

## V 添 付 資 料



別添 1. コースの概要

(1) 目的

開発途上諸国における精神薄弱者福祉教育関係者に対し、国際的な知識及び技術を修得させその資質向上に寄与し、帰国後それぞれの国において指導的役割を果たすことを目的とする。

(2) 設立年度及び経緯

本コースは、昭和55年度より国際協力事業団が(社)日本精神薄弱者福祉連盟に委託し研修が開始され、本年度で8回目を迎えた。

日本精神薄弱者福祉連盟は、昭和50年度に第2回アジア精神薄弱会議を日本に招致し、又昭和54年にはアジア9ヶ国から14名の参加者を得て4ヶ月間の「アジア精神薄弱者福祉専門職員長期研修」を実施しており、その経験が本コース運営に活かされている。

(3) コース参加者の到達目標

(イ) 医療・教育・福祉・雇用等の領域を総合的に学習し、自国の施策の推進についての中心的指導者となる。

(ロ) 教師・施設職員等現場関係者は、自らの領域で理論・技術の両面もわたり後進の指導・訓練にあたる指導者となる。

別添 2. 国別研修員参加実績表

年 度	実 績	ビ ル マ	イ ン ド ネ シ ア	大 韓 民 国	マ レ イ シ ア	フ イ リ ピ ン	シ ン ガ ポ ー ル	ス リ ・ ラ ン カ イ	タ イ 港	香 港	中 国	パ キ ス タ ン	イ ン ド	パ プ ア ・ ニ ュ ー ギ ア	パ ナ マ	コ ロン ビ ア	ブ ラ ジ ル	チ リ	エ ク ア ド ル	エル ・ サル バ ドル	イ ラ ク	イ ン ド ネ シ ア	タ ン ザ ニ ア	
'80	7		1	1		1	1	1	1	1														
'81	8	1	1			1	1	1	1	1					1									
'82	9	1	1		1	1		1	1	1				1		1								
'83	8	1		1		1	1	1	2	1														
'84	10	1		1	1			1	1	1		1				1	1					1		
'85	8				1			1	1	1		1				1	1							1
'86	10	1		1	1		1		1	1	1		1					1	1					
'87	9				1	1		1	2	1		1								1		1		
計	69	5	3	4	5	5	4	7	10	8	1	3	1	1	1	3	2	1	1	1	1	1	1	1

別添 3. 質問書及び集計結果

JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

P. O. Box 216, MITSUI BLDG.  
2-1, NISHI-SHINJUKU, SHINJUKU-KU  
TOKYO 163, JAPAN

December 10, 1987

Dear Madam or Sir:

It is a pleasure for me to inform you that the Japan International Cooperation Agency is making the utmost efforts to expand and improve its technical training programs year after year. We have accepted a total of 57,942 participants during the period from 1954 through March, 1986. In fiscal 1987 (that is, from April in the current year until next March), we plan to accept about 4,500 participants and conduct 230 group training courses and seminars.

In programming future training courses, we endeavor to emphasize requests from participating countries, and also improvements in the quality of training programs. For this purpose, we would like to know how and to what extent the ex-participants in our training courses are making use of the knowledge and technology acquired in Japan, and to hear what suggestions and recommendations they have for the betterment of our courses. Thus, we have asked former course participants to complete a questionnaire giving us that information.

Each year, JICA dispatches technical follow-up teams to participating countries, to provide former course participants with information on the latest developments in their field of activity. JICA would now like to send a follow-up team to your country in the field of mental retardation. Enclosed is the schedule for their visit.

We would be grateful if you could accept the visiting team at the time proposed in the enclosed schedule, and if you would extend your kind cooperation during its stay in your country.

Sincerely,

Kazuo Okabe  
Director, Training Affairs Department



JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

P. O. Box 216, MITSUI BLDG.  
2-1, NISHI-SHINJUKU, SHINJUKU-KU  
TOKYO 163, JAPAN

December 10, 1987

Dear JICA Group Training Course Participant:

I hope that you have been actively engaged in work and in good health since you returned from Japan.

It is a pleasure for me to inform you that the Japan International Cooperation Agency is making the utmost efforts to expand and improve its technical training program year after year. We have accepted a total of 57,942 participants from during the period from 1954 through March, 1986. In fiscal 1987 (that is, from April in the current year until next March), we plan to accept about 4,500 participants and conduct 230 group training courses and seminars.

In programming future training courses, we endeavor to emphasize requests from participating countries, and also improvements in the quality of training programs.

For this purpose, we would like to know how and to what extent the ex-participants in our training courses are making use of the knowledge and technology acquired in Japan, and to hear what suggestions and recommendations they have for the betterment of our courses.

It is also important for you to brush-up and up-grade what you learned in Japan. Therefore, JICA dispatches technical follow-up teams to participating countries every year, to provide former Course participants with information on the latest developments in their field of activity.

JICA would now like to send you a follow-up team in the field of your expertise. Enclosed is the schedule for their visit. Also enclosed is the questionnaire asking for your comments on the Group Training Course. We would appreciate it if you would complete this and return it to us.

We would be grateful if you could accept the visiting team at the time proposed in the enclosed schedule, and if you would extend your kind cooperation during its stay in your country.

Sincerely,

Kazuo Okabe  
Director, Training Affairs Department

for. 

Follow-up Team for Ex-participants of the Groupe Training Course on Mental Retardation

1. Objective

The Follow-up Team will visit ex-participants, their organizations and related organizations for the purposes of offering guidance through consultation, evaluating the results of the training received in Japan, and assessing problems and needs in participants' countries, as well as for improving JICA's training programme.

2. Period

From January 25, 1988 to February 12, 1988. For details, please refer to the schedule enclosed.

3. Members

- 1) Professor Yoshikazu E. Tomiyasu  
Japan League for the Mentally Retarded  
(Keio University, Japan)
- 2) Mr. Masanobu Noguchi  
Superintendent, Kun'eiso - A residential facility for mentally retarded persons, Japan
- 3) Miss Noriko Shiina  
Staff, Second Training Division, Training Affairs Department,  
Japan International Cooperation Agency

Cooperation Requested of Former Course Participants

1. We would appreciate it if you would prepare a short report following the instructions in the enclosed Questionnaire, and send your report to the address below that is in your country, soon enough that your report will be received before the follow-up team will meet with you.

Address

- 1) Hong Kong: Consulate-General of Japan  
25th floor, Bank of America Tower, 12, Harcourt Road,  
Central (香港夏道12号美国銀行中心25楼)  
Tel. 5-221184~8
- 2) Sri Lanka: JICA Sri Lanka Office,  
49, Sri Ernest de Silva Mawatha, (Flower Road), Colombo 7,  
Tel. 597285, 95035
- 3) Burma : Embassy of Japan (Attention: JICA)  
No. 100 Natmawk Road, Rangoon,  
Tel. 30092, 32614

2. We would like to have the follow-up team visit on your organization and some other organizations in your country, according to the enclosed schedule. The appointments with the persons to meet, and the dates and the places of

the meetings will be arranged through the Consulate-General of Japan or the JICA office in your country. Further information about the visit will be sent to you directly or through your supervisor.

#### Invitation to the Seminar

You are kindly invited to the Seminar on Mental Retardation in Japan that will be held in your country by the follow-up team. Information on the date and the place of that seminar will be announced by the Consulate-General of Japan or JICA office in your country.

#### Tentative Schedule of the Follow-up Team for Ex-Participants on Mental Retardation Course

January 25 (Mon)	Lv. Tokyo J1733 Ar. Hong Kong
26 (Tue)	Courtesy Call to the Consulate-General of Japan Arrangement of the schedule
27 (Wed)	Courtesy Call to the Authorities concerned
28 (Thu)	Seminar on Mental Retardation in Japan Meeting with Ex-participants
29 (Fri)	Visit with Ex-participants Report to the Consulate-General of Japan
30 (Sat)	Lv. Hong Kong UL 423 Ar. Colombo
31 (Sun)	Preparatory Work
February 1 (Mon)	Visit to JICA office Courtesy Call to the Embassy of Japan Courtesy Call to the Authorities concerned
2 (Tue)	Seminar on Mental Retardation in Japan Meeting with Ex-participants
3 (Wed)	Visit with Ex-participants
4 (Thu)	Report to the Embassy of Japan and JICA office
5 (Fri)	Lv. Colombo TG 308 Ar. Bangkok
6 (Sat)	Lv. Bangkok TG 305 Ar. Rangoon
7 (Sun)	Preparatory Work
8 (Mon)	Visit to JICA office Courtesy Call to the Embassy of Japan Courtesy Call to the Authorities concerned
9 (Tue)	Seminar on Mental Retardation in Japan Meeting with Ex-participants
10 (Wed)	Visit with Ex-participants
11 (Thu)	Report to the Embassy of Japan and JICA office Lv. Rangoon TG 306 Ar. Bangkok
12 (Fri)	Lv. Bangkok JL474 Ar. Tokyo

Questionnaire

To : Ex-participants in the Course on Mental Retardation

Please reply to the following questions. In order to make improvements in the programmes for the course, your frank opinions and suggestions would be appreciated. (Please write in block letters or typewrite)

I. General questions

(1) Name (Please underline your surname)

(2) Date of birth : Year 19 \_\_\_\_\_, Month \_\_\_\_\_, Day \_\_\_\_\_

(3) Home address

(4) Year of your participation : 19 \_\_\_\_\_

(5) Occupation : \_\_\_\_\_

1. Your employment after you participated in the course

Period	Position	Organization
from to		
from to		
from to		
from to present		

2. Address of present job:

3. Please describe your present job.

4. On the back of this page, please draw a chart of your organization and indicate the section of your position.



II. Questions on the training course you participated in.

(1) The nomination process:

1. In what way did you come to know about the course?
2. How were you nominated to be a participant?
3. Did you have any difficulty with the procedure of your application for the course or with your exit from your country? If any, please describe.

(2) Please circle the appropriate number for each item and write your comment, if any, at the end of the questionnaire.

1. Duration                    too short   1   2   3   4   5   too long
2. Course level            too low    1   2   3   4   5   too high
3. Number of participants  
                                 too few    1   2   3   4   5   too many
4. How well did the course cover the topics you had expected?  
                                 not at all 1   2   3   4   5   fully
5. Course management  
                                 very poor 1   2   3   4   5   very good
6. Time allocation
  - ① Lecture  
                                 too little 1   2   3   4   5   too much
  - ② Discussion  
                                 too little 1   2   3   4   5   too much
  - ③ Field practice  
                                 too little 1   2   3   4   5   too much
  - ④ Observation  
                                 too little 1   2   3   4   5   too much
7. Relevancy between the knowledge you obtained in Japan and your work  
                                 irrelevant 1   2   3   4   5   relevant
8. Facilities and accomodation  
                                 very poor 1   2   3   4   5   very good
9. While participating in the training course, did you have any difficulties?  
 Yes    No  
If "Yes", please describe.

III. Questions on the Japanese course you took prior to the professional training course

- (1) How do you feel about the difficulty level of the Japanese course you took?  
very easy 1 2 3 4 5 very difficult
- (2) How do you feel about the duration of the Japanese course you took, compared to the entire duration of your stay in Japan?  
too short 1 2 3 4 5 too long
- (3) During your stay in Japan, how often did you need to use Japanese to communicate?  
not at all 1 2 3 4 5 very often
- (4) How satisfied were you in general with your ability to communicate in Japanese?  
not at all 1 2 3 4 5 very satisfied
- (5) Specifically, during the practica, how much did you benefit from what you had learned in the Japanese course?  
not at all 1 2 3 4 5 a great deal
- (6) Are you planning to continue studying or already continuing to study the Japanese language?  
 Yes  No
- (7) We would like to improve the Japanese course. We would appreciate your frank comments and suggestions concerning it.

IV. The Group Training Course on Metal Retardation is interdisciplinarily organized, because the issues surrounding people with mental retardation cross all disciplines concerned with human beings. We always make full efforts to organize this course so as to communicate to every participant comprehensive knowledge and skills understandably. In order to improve the course, we would appreciate your response to the following questions.

- (1) How understandable were the course lectures for you?  
very difficult 1 2 3 4 5 very understandable
- (2) Have the knowledge and techniques that you learned in the course been useful for your present job?  
not at all 1 2 3 4 5 very useful
- (3) How understandable were the practica for you?  
very difficult 1 2 3 4 5 very understandable
- (4) How applicable to your present job have the practica been?  
not at all 1 2 3 4 5 very applicable

(5) Please specify what you have implemented in your job, after coming back from Japan, in order to improve services for the people for whom you are responsible:

(6) How much did you learn from the other participants who came from different fields?

nothing at all 1 2 3 4 5 very much

(7) Please give examples of what you learned from other participants in the course?

(8) We would like to improve the quality of the contents of the group training course. We would appreciate your frank comments and suggestions concerning the substantive content of the programme.

#### V. Questions on follow-up services for ex-participants

(1) What kind of follow-up or after-care services do you expect from JICA or JLMR:

1. Further information of literature or technology?

If yes, please list the main three:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

2. Equipment or materials?

If yes, please list three:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

3. Technical consultation through correspondence or technical experts' visit?

If yes, please list three:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4. Further training?

If yes, please list three areas:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

VI. Questions on matters between you and Japan:

- (1) Since returning to your country, have you had any opportunity to hear something about current progress on services for mentally retarded people in Japan?

Yes  No

If yes, please summarize briefly what you have heard.

- (2) Since returning to your country, have you had contact with Japanese organization or agencies in the course of your work?

Yes  No

If yes, please circle any of the following you have had contact with:

Embassy of Japan     JICA Office     JICA Expert  
 Japanese company     Other

VII. Other questions:

- (1) Since returning to your country, have you had any contact with your colleagues from the group you were in Japan with?

Yes  No

If yes, please describe:

- (2) Since returning to your country, have you had any contact with colleagues in your country who took the Group Training Course in Japan in other years?

Yes  No

If yes, please describe:

- (3) Please add any further requests or suggestions that you have relating to international cooperation activities by JICA and JLMR.

Thank you very much for your cooperation

## 質問書回答結果

	香港	スリ・ランカ	ビルマ
帰国研修員数	8人	7人	5人
質問書回収数	6人	7人	5人
(帰国研修員面談者数)	6人	7人	5人

### II. あなたが参加した研修コースに関して

#### (1) 推薦の経緯

1. このコースについてどのように知りましたか。

香港	社会福祉省、帰国研修員、所属長
スリ・ランカ	社会福祉省、教育省
ビルマ	社会福祉省、保健省

2. どのように推薦されましたか。

香港	社会福祉省の選考委員会、香港Council
スリ・ランカ	社会福祉省、インタビュー
ビルマ	社会福祉省、所属長

3. 応募の手続き上、あるいは出国時に何らかの困難がありましたか。

香港	なし
スリ・ランカ	なし
ビルマ	なし

#### (2) 1. 期間

	短かすぎる	1	2	3	4	5		長すぎる
香港				5	1			
スリ・ランカ				6		1		
ビルマ		1	4					

#### 2. コースレベル

	低すぎる	1	2	3	4	5		高すぎる
香港			1	4	1			
スリ・ランカ				7				
ビルマ				5				

#### 3. 研修員の数

	少すぎる	1	2	3	4	5		多すぎる
香港				6				
スリ・ランカ			3	4				
ビルマ				5				

4. コース内容はあなたの期待したトピックスを含んでいましたか。

	不十分	1	2	3	4	5		十分
香港			3		3			
スリ・ランカ				3	2	2		
ビルマ			1			4		

#### 5. コース運営

	大変悪い	1	2	3	4	5		大変良い
香港			1	2	2	1		
スリ・ランカ				1	3	3		
ビルマ					4	1		

6. 時間配分

	少なすぎる	1	2	3	4	5	多すぎる
①講義							
香港			1	4	1		
スリ・ランカ				3	3		
ビルマ				1	4		
②ディスカッション							
香港	少なすぎる	1	2	2	1		多すぎる
スリ・ランカ				6	1		
ビルマ				5			
③実習							
香港	少なすぎる	1	2	3	4	5	多すぎる
スリ・ランカ			2	2	2		
ビルマ		1	2	3	1		
					1	4	
④視察							
香港	少なすぎる	1	2	3	4	5	多すぎる
スリ・ランカ			2	2	2		
ビルマ			3	3		1	
					1	4	

7. あなたの仕事と日本で得た知識との関連性

	ない	1	2	3	4	5	ある
香港			2	2	2		
スリ・ランカ				3		4	
ビルマ				1	4		

8. 宿泊施設

	ひどい	1	2	3	4	5	大変良い
香港					2	4	
スリ・ランカ					1	6	
ビルマ					1	4	

9. コース参加中に何か困難を感じましたか。 Yesの時それはどんな事ですか。

香港	No 4人	Yes 1人	・実習の時の言葉の問題。 ・生活習慣等異なる他国研修員との間に起る誤解。
スリ・ランカ	No 3人	Yes 3人	・冬の寒さ。 ・言葉。
ビルマ	No 5人	Yes 0人	

III. 日本語コースに関して

(1) あなたが感じた困難度

	大変易しい	1	2	3	4	5	大変難しい
香港		1		4	1		
スリ・ランカ		1		4	2		
ビルマ				4	1		

(2) あなたの日本での滞在全期間と比較し、日本語コースの期間は？

	短すぎる	1	2	3	4	5	長すぎる
香港			2	2	1	1	
スリ・ランカ		2	3	2			
ビルマ			3	2			

(3) 日本での滞在中、日本語を使う必要性がどの程度ありましたか。

	皆無	1	2	3	4	5	頻繁
香港			3		1	2	
スリ・ランカ			2	2		3	
ビルマ			3	1	1		

(4) あなた自身の日本語能力に対する満足度は？

	皆無	1	2	3	4	5	満足
香港			2	2	2		
スリ・ランカ			1	4	2		
ビルマ			4		1		

(5) 特に実習時に、日本語コースで習ったことから得たものは？

	皆無	1	2	3	4	5	多大
香港		2	2	1	1		
スリ・ランカ			1	4		2	
ビルマ			3	2			

(6) あなたは日本語の勉強を続けていますか？あるいは続けるつもりがありますか？

香港	Yes	5人	No	1人
スリ・ランカ	Yes	7人	No	0人
ビルマ	Yes	3人	No	2人

(7) 日本語コースに関し、改善すべき点等あれば意見を書いて下さい。

- 香港
- ・家庭滞在を組込む。
  - ・少数化する。
  - ・実習時のコミュニケーションのためにも専門用語を導入する。
- スリ・ランカ
- ・滞在全期間中継続する。
  - ・優秀者には賞を与える。
  - ・2か月必要。
  - ・専門用語の導入。
- ビルマ
- ・もっと長期にする。
  - ・教師がゆっくり話す必要がある。
  - ・2か月が適当。

IV. このコースは学際的であり、あらゆる研修員に十分な知識や技術を付えられるよう常に努力はしていますが、より良いコースにするために次の質問に答えて下さい。

(1) 講義内容の理解度

	大変難しい	1	2	3	4	5	大変理解し易い
香港				4	1	1	
スリ・ランカ				1	3	3	
ビルマ						5	

(2) コースで学んだ知識や技術が、現在のあなたの仕事に役立っていますか？

	皆無	1	2	3	4	5	有益
香港			3		2	1	
スリ・ランカ					1	6	
ビルマ			1		2	2	

(3) 実習は理解し易いものでしたか。

	大変難しい	1	2	3	4	5	大変理解し易い
香港			2	1	2	1	
スリ・ランカ				1	4	2	
ビルマ				1		4	

(4) 実習が、現在のあなたの仕事にどの程度応用されていますか。

	皆無	1	2	3	4	5	十分応用されている
香港		2	1		2	1	
スリ・ランカ					3	4	
ビルマ					1	3	

(6) 違った分野から参加した他の研修員から得たものは？

	皆無	1	2	3	4	5	多大
香港			3	2	1		
スリ・ランカ			2	2		2	
ビルマ		4	1				

(7) コースに参加した他の研修員から得たものは？

- |        |  |
|--------|--|
| 香港     | <ul style="list-style-type: none"> <li>・他国の精薄に関する政策、訓練、状況。</li> <li>・他国のリハビリシステムや経験談。</li> </ul> |
| スリ・ランカ | <ul style="list-style-type: none"> <li>・他国の社会、文化、宗教。</li> <li>・Social Worker の役割。</li> </ul>     |
| ビルマ    | <ul style="list-style-type: none"> <li>・女性精薄者の看護。</li> </ul>                                     |

(8) コースを改善するにあたりプログラムについて意見や提案があったら書いて下さい。

- |        |   |
|--------|---|
| 香港     | <ul style="list-style-type: none"> <li>・各研修員は同程度の資格や経験をもつべき。</li> <li>・実習は専門分野に分れて出来るようにする。</li> <li>・配布資料は英語にする。</li> <li>・講義内容をもっと実践的なものにする。</li> <li>・講義内容の重複をなくす。</li> <li>・研修員は日本語を出来る者にする。</li> </ul> |
| スリ・ランカ | <ul style="list-style-type: none"> <li>・医療分野をもっと詳細にする。</li> <li>・実習期間の延長。</li> <li>・研修旅行をふやす。</li> <li>・視察をへらし、実習、ディスカッションをふやす。</li> <li>・全体期間を延長し、学位取得を可能にする。</li> <li>・実習は研修員の希望に添った所で。</li> </ul>        |
| ビルマ    | <ul style="list-style-type: none"> <li>・医療分野をふやす。</li> </ul>  |



VI. 日本とあなたとの関わりについて

- (1) 帰国後、日本における精薄者に対する事業現状について知る機会がありましたか。 あった場合はその内容を書いて下さい。

香港	No	0人	Yes	0人
スリ・ランカ	No	1人	Yes	6人
ビルマ	No	5人	Yes	0人

- (2) 帰国後、日本の関係機関と連絡をとりましたか。 とった場合母はその機関名を書いて下さい。

香港	No	0人	Yes	1人... 広島大学
スリ・ランカ	No	1人	Yes	6人... JICA 2人 JICA専門家 2人 JOCV 3人 他 4人
ビルマ	No	5人	Yes	0人

VII. その他

- (1) 帰国後、コースで一緒だった他国の研修員と連絡をとりましたか。

香港	No	2人	Yes	4人
スリ・ランカ	No	1人	Yes	6人
ビルマ	No	5人	Yes	0人

- (2) 帰国後、他年度同コースに参加した自国の研修員と連絡をとりましたか。

香港	No	1人	Yes	5人
スリ・ランカ	No	1人	Yes	6人
ビルマ	No	0人	Yes	5人

- (3) JICAやJLMRによってなされる国際協力活動に関し、意見や提案があったら書いて下さい。

香港	<ul style="list-style-type: none"> <li>・同窓会の結成。</li> <li>・精薄者をもつ持つ家族やボランティアのために、日本での関係機関への視察等が出来る機会を与えてほしい。</li> <li>・研修内容を1つにしぼる。(例：特殊教育)</li> <li>・セミナー、ワークショップの開催。</li> <li>・スタッフのプログラム交換の場を作る。</li> </ul>
スリ・ランカ	<ul style="list-style-type: none"> <li>・意見交換のためにも年1会回は帰国研修員同氏が会えるようにする。</li> <li>・配布資料は全て英文にする。</li> <li>・実習の長期化。</li> </ul>
ビルマ	<ul style="list-style-type: none"> <li>・なし。</li> </ul>

別添 4. 各国に提出した英文所見

JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

P. O. Box 216, MITSUI BLDG.  
2-1, NISHI-SHINJUKU, SHINJUKU-KU  
TOKYO 163, JAPAN

Hong Kong, January 29, 1988

Dear Madam or Sir:

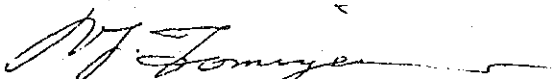
It is my great pleasure to submit the summary report of the Follow-up Team for Former Participants of the Group Training Course on Mental Retardation.

The Team, which was dispatched by the Japan International Cooperation Agency as part of its technical follow-up program for the returned participants in the Group Training Course on Mental Retardation, and which consists of three members as mentioned below, arrived in Hong Kong on January 25, 1988, and engaged in its follow-up activities there for four days.

Through our visits at this time, we could obtain many valuable comments and suggestions about the Group Training Course on Mental Retardation from the authorities concerned and also from the former participants and other people around them. We are quite sure that the information we obtained should be greatly useful for the purpose of improving this Group Training Course and also for the future expansion of the technical cooperation programs.

Finally, on behalf of all members of the Follow-up Team, I would like to express my heartiest appreciation for the warm hospitality and kind cooperation extended to us during our stay in your country.

Sincerely,



Yoshikazu E. Tomiyasu  
(Professor of Psychology, Keio University)

Leader, Follow-up Team for Ex-participants  
of the Group Training Course  
on Mental Retardation

SUMMARY REPORT

THE TECHNICAL FOLLOW-UP TEAM FOR JICA PARTICIPANTS WHO ATTENDED  
THE GROUP TRAINING COURSE ON MENTAL RETARDATION

Objective: The follow-up Team will visit ex-participants, their organizations, and related agencies for the purpose of offering guidance through consultation, evaluating the results of the training in Japan, and assessing problems and needs in the participants' country, as well as for improving JICA's training program.

- Members:
- 1) Professor Yoshikazu E. Tomiyasu  
Executive Director,  
The Japan League for the Mentally Retarded (JLMR)  
(Keio University, Japan)
  
  - 2) Mr. Masanobu Noguchi  
Superintendent,  
Kun'eiso - A residential facility for mentally  
retarded persons, Japan
  
  - 3) Miss Noriko Shiina  
Staff, Second Training Division, Training Affairs  
Department, Japan International Cooperation Agency  
(JICA)

Period: From January 25, 1988, to January 30, 1988

Schedule of the Follow-up Team

- Jan. 25 (Mon.) Ar. Hong Kong  
Courtesy Call to Consulate-General of Japan  
Arrangement of the schedule
- 26 (Tue.) Visit to Social Welfare Department, Hong Kong  
Visit to Pak Tin Sheltered Work Shop  
Visit to Cheng Hong Day Activity Centre  
Visit to Kwai Tsing Hostel
- 27 (Wed.) Visit to The Hong Kong Council of Social Service  
Visit to Mary Rose School  
Visit to Pinehill Village School  
-No. 1 School  
-No. 3 School  
-Advanced Training Centre
- 28 (Thu.) Seminar on Mental Retardation in Japan  
Meeting with Ex-participants  
Visit to Civil Service Training Centre  
Visit to Municipal Services Branch, Government Secretariat
- 29 (Fri.) Visit to Caritas (HDQ)  
Visit to Caritas Lok Yau Early Education & Training Centre  
Visit to Caritas Social Centre  
Visit to Caritas Lok Hang Workshop  
Visit to Caritas Lok Mo Vocational Training Centre  
Visit to Caritas Medical Centre  
Visit to Caritas Lok Yan School  
Meeting with Ex-participant

Jan.30 (Sat.) Report to the Consulate-General of Japan  
Lv. Hong Kong

Hong Kong Personnel whom the Team met

Consulate-General of Japan

Mr. Masaki Saito, Deputy Consul General  
Mr. Mitsuaki Sano, Counsul  
Mr. Masanori Okonogi, Consul  
Mr. Motoyasu Komiya

Social Welfare Department, Hong Kong

Mr. Stephen C. L. Law, Deputy Director  
Mr. A.M. Reynolds, Assistant Director  
Mr. Lau Kai Chuen, Chief Social Work Officer(Rehabilitation)  
Mr. Tang Ying Bui, Anthony, Senior Social Work Officer(Training)

District Social Welfare Office

Mr. Anthony W.K.Chan, District Social Welfare Officer

Civil Service Training Centre

Mr. A.R.B. Kitchell, Director  
Ms. Jennie Kwong

The Hong Kong Council of Social Service

Ms. Kay Y.K.Ku, Assistant Director  
Ms. Ida Lam, Division Officer  
Miss Lai Mei-Yuk

Joint Council for the Physically and Mentally Disabled

Rev. Fr. John Collins, Vice Chairman

Pak Tin Shelterd Workshop

Mr. Hou Chin Shing, Workshop I/C

Kwai Shing Hostel

Mr. Yeung King Lam, Superintendent  
Mr. Cheng Wan Keung

Rose Mary School

Mr. David Ip, Principal  
Ms. Hui Siu-Mui (Ex-participant)

Pinehill Village School

Miss Lau Ka Tak, Principal

Caritas (HDQ)

Ms. Joyce S.H.Chang, Social Work Secretary  
Miss Phyllis Y.S. Wong, Coordinator

Caritas Lok Tan Special School

Mr. Pun Hung-Wai, Principal

Caritas Lok Mo Vocational Training Centre

Miss Lam Yee-Ling, Elaine (Ex-participant)

## Summarized Report

### 1. Visits to the Various Organizations and Institutions Concerned

We visited and observed a number of Hong Kong organizations and facilities concerned. They are listed in the previous page.

Through these visits, observations, and exchanges with persons concerned, we came to learn that the rehabilitation services or welfare services in Hong Kong for people with mental retardation, including medical, educational, day care, residential, social rehabilitational, vocational, and financial programs, have a long history, that special services such as physiotherapy and occupational therapy were established in the 1940s, sheltered workshops, training centers, residential homes, and recreational and social clubs were introduced in the 1950s, and, in the 1960s, expansion occurred in special education.

Moreover, in April, 1978, a Comprehensive Observation Scheme was launched in forty-four Family Health Centres that provides five routine assessments for all infants between birth and the age of three normally at ten weeks, nine months, and three years thereafter, with special observation provided for infants who have a greater risk of developmental disabilities. In summary, the Hong Kong system of welfare services for people with mental retardation is highly developed in quality. But we found that they seemed to have problems because of a shortfall in the number of sheltered workshop services for people with moderate retardation and in the quantity of preschool care and training for infants with severe disabilities.

And, although a variety of qualified professionals is available in Hong Kong, including physicians, various medical specialists, physiotherapists, occupational therapists, speech therapists, psychologists, social workers, and special education teachers, they seem to have difficulty because these specialists are understaffed.

Since, presently, governmental agencies and committees are working hard to improve these points in close cooperation with the voluntary sector, said to have been at the forefront of these developments, both the scope and standard of welfare services provided in Hong Kong must be compared favorably with those of neighboring countries.

## 2. Meeting with Ex-participants

There are 8 ex-participants in Hong Kong. The Team was able to meet with 6 of them, and 6 ex-participants cooperated with the Team in returning the questionnaire that JICA had distributed in advance. All the ex-participants we met still have a friendly feeling toward Japan, and the Team was pleased to learn that the ex-participants feel that the JICA course was valuable to them not only for the practical techniques and knowledge that they learned, but also for mutual understanding between the two countries.

Here is a summary of the opinions and suggestions of the ex-participants:

(1) Some of the ex-participants expressed their feeling that the Group Training Course on Mental Retardation that they participated in was effective for their own development, not only in their own professional activities but also with respect to mutual understanding with the Japanese concerned. Others expressed their feeling that the course was not necessarily effective for their own development as a professional, because the curriculum was so general and did not focus on their own profession.

(2) Some of the ex-participants commented that the experiences that they had during the Group Training Course on Mental Retardation in Japan were helpful for their own jobs after they returned to their work in Hong Kong. Others said that the experiences were not always helpful for their own jobs, although they conveyed some of the contents to other colleagues working in relevant fields.

(3) So far, the duration of the Course has always been six months, including the Japanese conversation course. The majority of ex-participants said that this duration was more or less optimal, although they suggested several points that might be changed in order to improve the Group Training Course. Regardless of the priority of these suggestions or the number of ex-participants who raised the points, their points are described here one by one.

(4) Some suggested that the part of course on Japanese conversation be expanded a little bit, since if the participants knew more Japanese, they could be much more competent in communicating with not only staff members or teachers but also residents or students during the practica that are a part of the professional training course. Especially they suggested that more time be given to training in technical terminology relevant to the activities of the practica.

(5) Some suggested that the course contents include more practical teaching skills and techniques in working with persons with mental retardation, including assignments on case studies.



(6) The total duration of the practica in two residential facilities, a special school, and two special classes in regular schools is somewhat too long, relative to the total duration of the group training course, they said, and they felt that there was duplication among these various practica. So some suggested that it might be better to have a basic practicum at a general residential facility, but, besides, to introduce a new optional program of practica, all of which are carried out during the same period, and one of which each participant can choose, depending on their specialty or interest. Such practica might, they suggested, include some actual training in providing services.

(7) Some ex-participants expressed their desire for the facilities where they had visited to have the materials that were delivered to them written not only in Japanese but also in English, so that their visits and observation might have been much more fruitful.

(8) Some suggested that course participants should have more or less the same qualifications and be from the same discipline.

(9) The majority raised their desire to receive additional information, such as some follow-up training programs about methods for implementing commuter dormitories and group homes for persons with mental retardation, after their completion of the Group Training Course. Among such follow-up training programs, the Follow-up Team Visit like this one must be included, of course.

(10) In addition, they expressed their wish to receive written information about rehabilitative services in Japan, as well as materials useful for curriculum planning and writing programs that would teach independent living skills.

(11) Some suggested that JICA and JLMR implement an advanced specialized training course for ex-participants, either for individuals or as a group training, in order to deepen their understanding of techniques and their knowledge for helping people with disabilities.

### 3. Seminar

The Team held the Seminar on "Mental Retardation in Japan". This seminar was attended by 24 people from Hong Kong, including 6 ex-participants.

It consisted of two lectures as follows:

- (1) The Current Status and Perspective of Welfare Services in Mental Retardation in Japan. By Mr. Masanobu Noguchi
- (2) New Trends in the Methods of Treatment and Training in Mental Retardation. By Professor Yoshikazu E. Tomiyasu

Participants for the Seminar on Mental Retardation in Japan

Social Welfare Department

Mr. Ma Sui-Kay (Ex-participant)  
Mr. Ko Kwok Shu (Ex-participant)  
Mr. Choy Man Biu Anthony (Ex-participant)  
Mrs. Betty Lau Lee Lai-Yee (Ex-participant)  
Mr. Tao Yiu-Cho  
Miss Maizie Fu  
Miss Alice Wong

The Hong Kong Council of Social Service

Miss Hui Sui Mui (Ex-participant)  
Miss Lam Yee Li (Ex-participant)  
Miss Mable Lo  
Mr. Yu Chung-Ngok  
Mrs. Florence MA  
Mr. Yung Lok-Shun  
Mr. Yeung Tak-Wah  
Mr. Ho Hoi-Kwong  
Miss Wong Yee-Har  
Mr. Stephan Chan Siu-Yuen  
Mrs. Marian Cheung  
Mrs. Bonnie Chan  
Miss I.P. Sui-Har  
Miss Poon Miu-Bing

Civil Service Training Centre

Mr. A.R.B. Kitchell  
Ms. Jennie Kwong

Hong Kong Christian Service

Mr. Yung Lok Shun

### Team's Impression

1. The Team was deeply impressed that the Hong Kong participants who attended the Group Training Course on Mental Retardation in Japan still preserved their warm feeling of friendship toward Japan. They valued their first visit to Japan as an experience of unforgettable significance. Many ex-participants expressed their desire to visit Japan again.

2. We had a strong impression that Hong Kong is already among the most developed countries in Asia in the field of mental retardation, and that they desire a much more advanced training course in each specialty concerned with mental retardation, outside of this program.

3. The meetings with the ex-participants and the people concerned in Hong Kong were very useful and beneficial to the Team. We shall transmit their opinions and suggestions to the authorities concerned in Japan for the further improvement of the Group Training Course on Mental Retardation.

Finally, the Follow-up Team for JICA Ex-participants who attended the Group Training Course on Mental Retardation would like to express its hearty gratitude to those authorities who were kind enough to provide the necessary opportunities for the Team to be able to achieve the purpose of its visit to Hong Kong.

With sincere thanks, the Team is pleased to submit this report to your office.

JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

P. O. Box 216, MITSUI BLDG.  
2-1, NISHI-SHINJUKU, SHINJUKU-KU  
TOKYO 163, JAPAN

Sri Lanka, February 4, 1988

Dear Madam or Sir:

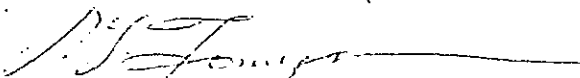
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The Team, which was dispatched by the Japan International Cooperation Agency as part of its technical follow-up program for the returned participants in the Group Training Course on Mental Retardation, and which consists of three members as mentioned below, arrived in Sri Lanka on January 30, 1988, and engaged in its follow-up activities there for four days.

Through our visits at this time, we could obtain many valuable comments and suggestions about the Group Training Course on Mental Retardation from the authorities concerned and also from the former participants and other people around them. We are quite sure that the information we obtained should be greatly useful for the purpose of improving this Group Training Course and also for the future expansion of the technical cooperation programs.

Finally, on behalf of all members of the Follow-up Team, I would like to express my heartiest appreciation for the warm hospitality and kind cooperation extended to us during our stay in your country.

Sincerely,



Yoshikazu E. Tomiyasu  
(Professor of Psychology, Keio University)

Leader, Follow-up Team for Ex-participants  
of the Group Training Course  
on Mental Retardation

## SUMMARY REPORT

THE TECHNICAL FOLLOW-UP TEAM FOR JICA PARTICIPANTS WHO ATTENDED  
THE GROUP TRAINING COURSE ON MENTAL RETARDATION

Objective: The follow-up Team will visit ex-participants, their organizations, and related agencies for the purposes of offering guidance through consultation, evaluating the results of the training in Japan, and assessing problems and needs in the participants' country, as well as for improving JICA's training program.

- Members:
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Executive Director,  
The Japan League for the Mentally Retarded (JLMR)  
(Keio University, Japan)
  
  - 2) Mr. Masanobu Noguchi  
Superintendent,  
Kun'eiso - A residential facility for mentally  
retarded persons, Japan
  
  - 3) Miss Noriko Shiina  
Staff, Second Training Division, Training Affairs  
Department, Japan International Cooperation Agency  
(JICA)

Period: From January 30, 1988 to February 5, 1988

Schedule of the Follow-up Team

Jan. 30 (Sat.) Ar. Colombo

31 (Sun.) Preparatory Work

Feb. 1 (Mon.) Visit to JICA Office  
Courtesy call to the Embassy of Japan  
Visit to Authorities concerned including:

Department of External Resources  
Ministry of Social Services  
Ministry of Education

2 (Tue.) Seminar on Mental Retardation in Japan  
Meeting with Ex-participants  
Visit to Sri Jayawardeneapura General Hospital

3 (Wed.) Visit to Ex-participants including:

Department of Social Services  
House of Detention  
Elders Home and Mentally Retarded Children's Home

4 (Thu.) Visit to Rotary Mentally Retarded Home, Kandy.

5 (Fri.) Report to the Embassy of Japan and JICA Office  
Lv. Colombo

PERSONNEL WHOM THE TEAM MET IN SRI LANKA

Embassy of Japan

Mr Toshinao Urabe, Counsellor  
Mr Atsushi Matsumoto, Third Secretary

JICA Sri Lanka Office

Mr Jiro Hashiguchi Resident Representative  
Mr Tetsuo Amagai, Assistant Resident Representative  
Mr Sakata  
Mr M M P Madurasinghe  
Ms Marcia Munasinghe

Department of External Resources

Ms Chandra Amarasekera, Additional Director

Ministry of Social Services

Mr Donald Abeyasinghe, Secretary  
Mr D Ranasinghe, Senior Assistant Secretary

Ministry of Education

Mr K Piyasena, Chief Education Officer (Special Education)  
Miss Nandanie de Silva, Supervisor, Special Education  
(Ex-participant)

Sri Jayawardenapura General Hospital

Dr R C Rajapakse, Director

Department of Social Services

Mr D D J Wijesundara, Director  
Mr M W Premawardena, Deputy Director  
Mr Ariyaratne Poojitha Goonewardene, Superintendent of  
Rehabilitation (Ex-participant)  
Mr K Rajapakse, Social Services Officer (Ex-participant)  
Mrs M H Manel Wasantha Kumari, Social Services Officer  
(Ex-participant)  
Mr P J Karunaratne, Social Officer, Kachcheri Office, Kandy  
(Ex-participant)

Elders Home and Mentally Retarded Children Home

Mr Kuruppu Mudiyanseelage Weerakoon, Superintendent  
(Ex-participant)

Rotary Mentally Retarded Home, Kandy



## Summarized Report

### 1. Visits to the Various Organizations and Institutions Concerned

We visited and observed a number of Sri Lanka organizations and facilities concerned. They are listed in the previous page.

Through these visits, observations, and exchanges with persons concerned, we came to learn that the rehabilitation services or welfare services in Sri Lanka for people with mental retardation, including medical, educational, day care, residential, social rehabilitational, vocational, and financial programs, have mainly been established relatively recently. For over 80 years, we were told, voluntary associations and religious groups have provided services such as special schools and residential homes for the disabled in Sri Lanka, although they are able to help only a small percentage of children in need.

Now the Ministry of Social Services is very active to implement a comprehensive scheme of social services for people with mental retardation and their family: It is going to found their facilities for the care and training of people with mental retardation; it is stressing the training of personnel, giving suitable services for people with mental retardation directly. In terms of the latter, the Sri Lankan Government has been very cautious in selecting and nominating the persons participating in some personnel training program, such as, the JICA's group training course on mental retardation, to make use of the opportunities to one hundred per cent efficiency in order to upgrade and expand their own service programs in the relevant fields.

The progress in services for people with mental retardation including social welfare, rehabilitation, vocational training, and education has appeared steadily by means of the united efforts of persons concerned, although its speed has been not so fast due to the unavoidable shortage of especially financial resources. However, it is very clear that Sri Lanka is one of the countries that are surely developing in the social services for people with developmental disabilities and succeeding in surpassing the infant mortality rate and in achieving a rather long life-expectancy of the general population, that is, 69 years of age on an average.

Nevertheless, there is no compulsory program of health check and developmental assessment for neonates and infants, and the programs of early detection and intervention are extremely limited. Since early detection and intervention for high risk infants is demonstrated very effective, in terms of the cost-effect evaluation, comparing to life-long care for those after becoming disabled, it is highly recommended to set up such an early detection and intervention program as soon as possible.

The latter idea seems unrealistic in countries that have problems in financial resources, however, what is needed to realize the program of early detection and intervention is not a huge amount of funds but the knowledge of persons concerned and their close cooperation. Moreover, it is of utmost importance to make an atmosphere in which every specialist, such as, social workers, vocational counsellors, special educators, physiotherapists, occupational therapists, speech therapists, medical specialists and others can contribute fully to solve problems together.

We were told that a separate unit for special education had been established in the Ministry of Education, with the responsibility of educating disabled children. Systematic implementation of services for mentally disabled children was initiated in 1976, with a special training course for teachers of mentally retarded children that was offered by a group from Britain. Three of the initial 15 teachers trained became key personnel in disseminating the methods of teaching mentally disabled children, and, by the 1981 International Year of Disabled Persons, were able to establish various classes and schools for mentally disabled children, including borderline and slow learners. Since then, some additional teachers have been trained, again with the assistance of foreign consultants, and further educational programs for mentally disabled children have been opened. For example, with the assistance of UNICEF funds, the Ministry of Education has been able to establish a special program for the education of mentally disabled children in three rural districts. Other services available include rehabilitation counseling and referral to medical specialists.

However, we were told that currently there are no university-level or post-graduate diploma courses in special education in Sri Lanka. Several years ago, a teacher's college started a special education teacher-training program with plans to provide short-term training courses for some regular-school teachers each year, on methods for teaching mentally disabled children.

The Ministry of Education has established criteria that must be met by regular schools that want to establish model special education classes for mentally disabled children; these criteria include the presence of a teacher with special training in teaching mentally disabled children and a special room for such a class. Unfortunately, we learned, because of the lack of regulations requiring establishment of special classes, and the general lack of suitably trained teachers and spare classrooms, few schools currently meet these requirements.

Although we were told that there is generally still a stigma associated with mental disability, and families tend to conceal the fact that they have a mentally disabled child, recently there has been formed an association of parents of mentally disabled children, and a system of counseling has been started to help parents who have mentally disabled children adjust.

## 2. Meeting with Ex-Participants

There are 7 ex-participants in Sri Lanka. The Team was able to meet with all of them, and they cooperated with the Team in returning the questionnaire that JICA had distributed in advance. They still have a friendly feeling toward Japan, and the Team was pleased to learn that the ex-participants feel that the JICA course was valuable to them not only for the practical techniques and knowledge that they learned, but also for mutual understanding between the two countries.

Here is a summary of the opinions and suggestions of the ex-participants:

- (1) All ex-participants expressed their feeling that the Group Training Course on Mental Retardation that they participated was very effective for their own development, not only in their own professional activities but also with respect to mutual understanding with the Japanese concerned.
- (2) All ex-participants commented that the experiences that they had during the Group Training Course on Mental Retardation in Japan were very helpful for their own jobs after they returned to their work in Sri Lanka.
- (3) So far, the duration of the course has always been six months, including the Japanese conversation course. The majority of ex-participants said that this duration was more or less optimal, although they suggested several points that might be changed in order to improve the Group Training Course. Regardless of the priority of these suggestions or the number of ex-participants who raised the points, their points are described here one by one.
- (4) Some suggested that the part of course on Japanese conversation be expanded a little, since if the participants knew more Japanese, they could be much more competent in communicating with not only staff members or teachers but also residents or students during the practica that are a part of the professional training course.
- (5) The total duration of the practica in two residential facilities, a special school, and two special classes in regular schools is somewhat too long, relative to the total duration of the group training course, they said, and they felt that there was duplication among these various practica. So some suggested that it might be better to have a basic practicum at a general residential facility, but, besides, to introduce a new optional program of practica, all of which are carried out during the same period, and one of which each participant can choose, depending on their specialty or interest.

(6) The majority raised their desire to receive additional information, that is, some follow-up training programs about progress in the field of welfare services in mental retardation, after their completion of the Group Training Course. Among such follow-up training programs, the Follow-up Team visit like this one must be included, of course. However, many expressed very strongly their desire that JICA would hold a one-week workshop on some important topic in education, rehabilitation, vocational training, and various kinds of therapies and treatments for children and adults with mental retardation, and counseling for parents with a mentally retarded child, at least, once a year in Sri Lanka.

(7) Some ex-participants expressed their desire that JICA would offer many more opportunities to people in Sri Lanka to participate in the Group Training Course on Mental Retardation.

### 3. Seminar

The team held the Seminar on : "Mental Retardation in Japan". This seminar was attended by 22 people from Sri Lanka, including 7 ex-participants.

It consisted of two lectures as follows:

- (1) The Current Status and Perspective of Welfare Services in Mental Retardation in Japan. By Mr Masanobu Noguchi
- (2) New Trends in the Methods of Treatment and Training in Mental Retardation. By Professor Yoshikazu E. Tomiyasu.

#### Participants for the seminar on Mental Retardation in Japan

##### Ministry of Social Services

Mr D Ranasinghe, Senior Assistant Secretary

##### Department of Probation and Child Care

Mr D Ranasinghe, Commissioner

##### Department of Social Services

Mr I Basnayake, Assistant Director

Mr Ariyaratne Pojitha Goonewardene, Superintendent of Rehabilitation (Ex-participant)

Mr K Rajapakse, Social Service Officer (Ex-participant)

Mrs M H Manel Wasantha Kumari, Social Service Officer (Ex-participant)

Mr Delkage Piyadasa, Social Service Officer (Ex-participant)

Mr P J Karunaratne, Social Officer, Kachcheri Office, Kandy (Ex-participant)

Ms P H J Nandanie de Silva, Supervisor, Special Education Branch (Ex-participant)

##### Detention House

Mr Rodrigo., Superintendent

Ms Y Kikuchi (JOCV)

Ms M Horikawa (JOCV)

Ms H Hamashiro (JOCV)

##### State House of Detention

Ms T Kamiwa (JOCV)

Mr Hada (JOCV)

Mr Yokoshima (JOCV)

##### Elders Home and Mentally Retarded Children Home

Mr Kuruppu Mudiyanseelage Weerakoon, Superintendent (Ex-participant)

##### Welfare Institute

Mr V L P Liyanage, Superintendent

##### Embassy of Japan

Mr. Atsushi Matsumoto

##### JICA Sri Lanka Office

Mr. Jiro Hashiguchi, Resident Representative

Mr. Tetsuo Amagai, Assistant Resident Representative

Ms. Marcia Munasinghe

### Team's Impression

1. The Team was deeply impressed that the participants from Sri Lanka who attended the Group Training Course on Mental Retardation in Japan still preserved their warm feeling of friendship toward Japan. They valued their first visit to Japan as the experience of unforgettable significance. Many ex-participants expressed their desire to visit Japan again.

2. People in Sri Lanka who are working for children with developmental disabilities seriously need the opportunity for refreshment in techniques and knowledge in their own specialties, as well as related fields. The Team had a strong impression that Sri Lanka is one of the countries that should be placed on a high priority to invite for participation in the Group Training Course on Mental Retardation in Japan.

3. The selection of candidates for the Group Training Course on Mental Retardation has been carried out carefully through the governmental channels concerned in Sri Lanka. Efforts have been made to ensure that most suitable person be sent to Japan. It is hoped that this practice will be maintained in the future, so that the Japanese authorities concerned with the course could continue this program.

4. The meetings with the ex-participants and the people concerned in Sri Lanka were very useful and beneficial to the Team. We shall transmit their opinions and suggestions to the authorities concerned in Japan for the further improvement of the Group Training Course on Mental Retardation.

Finally the Follow-up Team for JICA Ex-participants who attended the Group Training Course on Mental Retardation would like to express its hearty gratitude to those authorities who were kind enough to provide the necessary opportunities for the Team to be able to achieve the purpose of its visit to Sri Lanka.

With sincere thanks, the Team is pleased to submit this report to your office.

JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

P. O. Box 216, MITSUI BLDG.  
2-1, NISHI-SHINJUKU, SHINJUKU-KU  
TOKYO 163, JAPAN

Burma, February 11, 1988

Dear Madam or Sir:

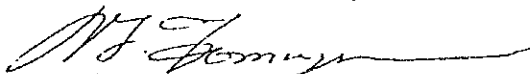
It is my great pleasure to submit the summary report of the Follow-up Team for Former Participants of the Group Training Course on Mental Retardation.

The Team, which was dispatched by the Japan International Cooperation Agency as part of its technical follow-up program for the returned participants in the Group Training Course on Mental Retardation, and which consists of three members as mentioned below, arrived in Burma on February 6, 1988, and engaged in its follow-up activities there for four days.

Through our visits at this time, we could obtain many valuable comments and suggestions about the Group Training Course on Mental Retardation from the authorities concerned and also from the former participants and other people around them. We are quite sure that the information we obtained should be greatly useful for the purpose of improving this Group Training Course and also for the future expansion of the technical cooperation programs.

Finally, on behalf of all members of the Follow-up Team, I would like to express my heartiest appreciation for the warm hospitality and kind cooperation extended to us during our stay in your country.

Sincerely,



Yoshikazu E. Tomiyasu  
(Professor of Psychology, Keio University)

Leader, Follow-up Team for Ex-participants  
of the Group Training Course  
on Mental Retardation

## SUMMARY REPORT

### THE TECHNICAL FOLLOW-UP TEAM FOR JICA PARTICIPANTS WHO ATTENDED THE GROUP TRAINING COURSE ON MENTAL RETARDATION

Objective: The follow-up Team will visit ex-participants, their organizations, and related agencies for the purposes of offering guidance through consultation, evaluating the results of the training in Japan, and assessing problems and needs in the participants' country, as well as for improving JICA's training program.

- Members:
- 1) Professor Yoshikazu E. Tomiyasu  
Executive Director,  
The Japan League for the Mentally Retarded (JLMR)  
(Keio University, Japan)
  
  - 2) Mr. Masanobu Noguchi  
Superintendent,  
Kun'eiso - A residential facility for mentally  
retarded persons, Japan
  
  - 3) Miss Noriko Shiina  
Staff, Second Training Division, Training Affairs  
Department, Japan International Cooperation Agency  
(JICA)



Period: From February 6, 1988, to February 11, 1988

Schedule of the Follow-up Team

Feb. 6 (Sat.) Ar. Rangoon (TG-305)

7 (Sun.) Preparatory Work

8 (Mon.) Visit to JICA Office  
Courtesy Call to the Embassy of Japan  
Visit to the Authorities concerned including:  
Department of Health  
Department of Social Welfare

9 (Tue.) Visit to Foreign Economic Relations Department (FERD)  
Seminar on Mental Retardation in Japan  
Meeting with Ex-participants

10 (Wed.) Visit with Ex-participants including:  
Psychiatric Hospital  
Disabled Children School  
Women's Home (Windemere)

11 (Thu.) Report to JICA Office  
Lv. Rangoon (TG-306)

Personnel who the Team met in Burma

Embassy of Japan

Mr. Kazuo Matsumoto, Minister.  
Mr. Haruhiko Kikugawa, First Secretary.  
Mr. Yasukata Fukahori, Second Secretary.

JICA Burma Office

Mr. Tatsuo Fujimura, Resident Representative.  
Mr. Yusuke Kitamura, Deputy Resident Representative.

Department of Health

Dr. Tin U, Director General.

Department of Social Welfare

Col. Htun Oo, Director General.  
U Aung Than, Additional Director.  
Daw Naw Htoo Paw, Assistant Director.  
U Nyan Lynn, Head of Planning Section.

Foreign Economic Relations Department

U Soe Thwin, Director General.  
U Kyaw Tin, Director.  
U Myint Aung, Director.  
U Kyaw Myint, Deputy Director.

Psychiatric Hospital

Dr. U Kyaw Sein, Medical Superintendent.  
Dr. U Thane Htay Pe, Deputy Medical Superintendent  
Consultant Psychiatric.  
Dr. Daw Than Yin, Consultant Psychiatric (Ex-participant)  
U Tin Aung, Clinical Psychologist.  
Dr. U Ohn Maung, Psychiatrist.  
Dr. U Thu Ta, Psychiatrist.  
Dr. Daw Yin Yin, Psychiatrist.  
Dr. U Nyi Nyi Latt, Psychiatrist.

School for Disabled Children .

Daw Lilian Gyi, Principal  
Naw Novelyn Win, Teacher (Ex-participant)

Women's Home .

Col. Tun Oo, Director General, Department of Social Welfare  
At. Col. Kyaw Sein, Director, " " "  
U Aung Than, Additional Director, " " "  
Daw Naw Htoo Paw, Assistant Director, " " "  
Daw Hlu Raw, Administrative Officer  
Daw Kin Win, Instructor (Ex-participant)

## Summarized Report

### 1. Visits to the Various Organizations and Institutions Concerned

We visited and observed a number of Burma organizations and facilities concerned. They are listed in the previous page.

Through these visits, observations, and exchanges with persons concerned, we came to learn that the rehabilitation services or welfare services in Burma for people with mental retardation, including medical, educational, day care, residential, social rehabilitational, vocational, and financial programs, have had a good start.

The Social Welfare Department set up under the Ministry of Social Welfare is implementing Programs for the rehabilitation of disabled persons according to the objectives, policies and principles laid down by the Burma Socialist Program Party. These are as follows:

(1) Every possible ways and means must be taken to enable disabled persons to take full advantage of rehabilitation services.

(2) To provide the rehabilitated persons every opportunity to participate in production work.

(3) Rehabilitation of disabled persons should lead to self-reliance and thereby limit dependence on others.

These are completely congruent with the declaration of the World Health Organization (WHO) at the International Year of Disabled Persons and the very appropriate ground to build up the construction of rehabilitation programs for people with mental retardation in Burma.

Actually, the implementation of these policies has been active: Since a school for disabled children in Rangoon was set up under the Department of Social Welfare in early 1970s, the number of children admitted increased, and hence the educational programs were expanded including the foundation of pre-primary school educational facilities for children with developmental disabilities.

The Ministry of Social Welfare has been also active in the implementation of Social rehabilitation programs for women with mental retardation: Vocational trainings for women with mental retardation at Women's Homes have been very effective to make many handicapped women realize their social vocational independence in the society.

The Ministry of Health is concerned with the Medical Rehabilitation for people with developmental disabilities: The Psychiatric Hospital in Rangoon and the psychiatric departments of General Hospitals have been very active in the medical treatment of associated conditions among children and adults with mental retardation. These hospitals have the unit for patients who have serious conditions difficult to treat on the community basis.

In addition to these, the Department of Health opened the Child Guidance Clinic in Rangoon, which is giving the medical diagnosis of the disabilities as well as the necessary guidance for parents on the care and handling of their children.

The Ministry of Education is responsible for the education of children with disabilities in regular schools whenever possible.

Moreover, the Burmese society itself is traditionally accepting people with handicaps, so thus far mental retardation does not present a very serious problem. Family ties are still very strong in Burma, so most of children with mental retardation are cared for by their own family.

However, with the advance of time, mental retardation may become a problem as in developed countries, so the State itself is making full efforts to improve and expand the programs for people with mental retardation.

It was our great pleasure that, in such national efforts, ex-participants played fundamental roles in everybody's position. Through our experiences during this visit, it is one of this Team members' conclusions that Burma is among the countries that need seriously such a support or cooperation as the JICA's Group Training Course on Mental Retardation.

## 2. Meeting with Ex-participants

There are 5 ex-participants in Burma. The Team was able to meet with 5 of them, and 5 ex-participants cooperated with the Team in returning the questionnaire that JICA had distributed in advance. All the ex-participants we met still have a friendly feeling toward Japan, and the Team was pleased to learn that the ex-participants feel that the JICA course was valuable to them not only for the practical techniques and knowledge that they learned, but also for mutual understanding between the two countries.

Here is a summary of the opinions and suggestions of the ex-participants:

- (1) The majority of ex-participants expressed their feeling that the Group Training Course on Mental Retardation that they participated in was very effective for their own development, not only in their own professional activities but also with respect to mutual understanding with the Japanese concerned.
- (2) The majority of ex-participants commented that the experiences that they had during the Group Training Course on Mental Retardation in Japan were very helpful for their own jobs after they returned to their work in Burma.
- (3) So far, the duration of the Course has always been six months, including the Japanese conversation course. The majority of ex-participants said that this duration was more or less optimal, although they suggested several points that might be changed in order to improve the Group Training Course. Regardless of the priority of these suggestions or the number of ex-participants who raised the points, their points are described here one by one.
- (4) Some suggested that the part of course on Japanese conversation be expanded a little bit, since if the participants knew more Japanese, they could be much more competent in communicating with not only staff members or teachers but also residents or students during the practica that are a part of the professional training course.
- (5) The majority raised their desire to receive additional information, that is, some follow-up training programs about progress in the field of welfare services in mental retardation, after their completion of the Group Training Course. Among such follow-up training programs, the Follow-up Team Visit like this one must be included, of course.
- (6) Some ex-participants expressed their desire that JICA would offer many more opportunities to people in Burma to participate in the Group Training Course on Mental Retardation.

### 3. Seminar

The Team held the Seminar on "Mental Retardation in Japan". This seminar was attended by 26 Burmese including 5 ex-participants.

It consisted of two lectures as follows:

- (1) The Current Status and Perspective of Welfare Services in Mental Retardation in Japan. By Mr. Masanobu Noguchi
- (2) New Trends in the Methods of Treatment and Training in Mental Retardation. By Professor Yoshikazu E. Tomiyasu

Participants for the seminar on Mental Retardation in Japan

Attendants

1. Daw Naw Htoo Paw  
Assistant Director,  
Social Welfare Department.
2. Daw Novelyn Win  
Teacher, School for Disabled Children, Rangoon.  
(ex-participants)
3. Daw Tin Tin Win  
Principal,  
Pre-Primary School No.5, Rangoon.  
(ex-participants)
4. Daw Kin Win  
Instructor Grade (3), Women's Home, Rangoon.  
(ex-participants)
5. Daw Khin Myint Oo  
Incharge, Day Nursery,  
Yenangyaung, Magwe Division.  
(ex-participants)
6. Daw Lilian Gyi  
Principal,  
School for Disabled Children, Rangoon.
7. Daw Yin Yin Kyin  
Principal,  
Social Welfare Training School.
8. Daw Khin Kywe  
Lecturer, Social Welfare Training School.
9. Dr. Daw Myint Myint Thein  
Deputy Principal, Social Welfare Training School.
10. Daw May Than Myint  
Lecturer, Social Welfare Training School.
11. Dr. Daw Than Yin  
Psychiatric Hospital, Department of Health.  
(ex-participants)
12. Dr. Daw Aye Aye Myint  
- ditto -
13. Dr. Daw Tin Tin Pyu  
- ditto -
14. Dr. Daw Swe Swe Win  
- ditto -



15. Daw Khin Khin Lay  
Principal Adult Disabled Vocational Training School,  
65 Kyaikwaing Pagoda Road, Rangoon.
16. Dr. Thane Oke Kyaw Myint  
Senior Lecturer/Consultant Paediatrician  
Rangoon Children Hospital
17. Dr. Khin Myat Tun  
Assistant Surgeon,  
Rangoon Children Hospital
18. Dr. Yazana Saw Myint  
Assistant Surgeon,  
Rangoon Children Hospital
19. Dr. Khin Nyein Htay  
Assistant Surgeon,  
Rangoon Children Hospital
20. Dr. Khin Hnin Hnin Htay  
Assistant Surgeon,  
Rangoon Children Hospital
21. Dr. Tin Tin Nwe  
Assistant Surgeon,  
Rangoon Children Hospital
22. Dr. Ah Mar  
Assistant Surgeon,  
Rangoon Children Hospital
23. Dr. Tin Myint  
Assistant Surgeon,  
Rangoon Children Hospital
24. Dr. Khin Maung Htay  
Assistant Surgeon,  
Rangoon Children Hospital
25. Dr. Khin Than Wai  
Assistant Surgeon,  
Rangoon Children Hospital
26. Dr. Moe Mya Mya  
Assistant Surgeon,  
Rangoon Children Hospital
27. Mr. Yusuke Kitamura  
Deputy Resident Representative,  
JICA Burma Office.

### Team's Impression

1. The Team was deeply impressed that the Burmese participants who attended the Group Training Course on Mental Retardation in Japan still preserved their warm feeling of friendship toward Japan. They valued their first visit to Japan as an experience of unforgettable significance.
2. Burmese people working for children with developmental disabilities seriously need opportunities for refreshment in techniques and knowledge in their own specialties, as well as related fields. The Team had the strong impression that Burma is one of the countries that should be placed on a high priority to invite for participation in the Group Training Course on Mental Retardation in Japan.
3. The meetings with the ex-participants and the people concerned in Burma were very useful and beneficial to the Team. We shall transmit their opinions and suggestions to the authorities concerned in Japan for the further improvement of the Group Training Course on Mental Retardation.

Finally the Follow-up Team for JICA Ex-participants who attended the Group Training Course on Mental Retardation would like to express its hearty gratitude to those authorities who were kind enough to provide the necessary opportunities for the Team to be able to achieve the purpose of its visit to Burma.

With sincere thanks, the Team is pleased to submit this report to your office.







