	O&M instructors for one-half year each

C. Pupil/teacher ratio 3.3 (184 ÷ 52)

III. Projections for Integrated Education and SDLB future programs are estimates, based on the assumptions that the pupil/teacher ratios would be the same as the Integrated program and that the SDLB would have a minimum enrollment of twenty children in the four handicap areas.

INTEGRATED EDUCATION
COMPARATIVE COSTS/CHILD/YEAR (BASIS 1982)
PRIMARY EDUCATION

Code: MOE - Ministry of Education

n.p - not projectable

ITEM	
1. BUILDINGS	
a. School: Residential	Rp. 32,760,000 ÷ 20 ÷ no. of pupils
SDLE	Rp. 13,000,000 ÷ 20 ÷ no. of pupils
b. Dormitory	Rp. 50,000,000 ÷ 20 ÷ no. of pupils
c. Residence (Principal)	Rp. 4,000,000 ÷ 20 ÷ no. of pupils
d. Residence (Watchman)	Rp. 1,500,000 ÷ 20 ÷ no. of pupils
e. Resource Room	Rp. 1,250,000 ÷ 20 ÷ 184
2. PERSONNEL (Salaries/Honoraria)	
a. Principal (Rp. 90,000 x 12 ÷ total no. of pupils)	
b. Special Education Teacher (Rp. 50,000 x 12 ÷ ratio)	
c. Supervisor Dormitory (Rp. 40,000 x 12 ÷ no. of pupils)	
d. Assistants (school services) Rp. 25,000 x 4 x 12 ÷ no. of pupils	
e. Instructor O & M (percentage of salary/child)	
f. Project Implementation Unit (Rp. 540,000 x 12 ÷ 184)	
3. TRANSPORTATION	
a. Minibus (Rp. 7,500,000 ÷ 10 years ÷ no. of pupils)	
b. Gas (Rp. 30,000 x 12 ÷ no. of pupils)	
c. O & M Instructor (Rp. 15,000 x 11 mos. x 4 teachers ÷ 184) (Integrated ED)	
d. Itinerant teachers (Rp. 10,000 x 11 mos. x 14 teachers ÷ 184) (Integrated ED)	
e. Supervision	
4. MEALS	
5. FACILITIES	
a. Desk/chair (class)	Rp. 25,000 ÷ 10
b. Cupboard (class)	Rp. 35,000 ÷ 10 ÷ ratio
c. Office furniture	Rp. 260,000 ÷ 10 ÷ no. of pupils
d. Bed/cupboard (dormitory)	Rp. 75,000 ÷ 10
e. Dining table/chair	Rp. 50,000 ÷ 10 ÷ 4 children
f. Kitchen	Rp. 100,000 ÷ 10 ÷ no. of pupils
6. EQUIPMENT AND MATERIALS	
a. Braille Writer (one/teacher)	Rp. 315,000 ÷ 6 years ÷ ratio
b. Slate and stylus (one/pupil)	
c. Braille paper	
d. Braille books (Grade IV) 12 x 5000 ÷ 5 years	

	TYPES OF PROGRAMS				
	RESIDENTIAL	INTEGRATED		INTEGRATED	SDLB
	MOE 1	All schools 2	3	(Projected transition to General Education) 4	5
1. a.	23,400	52,500	-----	-----	32,500
b.	35,700	89,800	-----	-----	-----
c.	2,850	7,150	-----	-----	10,000
d.	1,070	2,700	-----	-----	5,000
e.	-----	-----	1,360	n.p.	-----
2. a.	23,500	38,600	3,100	3,100	54,000
b.	285,700	218,200	171,400	181,800	181,800
c.	6,900	17,100	-----	-----	-----
d.	17,100	32,200	-----	-----	15,000
e.	8,700	21,400	16,300	16,300	16,300
f.	-----	-----	35,000	-----	-----
3. a.	10,700	26,800	-----	-----	n.p.
b.	5,100	12,800	-----	-----	n.p.
c.	-----	-----	3,600	5,000	n.p.
d.	-----	-----	8,400	-----	-----
e.	2,500	5,000	Included in f. above	5,000	5,000
4.	245,000	245,000	-----	-----	-----
5. a.	2,500	2,500	2,500	2,500	2,500
b.	1,650	1,270	1,100	1,100	1,100
c.	350	950	100	100	1,100
d.	7,500	7,500	-----	-----	-----
e.	1,250	1,250	-----	-----	-----
f.	150	360	-----	-----	-----
6. a.	25,000	19,000	15,900	15,900	15,900
b.	3,000	3,000	3,000	3,000	3,000
c.	9,000	9,000	9,000	9,000	9,000
d.	12,000	12,000	12,000	12,000	12,000
TOTAL	730,620	832,080	282,760	254,800	364,200

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COSTS AND BENEFITS

It is too soon to determine the dollar cost-benefit of the project with respect to the future economic self-sufficiency of the visually handicapped child. The non-dollar benefits have been discussed in the previous section on results.

Besides comparing costs of the two systems, the following table includes estimated costs of expansion of the project and a modified approach through SDLB's (INPRES Special Education Primary Schools for other categories of handicaps) which is currently in the planning stage. Costs which are not projectable are noted as "N.P."

Costs were calculated for primary education only, except for residential construction and salary costs which were pro-rated for total enrollment, including post-primary pupils.

Residential costs are listed for two categories:

Column 1, Ministry of Education schools only; and
Column 2, all schools (five MOE and 40 Ministry of Social Welfare and private schools.)

Column 1 is based on real costs with the exception that initial salaries were used and are actually higher for personnel with long experience. Column 2 presents a total overview of current residential costing.

Certain costs were not included because complete and accurate figures were not obtainable, e.g.

- cost of land for residential and SDLB schools
- volunteer contributions (renovation of resource rooms, medical services, teaching aids
- meetings
- monitoring by the central office
- percentage of SD class teachers' salaries related to Integrated Education
- percentage of auxiliary teachers' salaries related to Residential Schools

NON-FORMAL EDUCATION

Questionnaire

Field Worker

Name of Kecamatan _____

How long have you been a field worker? _____ months

Since you started your duties as a field worker, how many blind people have you worked with? Clients finished _____
 Clients still active _____
 Total _____

Approximately how many hours a week are you involved in activities for this program? _____ hours/week

Code: E-Excellent
 G-Good
 F-Fair
 P-Poor

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
1. To what degree has the Non-Formal Education of the blind project demonstrated that blind people can be trained to become more independence and active in their communities?	<u>5</u>	<u>3</u>	<u>3</u>	<u>-</u>
2. The appropriateness of the skills and techniques you teach the blind client to meet his needs is	<u>-</u>	<u>7</u>	<u>4</u>	<u>-</u>
3. The acceptance of this program by your blind client and their families is	<u>3</u>	<u>7</u>	<u>1</u>	<u>-</u>
4. The cooperation of your blind clients and their families to participate in this program is	<u>3</u>	<u>6</u>	<u>2</u>	<u>-</u>
5. The training you received to prepare you to be a field worker was	<u>2</u>	<u>2</u>	<u>6</u>	<u>1</u>
6. The knowledge the Penilik Penmas has about blindness to help you with problems you encounter in the field is	<u>2</u>	<u>4</u>	<u>5</u>	<u>-</u>

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
7. In your opinion, the concept of using field workers to train blind people is	<u>-</u>	<u>2</u>	<u>9</u>	<u>-</u>
8. The willing of your blind clients to use the special skills and techniques that you teach him on a daily basis is	<u>-</u>	<u>6</u>	<u>4</u>	<u>1</u>
9. The willingness of the families and friends of your blind clients to allow the blind client to use the skills and techniques that you teach him is	<u>1</u>	<u>9</u>	<u>1</u>	<u>-</u>
10. Because of the O&M training that you have given your blind clients, their improvement to travel by themselves been	<u>1</u>	<u>6</u>	<u>4</u>	<u>-</u>
11. Because of the activities of daily living training that you have given your blind clients, their ability to participate in helping with household activities has been	<u>-</u>	<u>3</u>	<u>5</u>	<u>-</u>
12. Because of the skill training you have given your blind clients, their chances to earn more money are	<u>-</u>	<u>2</u>	<u>7</u>	<u>-</u>
13. The positive effect that this program has on the way your blind clients feel towards themselves has been	<u>5</u>	<u>3</u>	<u>3</u>	<u>-</u>
14. The willingness of family members to allow the blind person to become more active in the family is	<u>3</u>	<u>7</u>	<u>1</u>	<u>-</u>
15. The increase of public awareness about the blind is	<u>-</u>	<u>7</u>	<u>4</u>	<u>-</u>
16. The change in feeling of neighbors toward your blind clients has been	<u>2</u>	<u>7</u>	<u>2</u>	<u>-</u>
17. The satisfaction you get from training blind people and their families is	<u>-</u>	<u>5</u>	<u>6</u>	<u>-</u>
18. The monthly meetings you attend are	<u>1</u>	<u>5</u>	<u>5</u>	<u>-</u>
19. The structure of the project is	<u>1</u>	<u>4</u>	<u>5</u>	<u>1</u>
20. The supervision you have received by PENMAS, BALITBANG DIKBUD, and the HKI Consultant has been	<u>5</u>	<u>6</u>	<u>-</u>	<u>-</u>

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
21. The financial support you have received to fulfill your duties as a field worker has been	<u>1</u>	<u>5</u>	<u>5</u>	<u>1</u>
22. In your opinion, the need to continue and expand the current program is	<u>5</u>	<u>4</u>	<u>1</u>	<u>1</u>
23. In your opinion, what are the possibilities that this type of program could provide services to other type of handicapped people?	<u>5</u>	<u>4</u>	<u>1</u>	<u>1</u>
24. Please write three ways this program could be improved.				

1. _____

2. _____

3. _____

NON-FORMAL EDUCATION

Questionnaire

Blind Clients

Code: E-Excellent
 G-Good
 F-Fair
 P-Poor

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
1. To what degree has the Non-Formal Education of the blind project helped you to become more independent and active in your community?	<u>14</u>	<u>23</u>	<u>9</u>	<u>3</u>
2. To what degree has the field worker been able to teach you the things you wanted to know or how to do activities that you wanted to be able to do?	<u>5</u>	<u>22</u>	<u>22</u>	<u>-</u>
3. The acceptance of the program by your family and friends has been	<u>25</u>	<u>22</u>	<u>3</u>	<u>-</u>
4. The cooperation of your family and friends to participate in this program has been	<u>15</u>	<u>23</u>	<u>11</u>	<u>-</u>
5. The knowledge the field worker has about blindness is	<u>4</u>	<u>25</u>	<u>20</u>	<u>-</u>
6. The ability of the field worker to train you in the areas that you want training has been	<u>4</u>	<u>22</u>	<u>23</u>	<u>1</u>
7. Your ability to use the skills that you have learned from the field worker on a everyday basis is	<u>2</u>	<u>27</u>	<u>21</u>	<u>-</u>
8. The willingness of your family to allow you to use the skills the field worker has taught you is	<u>16</u>	<u>22</u>	<u>11</u>	<u>1</u>
9. Because of the training that you have received your ability to travel by yourself to places that you could not travel to before is	<u>3</u>	<u>28</u>	<u>18</u>	<u>1</u>

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
10. Because of the training that you have received your ability to do more activities around the house is	<u>5</u>	<u>30</u>	<u>15</u>	<u>-</u>
11. The increase of your knowledge in the areas of reading and writing, health, science, religion, and Bahasa Indonesia is	<u>1</u>	<u>11</u>	<u>28</u>	<u>10</u>
12. To what degree has the training you received helped you to learn a work skill that helps you to earn money for either yourself or your family	<u>4</u>	<u>22</u>	<u>23</u>	<u>1</u>
13. To what degree has the training you received helped you to be less dependent on other people?	<u>5</u>	<u>22</u>	<u>22</u>	<u>1</u>
14. To what degree has the training you received helped your family realize that you can go outside of the house by yourself?	<u>7</u>	<u>26</u>	<u>17</u>	<u>-</u>
15. To what degree has the program helped your family realize that you can be more helpful around the house?	<u>7</u>	<u>27</u>	<u>16</u>	<u>-</u>
16. To what degree has this project helped increase your neighbors awareness of what you are able to do?	<u>3</u>	<u>27</u>	<u>20</u>	<u>-</u>
17. What do you think are the chances this program could help other blind people?	<u>22</u>	<u>14</u>	<u>11</u>	<u>-</u>
18. Please list what kind of training you would like that you have not yet received:				

NON-FORMAL EDUCATION

Questionnaire

Families and Neighbors

A. Kecamatan _____

B. Sex _____

C. Age _____

D. Are you a neighbor or family member of the blind person?

a. _____ Neighbor

b. _____ Family
Member

Code: E-Excellent

G-Good

F-Fair

P-Poor

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
1. To what degree has the Non-Formal Education of the blind project helped the blind person become more independent and active in the community?	<u>3</u>	<u>11</u>	<u>6</u>	<u>1</u>
2. In your opinion how appropriate has the training been that the blind person has received?	<u>2</u>	<u>13</u>	<u>6</u>	<u>1</u>
3. The willingness of the blind person to work with the field worker is	<u>2</u>	<u>15</u>	<u>5</u>	<u>-</u>
4. What are your feelings towards the training the blind person is receiving?	<u>3</u>	<u>11</u>	<u>8</u>	<u>-</u>
5. The knowledge and ability of the field worker to train the blind person and family is	<u>-</u>	<u>11</u>	<u>10</u>	<u>1</u>
6. The cooperation between the blind person and the field worker is	<u>1</u>	<u>18</u>	<u>3</u>	<u>-</u>

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
7. The degree that the blind person uses the training he receives on a daily basis is	<u>-</u>	<u>7</u>	<u>13</u>	<u>2</u>
8. Your knowledge and understanding of the training the blind person is receiving is	<u>1</u>	<u>5</u>	<u>16</u>	<u>-</u>
9. Because of training, the increase in the number of places the blind person can go by himself has been	<u>1</u>	<u>5</u>	<u>16</u>	<u>-</u>
10. Because of training, the number of activities the blind person can do by himself around the house has been	<u>1</u>	<u>12</u>	<u>8</u>	<u>1</u>
11. Because of the training, the increase in the opportunity for blind people to earn a living has been	<u>1</u>	<u>3</u>	<u>9</u>	<u>9</u>
12. Because of the training, the change in the way the blind person feels towards himself has been	<u>1</u>	<u>18</u>	<u>3</u>	<u>-</u>
13. Because of the training, your willingness to let the blind person travel to different places is	<u>2</u>	<u>7</u>	<u>9</u>	<u>4</u>
14. Because of the training, your willingness to let the blind person do more activities in the house is	<u>1</u>	<u>9</u>	<u>11</u>	<u>1</u>
15. In your opinion to what degree would this program benefit other families of blind persons and their neighbors	<u>9</u>	<u>8</u>	<u>5</u>	<u>-</u>
16. Please list three ways that the training of the blind person that you know could be improved:				
1. _____				

2. _____				

3. _____				

NON-FORMAL QUESTIONNAIRESRAW DATA

Code: Q - no. of question
in questionnaire
E - Excellent
G - Good
F - Fair
P - Poor
E G F P

P R O J E C T G O A L S

Respondent	Q	Acceptance of program	Q	Attitude towards program	Q	Feasibility of program	Q	Appropriateness of skills
Supervisor	3	<u>2</u> <u>3</u> <u>1</u> <u>0</u>	4	<u>2</u> <u>4</u> <u>0</u> <u>0</u>	1	<u>0</u> <u>6</u> <u>0</u> <u>0</u>	2	<u>0</u> <u>4</u> <u>2</u> <u>0</u>
Field- worker	3	<u>3</u> <u>7</u> <u>1</u> <u>0</u>	4	<u>3</u> <u>6</u> <u>2</u> <u>0</u>	1	<u>5</u> <u>3</u> <u>3</u> <u>-</u>	2	<u>0</u> <u>7</u> <u>4</u> <u>0</u>
VH person	3	<u>25</u> <u>22</u> <u>3</u> <u>0</u>	4	<u>5</u> <u>23</u> <u>11</u> <u>0</u>	1	<u>14</u> <u>23</u> <u>9</u> <u>3</u>	2	<u>5</u> <u>22</u> <u>22</u> <u>0</u>
Family/ Neighbor	3	<u>2</u> <u>15</u> <u>5</u> <u>0</u>	4	<u>3</u> <u>11</u> <u>8</u> <u>0</u>	1	<u>3</u> <u>11</u> <u>6</u> <u>1</u>	2	<u>2</u> <u>13</u> <u>6</u> <u>1</u>

All participants accept the program. Eighty-nine percent of the responses were enthusiastic.

The positive attitudes are reflected in varying degrees in the questions on participation and cooperation of the persons involved.

The majority of respondents consider the concept of Non-Formal Education practicable. The blind clients are more independent in the activities of daily living and are more socially accepted in the community.

Field workers express doubt about their ability to teach vocational skills to the visually handicapped persons. The visually handicapped persons feel that they would like to learn more skills than they have been taught.

P E R F O R M A N C E

Respondent	Q	Effectiveness of fieldworker	Q	Supervisor	Q	Clients	Q	Family/Neighbor
Supervisor	5	<u>0</u> <u>2</u> <u>4</u> <u>0</u>	6	<u>0</u> <u>3</u> <u>3</u> <u>0</u>	9	<u>0</u> <u>2</u> <u>4</u> <u>0</u>	10	<u>2</u> <u>2</u> <u>0</u> <u>0</u>
	8	<u>0</u> <u>4</u> <u>2</u> <u>0</u>						
Field-worker	5	<u>2</u> <u>2</u> <u>6</u> <u>1</u>	6	<u>2</u> <u>4</u> <u>5</u> <u>0</u>	8	<u>0</u> <u>6</u> <u>4</u> <u>1</u>	9	<u>1</u> <u>9</u> <u>1</u> <u>0</u>
	6	<u>4</u> <u>22</u> <u>23</u> <u>1</u>						
you person	5	<u>4</u> <u>25</u> <u>20</u> <u>0</u>	7	<u>2</u> <u>27</u> <u>21</u> <u>0</u>	8	<u>16</u> <u>22</u> <u>11</u> <u>1</u>	9	<u>1</u> <u>5</u> <u>16</u> <u>0</u>
	6	<u>1</u> <u>18</u> <u>3</u> <u>0</u>						
Family/Neighbor	5	<u>0</u> <u>11</u> <u>10</u> <u>1</u>	7	<u>0</u> <u>7</u> <u>13</u> <u>2</u>	8	<u>1</u> <u>5</u> <u>16</u> <u>0</u>	9	<u>1</u> <u>5</u> <u>16</u> <u>0</u>
	6	<u>1</u> <u>18</u> <u>3</u> <u>0</u>						

About half of each group of respondents feel that the knowledge of the field worker is not sufficient to teach the skills that the visually handicapped person would like to acquire.

Opinions of the supervisor's ability are divided.

The cross-checks confirmed that most of the blind clients are able to use the learned skills, but even though the family accepts the benefits of the training, there are still a number who are reluctant to allow the blind family member to practice his skills.

I M P A C T

C l i e n t s

Respon- dent	Q	General	Q	O & M	Q	A D L	Q	Basic Education	Q	Workskills
Super- visor	14	<u>0</u> <u>3</u> <u>3</u> <u>0</u>	11	<u>1</u> <u>1</u> <u>2</u> <u>0</u>	12	<u>1</u> <u>1</u> <u>3</u> <u>0</u>			13	<u>0</u> <u>2</u> <u>3</u> <u>0</u>
Field- worker	15	<u>5</u> <u>3</u> <u>3</u> <u>0</u>	10	<u>1</u> <u>6</u> <u>4</u> <u>0</u>	11	<u>0</u> <u>3</u> <u>5</u> <u>0</u>			12	<u>0</u> <u>2</u> <u>7</u> <u>0</u>
VH person	13	<u>5</u> <u>22</u> <u>22</u> <u>1</u>	9	<u>3</u> <u>28</u> <u>18</u> <u>1</u>	10	<u>5</u> <u>30</u> <u>15</u> <u>0</u>	11	<u>1</u> <u>11</u> <u>28</u> <u>10</u>	12	<u>4</u> <u>22</u> <u>23</u> <u>1</u>
Family/ Neigh- bor	12	<u>1</u> <u>18</u> <u>3</u> <u>0</u>	9	<u>1</u> <u>5</u> <u>16</u> <u>0</u>	10	<u>1</u> <u>12</u> <u>8</u> <u>1</u>			11	<u>1</u> <u>3</u> <u>9</u> <u>9</u>

The general section addressed the effect of the project on the clients self-image and decreased dependency on others. Except for one negative response, the impact on the client is positive.

The blind persons' expression of increased independence in moving about in the home and neighborhood, and taking care of himself is corroborated by the workers and family.

Only 25% of the clients feel that their knowledge of the basic skills of reading and writing has increased considerably.

The workskills taught have increased the blind persons' opportunities to generate income. One-half of the respondents are earning money within their communities.

I M P A C T

Respon- dent	Q	Family Allow O&M and ADL	Q	Field- workers	Q	Attitude change	Q	Adminis- tration	Q	Supervision
Super- visor	15	<u>0</u> <u>5</u> <u>1</u> <u>0</u>	17	<u>0</u> <u>2</u> <u>2</u> <u>0</u>	16	<u>0</u> <u>3</u> <u>1</u> <u>0</u>	18	<u>0</u> <u>4</u> <u>2</u> <u>0</u>		
Field- worker	14	<u>3</u> <u>7</u> <u>1</u> <u>0</u>	17	<u>0</u> <u>5</u> <u>6</u> <u>0</u>	15	<u>0</u> <u>1</u> <u>4</u> <u>0</u>	19	<u>1</u> <u>4</u> <u>5</u> <u>1</u>	18	<u>1</u> <u>5</u> <u>5</u> <u>0</u>
VII person	14	<u>7</u> <u>26</u> <u>17</u> <u>0</u>			16	<u>3</u> <u>27</u> <u>20</u>			20	<u>5</u> <u>6</u> <u>0</u> <u>0</u>
Family/ Neigh- bor	15	<u>2</u> <u>7</u> <u>9</u> <u>4</u>			14	<u>1</u> <u>9</u> <u>11</u> <u>1</u>				
	14	<u>1</u> <u>9</u> <u>11</u> <u>1</u>								

The family neighbor and the community are more aware of the capabilities of the blind person. He has more responsibilities in the home, but some families are still reluctant to allow the blind person to travel by himself.

All the field workers find personal satisfaction in their work, some more than others.

The supervisors assert that the project fits into the PENMAS system, and all but one of the field workers approve the administrative structure of the project. Individual supervision and monthly case conferences are beneficial.

I M P A C T

Respondent	Q	P I N A N C E S				E X P A N S I O N									
		Selfgenerating				Working money									
Supervisor	19	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	20	<u>0</u>	<u>0</u>	<u>3</u>	<u>1</u>	22	<u>2</u>	<u>3</u>	<u>1</u>	<u>0</u>
						21	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	23	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>
Field-worker						21	<u>1</u>	<u>0</u>	<u>5</u>	<u>5</u>	22	<u>5</u>	<u>4</u>	<u>1</u>	<u>1</u>
											23	-	-	-	-
VH person											17	<u>22</u>	<u>14</u>	<u>11</u>	<u>0</u>
Family/Neighbor											15	<u>9</u>	<u>8</u>	<u>5</u>	<u>0</u>

Opinions are divided on using the PENMAS income-generating system. The supervisors agree that the stipends for the field workers are too small.

All supervisors and most field workers feel that the financial support for materials and supplies is insufficient.

All respondents concur that the project should be expanded to benefit other blind persons.

NON-FORMAL EDUCATIONKANWIL ADMINISTRATOR

INTERVIEW QUESTIONS

Region _____

1. In what ways has the Non-Formal Education of the Blind Project shown that blind people can be provided basic services by using a non-formal approach?
 - increased activity in the community
 - increase of income for the blind
 - increase of independence

Current Impact

2. Has your attitude toward what blind people are capable of doing changed as a result of this program? If so, in what way?
3. Do you think that the program has had a similar effect on others? When and where you have you seen these changes?
4. What effect had the program has on the blind people?
5. Aside from the immediate benefits to the blind people, are there other individuals or groups who have benefitted? Who are they? In what ways have they benefitted?

Implementation

6. How does the structure of the project fit into the general structure of PENMAS?
 - administration
 - cost
 - implementation
7. Do you feel that this project can be implemented, supervised and expanded within the PENMAS system?
If so, what steps should be taken to achieve this?
8. Do you have any recommendations that would improve the program?

NON-FORMAL EDUCATIONSUPERVISORS

INTERVIEW QUESTIONS

Region _____

Kecamatan _____

Program Objective

1. How has the project demonstrated that blind people can become more active and independent in their communities?

Impact

2. What effect do you feel this program has had on the blind people, their families and communities?

Implementation

3. How does the structure of the project fit into the general program structure of PENMAS?
4. Do you feel that you are able to supervise this program like the other PENMAS programs that you conduct?
5. Do you have any recommendations that would improve the program?

NON-FORMAL EDUCATIONFIELD WORKERS

INTERVIEW QUESTIONS

Region _____

Kecamatan _____

Program Objective

1. In general, what do you think of this program for the blind?
 - helpful to clients
 - helpful to families
 - provides basic services to blind people

Impact

2. How have you been able to help your blind clients and their families?
 - increased awareness in the community
 - new skills
 - more active
 - allowed to do more
 - more independent

Implementation

3. Do you feel that you have the necessary skills to teach your blind clients?
If not, what areas do you feel weak in?
4. Do you have any recommendations that would improve the program?

NON-FORMAL EDUCATIONBLIND CLIENT

INTERVIEW QUESTIONS

Region _____

Kecamatan _____

Program Objective

1. How have you directly benefitted from this program?

- new skills
- independence
- improved self-concept
- other

Impact

2. What specific new skills have you learned?

3. How are you able to use these new skills?

Implementation

4. Do you feel that your volunteer has the skills and knowledge to teach you what you want to learn?

5. What would you like to learn to do that you have not yet learned?

6. Do you have any recommendations that would improve this program?

NON-FORMAL EDUCATIONFAMILY OR NEIGHBORS

INTERVIEW QUESTIONS

Region _____

Kecamatan _____

Program Objective

1. How has the volunteer been able to help your blind family member or neighbor?

Impact

2. What can this blind person do that he could not do before his participation in the program?

Implementation

3. What other skills do you think your blind family member or neighbor needs to learn?
4. Do you have any recommendations that would improve the program?

ORIENTATION AND MOBILITYRECTOR IKIP BANDUNG

INTERVIEW QUESTIONS

1. Do you think that the O&M training program at IKIP fits into the IKIP system? If not, why?
2. Is the training program functioning satisfactorily? How could it be improved?
 - administration: finances, personnel
(Note to interviewer: instructor responsible for training, Hosni has no official position at IKIP. Need to clarify status.)
3. Can you think of anything that has been learned from HKI's technical assistance that has or will contribute to long-range planning of services to the blind or other handicapped persons?
4. In your opinion, what is the single most significant contribution that HKI's assistance has made to Indonesia?
5. How do you visualize the future of O&M training at IKIP Bandung?

ORIENTATION AND MOBILITYDIRECTOR OF TRAINING PROGRAM

INTERVIEW QUESTIONS

1. Do you think that the Orientation and Mobility program is functioning satisfactorily at IKIP? How could it be improved?
 - administration: finances, personnel
 - training
 - monitoring field programs
2. What do you think has been learned from this program that might be helpful in planning future efforts for the blind or other handicapped individuals.
3. In your opinion, what is the single most significant contribution that HKI's assistance has made to Indonesia?
4. In your opinion, what is the single biggest shortcoming of HKI's technical assistance in Indonesia?

ORIENTATION AND MOBILITYTRAINING INSTRUCTOR

INTERVIEW QUESTIONS

1. Do you think that the Orientation and Mobility program is functioning satisfactorily at IKIP? How could it be improved?
 - administration: finances, personnel
 - training
 - monitoring field programs

2. Are the Orientation and Mobility programs being implemented satisfactorily in the schools and rehabilitation centers? How could they be improved?
 - administration
 - supervision
 - competency of teachers
 - equipment

3. Aside from the benefits to the visually handicapped persons, are there other individuals or groups who have benefitted from the program?

In what ways?

4. What recommendations would you make as a result of the questionnaires?
 - to IKIP
 - to Sub-Directorate of Special Education

DEPARTMENT OF RESEARCH AND DEVELOPMENTDIRECTOR OF CURRICULUM DEVELOPMENT CENTER

INTERVIEW QUESTIONS

1. Do you think that attitudes of the public toward what blind people are capable of doing have changed as a result of the Integrated Education and Non-Formal Education projects.
2. Do you feel that these community-based programs are feasible for Indonesia and will be implemented through the general education system? If not, why not? What constraints do you foresee?
3. Considering PENMAS policy of non-formal education for the sighted, do you think that PENMAS can or will implement the non-formal project as it has been developed by Balitbang Dikbud?
4. What recommendations would you make to facilitate future implementation of integrated education and non-formal education?
5. Can you think of anything that has been learned from the HKI technical assistance to Indonesia that has or will contribute to the long-range planning of services to the blind or other handicapped persons?
6. In your opinion, what is the most significant contribution that HKI's assistance has made to Indonesia?
7. In your opinion, what were the shortcomings of HKI's technical assistance?

DEPARTMENT OF PRIMARY EDUCATIONDIRECTOR

INTERVIEW QUESTIONS

1. Do you think that attitudes of educators and the public have changed with respect to what blind people are capable of doing as a result of the Integrated Education project?
If so, in what way?
2. Do you believe that Integrated Education for visually handicapped children is a feasible alternative in Indonesia and will be incorporated in future planning of programs?
3. Can you think of anything that has been learned from the GOI/HKI cooperation that has or will contribute to long-range planning of services to the blind or other handicapped individuals?
4. In your opinion, what is the single most significant contribution that HKI technical assistance has made to Indonesia?
5. In your opinion, what is the single biggest shortcoming of HKI assistance?

DEPARTMENT OF PRIMARY EDUCATIONHEAD OF SUB-DIRECTORATE OF SPECIAL EDUCATION

INTERVIEW QUESTIONS

1. Do you think that attitudes of educators and the public toward the possibilities of educating visually handicapped children in SD's have changed as a result of the integrated education project? In what way? When and where have you seen these changes?
2. Do you feel that community-based integrated education is feasible for Indonesia and will be implemented through the system by the Sub-Directorate of Special Education? If not, why not? What constraints do you foresee?
3. What recommendations would you make to facilitate integrated education in the future?
 - administration
 - public awareness
 - finances
 - technical support
4. Can you think of anything that has been learned from the HKI technical assistance to Indonesia that has or will contribute to the long-range planning of services to the blind or other handicapped persons?
5. In your opinion, what is the most significant contribution that HKI's assistance has made to Indonesia? What were the shortcomings?

DIRECTORATE OF COMMUNITY EDUCATIONDIRECTOR

INTERVIEW QUESTIONS

1. Do you think that the attitudes of the public toward what blind people are capable of doing have changed as a result of the Non-Formal Education project?
2. Within the scope of PENMAS policy, do you think that services to visually handicapped persons should be provided?
3. Considering PENMAS policy of non-formal education for the sighted, do you think that PENMAS can or will implement the non-formal education project as it has been developed by Balitbang Dikbud?

What constraints do you foresee?

4. What recommendations would you make to facilitate future implementation of the non-formal education project?
5. The Non-Formal Education project is now operating in three areas. What would you suggest as the next steps in implementing and expanding non-formal education services to the visually handicapped?
 - official policy
 - training of personnel
 - technical assistance
 - finances
6. In your opinion, what is the most significant contribution of MKI's assistance to Indonesia and what are the shortcomings?

NATIONAL COUNCIL FOR SOCIAL WELFAREGENERAL CHAIRMAN

INTERVIEW QUESTIONS

1. Have you noticed any increased attention to the needs of visually handicapped people in the past five years?

Who or what is responsible for this?

- government
- volunteer groups
- communities

2. Do you think that community-based programs of integrated education and non-formal education are feasible for Indonesia?

If so, what is your opinion of the possibility of continuing development of these programs?

- by government
- private sector
- by a combination of both

3. If you were to look ahead to the year 2000, in what ways do you think that the situation of handicapped people in Indonesia will be different than it is today?
4. Can you think of anything that has been learned from HKI's technical assistance in Indonesia that has or will contribute to long-range planning of services to the blind or other handicapped persons?
5. In your opinion, what is the single most significant contribution HKI's assistance has made to Indonesia?
6. What is the single biggest shortcoming of HKI's technical assistance?

DEPARTMENT OF TEACHER EDUCATIONDIRECTOR

INTERVIEW QUESTIONS

1. With respect to the "A" stream in the SGPLB's in Bandung and Yogyakarta, do you feel that there have been improvements in their program in the last three years?

If so, what were they?

- curriculum
- competency of students
- materials
- monitoring of programs by your office

2. To what or whom do you attributed these changes?

- closer communication and monitoring
- supply of materials
- better funding
- upgrading of staff by HKI or others

3. Can you think of anything that has been learned from HKI's technical assistance in Indoensia that might be helpful in planning future efforts for the blind or other handicapped individuals?

DEPARTMENT OF TEACHER EDUCATIONDIRECTOR OF SPECIAL EDUCATION TEACHER TRAINING COLLEGEANDHEAD OF VISUALLY HANDICAPPED SECTION

INTERVIEW QUESTIONS

1. In your opinion, have there been any changes in the training program for the visually handicapped in the last five years?
If so, what were these changes?
2. To what or whom do you attribute the changes?
 - closer communication with national headquarters
 - supply of materials and equipment
 - increased funding
 - teacher competency through upgrading
3. How do you think the teacher education program can be improved, especially with reference to the visually handicapped?
 - administration
 - implementation of the curriculum
4. Can you think of anything that has been learned from the HKI technical assistance to Indonesia that might be helpful in planning future efforts for the blind or other handicapped individuals?

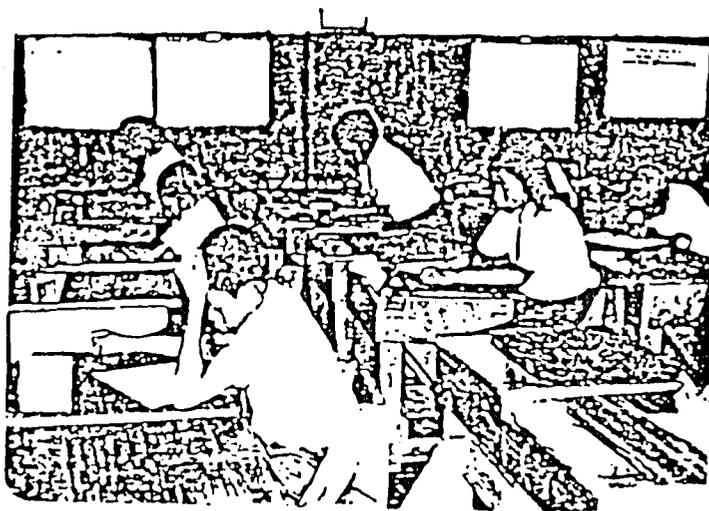
SCHEDULE OF ACTIVITIES

ACTIVITY	TIME	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.
1. Draft design		-----						
2. Review/Edit design			-----					
3. Draft instruments			-----					
4. Review/edit instruments				-----				
5. Meeting to prepare implementation				-----				
6. Reproduce/deliver questionnaires					-----			
7. Implementation of evaluation					-----	-----		
8. Compile data						-----	-----	
9. Draft report (Indonesian /English)							-----	-----
10. Edit report								-----
11. Type report								
12. Reproduce report								-----
13. Distribute report								

EXCERPT FROM BOOKLET ON THE DESIGN FOR COMPULSORY EDUCATION

INTEGRATED PRIMARY SCHOOL

SEKOLAH DASAR TERPADU



KETENTUANNYA:

1. DALAM SATU SEKOLAH TERDIRI DARI ANAK YANG NORMAL DAN CACAT.
2. DIPERLUKAN GURU SD UNTUK ANAK NORMAL DAN GURU PEMBIMBING KHUSUS UNTUK MURID CACAT.
3. KURIKULUM SD 1975, DENGAN BUKU PELAJARAN PAKET SD DAN ALAT KHUSUS BAGI ANAK CACAT.

INFORMATION:

1. Normal and handicapped children in one school.
2. Primary teacher for the normal child and special teacher for the handicapped child.
3. The 1975 primary curriculum with government approved textbooks and special equipment for the handicapped child.