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RI World Congress**25 October 2016****Parallel A Harris****Inclusive provision or specialist services**

>> Captions will appear here. [general hum of conversation in the background]

>> All right, good afternoon, my name is Adrian Martin, I work for the government, UK government at the moment, I'm moderating this session, this afternoon which is a very Cosmopolitan session with speakers from four different countries. Just to make sure everybody is in the right place, this is inclusion special services, session, we have four speakers, three of them here at the moment.

>> Hello everyone, I'm a doctor, specialized in psychiatry. And definitely my, my background in studying psychiatry, neurology, done so much with physical and psychological disabilities, so I was always very interested in this subject. I want to give a background of how Egypt is dealing with people with disability, despite there was, for quite some time, actually inclusion has not ever been addressed except recently. Educators were never acquainted or even accepting the fact that some students might need extra care or extra effort or change in curriculum or whatever. Typically in Egypt, until very near time, persons of disabilities or children of any social class, family, not necessarily the underprivileged or social classes, the person with a disability or having any kind of long-term illness, that they are always socially withdrawn, very secluded, left at home without any ambition or any hope that this person really can do anything later on, except being supported like all the physical well-being without any opportunity or thinking of educational opportunities. And not only, but also Egyptian families standard to get very ashamed about having a child with disability and usually this child was always like a secret, like do you know that whoever is, that if it is something that shouldn't be known to anyone. And in the 1980s, started an era, some embryos popping up that they started to think about the right of, for example, this very famous at the time that so it started to address people, at that time they called it special needs, people with special needs. But still in spite of all their effort they would always segregated to special schools. Schools for special needs, which still wasn't inclusive whatsoever. Up to this very moment education has still struggled to include students with disabilities, usually even in very privileged schools, even very international schools or whatever. They don't have the ability to address the needs or the accommodations of a student with disability. So they, they rarely reach High School level, of course not

mentioning universities. Educators still have, including students with disabilities, usually the family with children who have any sort of disability used to immigrate up to very recent, used to immigrate to any country that really have proper use of education. Nowadays the concept of inclusion in Egypt is starting to be very well-spread, lots of awareness and lots of campaigns is addressing the importance of inclusion. So it started to get better recently. Also we have a very good example of addressing this, the more awareness and so was always recently push in, for example who had a similar case of autism or visual impairment or whatever and she started her own awareness and her own campaign to support other mothers who have similar problems. We work Alexander and I work at American University in Cairo and actually it was, all the American University in Cairo has always been a diverse and very advocated to diverse, an international community on everything. So it started the, the concept of inclusion and then later on when we used to be in a very small campus then in 2008 we move to a huge campus, which is actually built and constructed according to the ADA law, American federal ADA law. So here are some pictures about what we have in American University regarding the accessibility and mobility. Which is the only University so far who offers such accessible construction.

>> This is actually very new to our culture, to the Egyptian culture, all universities in Egypt are not very accessible, actually any streets, anything around Egypt, not giving a bad image about Egypt, but accessibility is an issue in Egypt and this is where the American University is pioneering in. We're trying to follow the standards, the international standards of any accessible campuses or venues or anything. Also we go into the, the accessibility part where we're starting now for the past eight years, struggling with the accessibility for education. The modification of curriculums, giving accommodation needs, raising awareness of the AC community up to the level of the international level. The education system within Egypt is start towards now since passing a law in 2013, we're starting into the inclusive part for persons with disabilities, but we still have issues concerning the application and implementation of the law itself. We're going to show you, for the American University, one of our -- I'm trying here. It doesn't want to show. Might be just one -- this is a video of someone who had some, actually severe disability and actually he has just graduated and it was an extreme, we were very proud and honoured to have him.

>>SPEAKER: ¶ (muffled) Most common form affects physical ability. Doctors said that I would never be able to read, write or speak, but my parents thought otherwise, in a school which is not easy to do because of my disability. I graduated with high honours, I was nominated for the award for University for Egyptian students who overcame the most -- [speaker off mic] later I applied for internship at one of them. It was an amazing experience, got me interested in studying mass communication at the University. Being a part of the AC community was very beneficial. One of the most valuable things I learned in AC is that education is not only about academics, it is about going beyond what is good for yourself, that makes you find out what you really are. So I learned a lot of the activities I joined that I would never have learned. I

also expanded my social circle and met the most amazing people anyone could ask for. Moreover I'm [speaker off mic] in Egypt. Communication meets the arts. [APPLAUSE] I acquired the experience, made me a different person. Disability is not the rule rather than physical limitations. Everyone can make a difference if they are given a chance.

>> [APPLAUSE] Actually what he said about, everyone will just flourish if they are given a chance is the thing we are fighting for at AC is the thing that we wish everyone in Egypt to follow and understand. We're still very much struggling in this matter, but the AC has accomplished this special unit at the student support office to help other students accomplish what magazine it did. It took some services from our units, but other students we have started years ago with only 12 students now we have 80 something registered students with different types of disabilities. Psychological, learning, physical disability and this in itself is a success for Egypt and now with it one of our first conferences this year and it was just to bridge the gaps between us and other universities and other schools and other education settings to remove the barriers where persons with disability is, students with disabilities face in the Egyptian culture. The thing with inclusion in Egypt is that even if we have, we have a law up running but the implementation of the law is not, is not there. They are not, the classrooms are not accessible. The educators are not taking any trainings, they don't know what to do when they find a student with a disability in front of them in class. This is one of the huge challenges we have still in the education system in Egypt. At the American University we actually started having modifications and accommodations for students and we give training for our faculty members when, when they don't know how to apply these modifications and accommodations. We give several workshops and we give extensive tailored workshops for faculty to raise the awareness of, of dealing with the persons with disabilities, maybe this is one part. Another part is the, we're following a model, the person occupation, the model, we are very much fighting, as Maggie said in the clip, not only about education, it is about a whole community. It is about you getting integrated in the community properly. This is what we are striving at AC to do. We give disability buddies to help our students mingle with clubs, mingle with, because Egypt has a lot of community service activities. so we are trying also to, to show the community as well how to integrate everybody within this community. AC, then growing into a larger community for Egypt. Of course we have other universities that are trying um and following the same plan and hope for Egypt, but one of the main things that we struggle with is that we have the law, we have the person, we have the power and you get stuck with the, how to implement, how to implement the law. How to, to make minds change towards seeing these changes that we want to put there. We have another vigil, that's the last quality clip that was also this is done by one of our students, a student with visual impairment.

>>SPEAKER: People that go to public universities in Egypt suffer from the proper accommodations to their needs. However, the American University in Cairo, AC, in Egypt with students with disabilities but

also empower them with assisting accommodations that make them not --

>> After meeting with us and determining the eligibility of the student for accommodations at AC, we helped students in different ways. One of the ways are to get them, their faculty modification methods for um, for accommodation needs. Could be note takers, could be helping -- for example. Different accommodations we have. It just depends on how each case.

>> The student, explains how AC supports her.

>> It helps me to learn how to adapt to technology and to use it as a person of visual impairment.

That helped me a lot to --

>> The University professors at AC understands the importance of integrating students with disabilities and the efforts in making the AC experience worthwhile.

>> What we have to do maybe is make sure everything that my student has is on a word document, because she uses a [speaker off mic] to read it. Everything I use, everything has to be, she just takes the test normally, she doesn't have to have any special attention to me except that she listens to reading tests and the passages, then through that using her program. The only thing I have to do is make sure that everything is prepared on the word document.

>> Due to the fact that not every disabled student could afford ACs expenses the Egyptian government should take the procedure, people and provide the services needed.

>> So as said, we need full collaboration from everybody. We have, we have to have the government helping us and supporting us and we have to have the community also as well giving us full support

>> The girl that did this vigil, she was coming with us but for an unfortunate certain event she didn't come. She was the first student at AUC to specialized in something scientific. Usually the persons with disabilities before, students with disabilities, used to choose some kind of humanity or a much easier branch. She chose computer science. Very inspiring sentence in her speech. She said I was privileged to, to have this opportunity and study and this is my responsibility from now on, not to just succeed for my own self, no I want to succeed because I want any visually impaired or any person with disability, when they ask they want to declare a scientific major they don't tell them, no, no, there has been before like this visually impaired student. So I want to seek to be a model for other students and open students. We have, been very gifted students when they are empowered. They really prove themselves and we have lots of examples. Right now there is supposed to be what they call the national society education reform thing, it is being discussed in the parliament and there has been this law for inclusion. The time frame is supposed to, has started in 2013 and supposed to like be really implemented as a strategic plan in 2030, we have political turmoils and economical downfalls and so on. I'm not sure, we really have to work so hard to make a true, not just in American University of course it is very privileged University and it is very

expensive. So not all students can afford it from, so there are lots of scholarships and lots of grants and funds to help students who are under privileged to join the American University in Cairo. This should be the model in all universities and especially the government of universities, because this is what most of the community can afford.

>> Thank you so much. [APPLAUSE]

>> Thank you both, it was very interesting to see a different perspective. Our next speaker is, is -- here from Indonesia is our second speaker this afternoon.

>> We will take questions at the end of the session, if you have questions you would like to ask, just please hold until later.

>> Thanks to Stephen, who invite me to be here, on adolescent education. Thank you for everyone who came and enjoying, enjoying let me to introduce, my name is Ami from Indonesia. Let us start now. The first question that arise is why we are concern on adolescent. Adolescent is a period of, period from childhood to adult. Including physical, social relations increasing skill and ability, as well as identity formation. In the process themselves become adult, many of the problem that arise and would affect ability in adulthood. Adolescent is a time of turmoil and imbalance. Adolescent is the most important period in the formation of values. Social environment in part of the process of value creation. The second questions, why adolescent disable. When it was getting underway in the formation of values, non-disabled as less sent faces many due to physical and emotional changing. And other constrain. What about the disabled adolescent? Because of this ability, the double. The condition access to social environment is very low. As well as inadequate public facility. And results in decreasing opportunities, of social interaction is very important to build trust themselves, self-identification and self-advocacy. The third question is why adolescent school? The way to change the level of well-being to education, the higher, of the level education cause opportunity to increase the level of welfare and even greater. This is called the imgraduation, in addition also mention that education is the right of every person. Mention education for all even for the mentioned as long-life education. The same no one left behind to enter the education as the development target which indicators. Now how about Indonesia? Several, the based on social, economic way 2012 shows about 2.6% of population experience a severe disability. And approximately 1.1% experience by adolescence. Are about 500 thousand adolescence suffer severe disability. Okay. With this, the percentage of adolescent who have severe disability around 7.65%. With distribution if the higher is a woman approximately 23 and 23% in the first [speaker off mic] and only about 5.34% are still attending to school. I implemented statistical result to find some affected to school participation on adolescent. Disability, sex, expenditure, group and type. [speaker off mic] We find old code and new code to implement it logistic regulation. And the result of logistic regulation, for independent variables only one significantly influence to school participation of adolescence. Disability status. The value of 575 shows

that non-disability adolescent has opportunity more likely to attend school than disability adolescent. While expenditure sold that expenditure in second and 5th quintile have been double, so the expenditure in the first. The second logistic regression analysis aims to disable adolescent by adding several independent variables that are to school and [speaker off mic] such as helping excess, in excess, building excess, total reach excess, and the last variable is participation in rehabilitation. This is the result of logistic regression for adolescent disable. Okay. The result of running the logistic, show a picture that no barriers to accessibility and participation in rehabilitation greatly effects the participation of disabled adolescent. And adolescent disability who do not have access to the sidewalk barrier, have the opportunity about three times greater than the have access to the sidewalk. Also with the rehabilitation have adolescent who have the opportunity to follow rehabilitation to 2.5 times more likely to attend school than just not following the rehabilitation. Barriers to transportation access, information access and public building access also plays a role in the school participation of disable adolescent. Okay. Attending school is significantly influenced by disable or not. Adolescent who are not disabled have opportunity six times greater than disabled adolescent. This is showing the gap of an exclusion evidence. About the adolescent disabled the chance for schooling attendance is much more affected by the absence of barriers on the sidewalk. Building access as well as -- [speaker off mic] and participation in the rehabilitation. They say accommodation, in order to close the gap of school attendance for adolescent disabled it is strongly recommended to improve the adolescent accessibility to help those and rehabilitation disabled. Barriers that occur on the facility of information, building and sidewalk, to be removed as an origin policy, as a consequence of releasing the complicate adolescent disable can be achieved. Specific scale of teacher or assistant in the public school, so provided to create inclusive education and for the human right for all. Okay thank you very much for your attention and we will be very happy and encourage you to give critical to my presentation. Thank you. [APPLAUSE]

>> Thank you, interesting reflecting on the previous plenary session that message is coming through with a little bit of assessment, large country, starts to pay dividends really quickly. You actually make it a little bit of an effort. We have our third speaker now, Guise Bonzi from Hong Kong.

>> Guise: Good afternoon. I am Guise Bonzi from the sound of my name you may guess I'm from Italy, but it is 49 years I live in Hong Kong and more than 40 years I live with people with disabilities, particularly with mental disabilities, intellectual disabilities. And in Hong Kong they call me 99% of the people [speaker off mic], I am a co-founding member and spiritual advisor of Fuhong society. It is my Great pleasure to share with you, family care for persons with intellectual disabilities in Hong Kong China. This society has been a major rehabilitation service provider in Hong Kong for nearly 40 years. What we actually do is to serve and receive, we believe that we share the riches of life no matter how people are. We mainly serve persons with severe intellectual disabilities by providing various governments advantage

services with love and care. This attitude is particularly manifested in our self service. This is not the name, not even in English, but in Chinese the name is very simple [Name?] in English there was confusion because the home, the name Home is used and abused, it means everything. It means also a place where 70 people sleep together. And so my friends asked me how do, because of Amelia, we adopt the name. Now in English we say family care home. What we actually do is serve and receive with loving care. This attitude is particularly manifested in our, because of the service. Realizing the needs of persons with intellectual disabilities who are homeless or without other current parent care. We encounter to social trend in building large rehabilitation hospitals in the 90's and we started, because of this service, in 1997 when Hong Kong turned to China. We have seen the studying of four family care homes, namely Encounter, the first one where I live. It is almost 20 years. We've, there were six now five people with mental disability. Family, Splendor and Radiant Family, these three have eight person, four men and four woman. Where these members can enjoy the harmonious family life and are able to exercise their rights to fully participate in the community, this is the main important element. How to change the mind of the people who are called normal, able-bodied people, in understanding people with severe or moderate mental disabilities. But it is difficult to change the mind for the people. I have realize that actually the same people with this mental disabilities are those more efficient in helping people to change their mind. It is proven by our services that because of these members while being served in these family care homes, also the influence by making people more friendly and guiding us to the essential elements of life, love, care for one another and appreciation. Unlike the other service units each family care home comprises six to eight people as I said. Because of the members at least one or more are brothers and I am one of them. I am the first one. I live, I spend the night and during the day of course my people, my family people, go to their work and the attention care services and I also have my own service to do and I go and also I am a Priest, I serve the diocese of Hong Kong. Two or three house mothers are regular friends. House mother is easy to understand, they are members of the community of course we have tried to form them, to help them, to understand to do well how to treat the persons with special needs. But their first element, they must have the love of a mother. If [speaker off mic] more expert, even better. Friends, volunteers, do service in a regular way. It can be once a week on Friday evening, but we know and we can count on them. They are integral part of the family care homes and each of them perform respected roles in the family. Through caring for and learning from one another we are reaching each other. This family care homes are just like real family, although because of these members have no blood relationship they sincerely share the ups and downs in life and like all families in this world we are ups and downs and jointly create a home, sweet home for them which helps eliminate any form of discrimination, making them as loveable people that neighbors learn to know more and more and appreciate. Over the past 19 years a total of 42 of people with disabilities have been receiving because of this service. Although the number is relatively

small when comparing to services on the governments, we have 30, 50 and even 70 members. We are pleased to see the positive changes found in our members, more importantly the increasing progress of effective inclusion into the community because our members with disabilities, they live in the community. Each home is where all the other people live. And also they have the influence of the neighbors and influence the neighbor. Now let's move to a real life example of one family member of my family encounter, a nice girl. A brother in encounter I have witness her change these over the years. Before an encounter was rather passive. And had not much interest to interact with the others. However she becomes increasingly active in making friends and taking care of other people after experiencing family life and encounter and participating in the community you, also brings proactiveness into full play when she is working. She was in a shelter workshop, but now the physical condition that prevent her to go out, but before she used to go out in the, with other workers in the open climate. Being loved and cared for she knows how to look after her friends and to keep them a helping hand whenever necessary. In the family she has become another sister, but she has an interest to consider the need of those who are more needy than she is. And she is a good example to me too. More importantly is very eager to participate in social activities and programs, like our best buddies Hong Kong movement. This is an international movement that started in America, which promotes one to one friendship between persons with and without intellectual disabilities. Even had a chance to obtain the annual meeting of embodies international held in Washington DC in the year 2008 as guest speaker. This wonderful experience enhanced the mutual understanding between her and her student body. But also enabled her to become more confident to explore the work and she has been exploring even the last June when she came with me in Italy to celebrate my 50th anniversary as a Priest and also I went to luncheon to share with other, with the four members because of Amelia, a luncheon, number eight, feedback from community volunteers and neighbors is a powerful, of the social significance of the Because of Amelia service. Because of more and more community education programs it is true that public acceptance towards person with intellectual disability is [speaker off mic] is mostly derived from simplicity. Very often person with intellectual disabilities as the unfortunate people. My experience is that many of these they call our brother and sisters with handicap unfortunate, I find that they are more fortunate and my brothers and sisters are so happy. The neighbors and community volunteers may once have the same perception. However, from their personal experience they agree that there the certain mentality is changing if people have the chance to communicate with person of intellectual disability from the bottom of their hearts. They prove by actions that their care for the Cause for Amelia Members not based on sympathy or empathy, but on true love, sincere friendship. All these demonstrate the sense of the Amelia service to serve people with intellectual disabilities while giving them an opportunity to serve their community and to have the people in the community to change their perception, their vision, their understanding of the other people. To

conclude, Because of Amelia services a lot more than just offering family care homes to the persons with intellectual disabilities. We always, the tendency is to clean out dispersal is with handicap or can we do it, okay. I in this almost 20 years in Because of Amelia I learned I have to ask what are they doing to me and I'm glad to tell you that [speaker off mic] one normally ask what they can give. The spiritual gift cannot be shown like this but they are more present, more understandable than this object. Although they are invisible. Because they really affect the lives, they change my life. One of the examples, I'm not, I may sometimes give the impression that I am very humble or all the patient, but in fact I'm not so patient. I lose patience and in the Oriental area is not good, must be patient in all conditions. But these people, disability is me to be more, not to be too much in a hurry. An interactive platform to enable the Because of Amelia members to their human rights to fully participate in the community. I can tell you they really want to participate. Some of them cannot even speak or they cannot speak clearly. But they show very clearly they don't like to put aside, these people, they understand immediately. Rather an interactive platform to enable, human rights to fully participate in the community and to allow the community members to understand them well by developing genuine friendships, and because of the ability to reach the community we have the relationships and to make people know themselves and again a fresh understanding of the essential element of life. You know better than I what are these, the essential elements. Thank you for your kind attention. [APPLAUSE]

>> Do I have any question?

>> Thank you very much. Our final speaker is Weber, a little bit closer to home from Germany. After he has spoken there will be opportunity I think for a few questions for all of our speakers.

>> So I was wondering who will be the first to do this, it was me. [LAUGHTER] So good afternoon to everybody in this room. Thank you for staying in this room and waiting until it is really finished. I'm the last speaker, I have 15 minutes time so I will start now. Very little contribution, stories about illness, illness and these signs and stories about life, approaching 0 forgotten generation of persons with intellectual disabilities. I'm talking about a very special group of persons with intellectual disabilities, you will see who they are when I go on. I would like to introduce something, I would like to dedicate my contribution to this person, this is not the only Italian connection in this room, my teacher Nicalet [Name?] professor at University who died this year in May, a person I learned very much from. He said often fear of what could happen paralyzes any educational action, it remains in a theoretical discussion and then is forced to other solutions without letting something really happen. And this is perhaps something, what happened also or not happened in my country in Germany. Where do I come from? You see this green thing should be Germany and this very green part is the region I come from, it is called Hessin, maybe all of you know the, it is not the capital of Hessin, but the secret capital called Frankfort with the big airport. We had very little research to do for a big service provider in Germany, which is called Vitos, it is a big service provider, I'm

talking about it I'm absolutely sure you cannot see what's in this map. I'm talking about five places in this region where very special kind of institution was occurred in the last years and I will talk about that. First I would give you another idea of what I have in mind and I'm also sure you cannot read this very nice slide. But it is only the attempt to, to yes to show you some changing processes in German disability system, not only I think not only in the German disability, it starts after last world war and tries to explain the change from custody to aides to assistants, new terms we use. You can see we also have on this slide also tries do, to explain it with different institutional aspects in this line and also is trying to, to put concept of man behind all of this. I show you this because in my opinion and I think it's perhaps in your country, the same, the um changes in the last 70 years have been very, very rapid. If you think about this, what happened before the last war or during the world war, extermination of persons with disabilities, you can perhaps imagine what I think about. But another problem is I think we have another basic dilemma and I want to I can plain my basic dilemma with this sentence. I think in the past, Special Education as a whole has contributed to social inclusion despite good will using special methods and special institutions extrapolating the specialty of their client here. This is not a thought of myself, I took it from some German colleagues, but I think there is some truth in it and on a worst level it looked like this. I think all of you know these pictures of big institutions in your countries around the 70s, this picture is from 1980 and it shows persons in psychiatric hospital in, in the area of Frankfort and well the group I worked with or the group which I, by graphical interviews, are persons that lived 24, 25 years in another kind of institution, which was invented in 1989 after this can scandalous situations, so-called psychiatric in 1995 in Germany, processes of deinstitutionalizations and what is important for me is that we are talking about people with very, very severe, complex disabilities and people with very challenge behaviour. I think a group of people which is absolutely not in the focus of our discussion about inclusion. You see, in 1996 these institutions called HPE, I cannot explain it, I do not have the time, but the idea was to make another type of institution, not a psychiatric medical institution, but institutions with a pedagogical approach. They established as Permanent Establishments in 1996 and not, this is not as important as originally planned, expanded after 15 years. Again this process has was a little different and we have another big change in this field. We had some key questions in our research, one of these was how the former living conditions of the person in the psychiatric hospitals perceived with the distance over many years. Are there memories of the reform process? How is this process perceived with the distance of many years, how did own life change in the last 25 years and what are the dreams and wishes for the future. You can imagine I do not have the time to answer all these questions now in this room and explain it to you. But I want to talk about a little how we did this, because it was very challenging. You can imagine we had to do with persons who cannot speak or who do not want to speak with persons they do not know, et cetera. We made an analysis of their life stories. We made it by selecting persons of five different places, have been ten persons, it doesn't

sound many, much, but ten persons biographical interviews with ten persons is a very challenging process and under these circumstances. We used so-called this in perspective, this I cannot unfortunately explain in detail, but it is the big question, how did a person become like a person it is now how we perceive the person now, we analyze the records, this was very challenging. You would see later the medical records are full of defective language and full of very, very labeling things which do not have anything to do with the persons, but they are like they are. We may document this interviews and use our students to help us in this research. We have four dimension pairs of our analysis, participation and exclusion, self-determination and autonomy, dependence, isolation and violence. You perhaps wonder why you have these dimensions of analysis, but well I think if an hour later here, very small piece of one of the life stories you can imagine that this will dimensions that led our research. We had some methodological challenges, I just mentioned some of them. The first was the distribution of this institutions in our region. Our region is not very big but most of them are in very rural areas. The context with the person has big a very big challenge, as I also mentioned some of them did not, are not able to talk or to communicate in the way we do. We had the problem of the assistant questioning, deputy questioning is always very, very different very big problem also informed consent. How can I inform a person that I do research if the person does not understand what I really have in mind. Cooperation with the research was also not very easy because some of our colleagues didn't want to really to cooperate with us, this is another story. And I think one, another problem to counter act a possible object of the persons we interviewed. I have a very small part of our stories we made and I was hoping so I think I do not have the time um to read all these two pages now. I think if I read it or try to read it, you get an impression what is the, what is the result of our research because our book we made is full of these personal stories about these people we interviewed. The story of Mrs. France, was born in the summer of 1954 at the age of nine months she becomes ill with a case of Meningitis, right unilateral, makes learning to walk difficult for her. At the age of three years she receives treatment at a clinic, she begins to talk when she is two years old. School enrollment takes place in 1962 in the regular primary school. Just one year later, because of rebellious and inappropriate behaviours as well as having learning deficits, she is transferred to a special school for practical skills training. You can see we used the italics in our text um because we wanted to use this defective language, but we wanted to sign this defective language and therefore we put all these very strange things in italics. Report from a time in school say she learn how to read and write as well as learning how to do basic calculation task and addition. It is also reported she disrupts the class to unjustifiable extent, smashing windows, hitting the other children and so on and so on. I go a bit farther, at this time both Mrs. France parents are employed and cannot care for child at home. Convalescent reformatory institution is carried out in 1969. The primary diagnosis is significant mental deficiency. She is at this point 14 years old. In the following two years she changes stations multiple times. There are reports of aggressive behaviour and

agitation and given often changing doses of variety of medication. And so on and so on. Again reports of theft and destructive impulses, she is isolated for sleeping at night as she engages in disorderly conduct during her night activities such as clogging toilets, smearing feces and clearing out refrigerators. Described as being no longer manageable and the ward she is on, transfer is recommended. Well it goes on like this. The person, I really don't have the time, but you can have this copy. We all tried to talk to these persons and we tried to make these little life stories, because as I started I think this is a forgotten generation and we try to give a voice to this generation again. Our book is now full of ten little life stories like this. It is not so dark as it seems, I think in the past it was very dark, it was very full of violence and so on. All this person still live and all this person still made very, very big changing processes. Just in conclusion remark, you know also Germany signed the UN convention, rights of persons with disabilities wrote on the 13th of May in the last year concerning article 19, Germany should do the following and they right the committee is concerned about the high levels of institutionalization and the leg of alternative living arrangements appropriate infrastructure, which present additional financial barriers for persons with disabilities. The sentence is, well Germany was the background for this sentence. And for me it is important to stress this point because we have still I think problems with our big institutions in my country and this process is not at the end at all. That's what I wanted to tell you, thank you very much. [APPLAUSE]

>> Thanks to all our speakers, four very different perspectives I think from different parts of the world. Perhaps all the evolution of thought and support services for people with disabilities and the difficulties as time progresses. We got a little bit of time left, does anybody have any questions they would like to ask any of our speakers? If you do, lady at the back could you say where you are from and who your question is to. Microphone coming to you.

>> This is [speaker off mic] very interesting focus education and, I have and sorry, the speaker. Unique, I want to know and, an explanation -- (muffled) How to make aware, to care for people with mental disability. Is there any, for their disability and the second question, in this model what the advantage and incentive is of this model. Thank you.

>> Thank you, just trying to find the speaker.

>> Have that link.

>> Someone to repeat the same embarrassment. Anyway nice to meet you all, I'm a physical therapist from Hong Kong. So just now you see [speaker off mic] already 78 years old, quite an old man now. He is still very eager to serve, in the intellectual disability adults in Hong Kong. For the past 50 years he has been living in Hong Kong and he has really done a lot. I'm here to stand on behalf of him, to say sorry. I don't know, I don't know who -- [speaker off mic] but from my perspective I am the person to represent Hong Kong, thereby I should be responsible to answer your question. Can you do me a favour, just repeat your question once more, yes. I'm very sorry, very sorry for that. Just repeat the question

once more. I try to give you the answer. Thank you.

>>Audience Member: Repeat my question?

>> Yeah repeat your question. The first question or second question?

>> Both questions.

>>Audience Member: Okay. Let me introduce myself, my name is Annalise from University of Indonesia, my question is how make the family aware to care for people with mental disability. Is there, because I think it is difficult for the family not all the family can disability with mental disability. And is there, have area about disability, for the mental disability. The second question, what the, of this model. Because the presenter mentioned unique model, so I want to more about this model, thank you.

>> Okay, yeah I understand your questions. Okay. I try my best to answer your question. It is a very interesting question really. I think a majority of people they know Hong Kong is parted of China, but Hong Kong is very unique entity, very international city. Always under inference by the China. So for the first question, mentioning about homes. In Hong Kong we have a lot of people, but for the international disability adult, they are not so much. For this clientele usually we will try to solve the problem in two ways. The major remedy is for the government, the government will try to prioritize, set priority for those, there is a, for those people they need to live in a home in a home, require care from, the required therapies from physical therapy, occupational therapies. So this kind of home is called severe mental or physically handicap home. So under this invention, or by some charitable agency. But for the new service model mentioned, this is very rare and scarce. These are run by the church, church raised the funding. So this kind of home, just now mentioned by him, only for each one of the home can only about her up to eight person. In order to promote or foster a relationship between what we call father role, such as father also there is a mother. Something like mother inside a home. Then the rest of the resident they are all user, so about [speaker off mic] regular activity would be provide or adapt. This kind of home is very expensive. So I can try to answer you the second question. Why we regard them as a new service in Hong Kong is the, really a luxury service. Because of the financial difficulty every year father he come from Italy. He has to raise fund to suspend the education of the home, total reform, including the range. Whatever, or the expenses. Also because of some of the houses they are not, they are not sell. I mean we are not using this money to buy it. In Hong Kong the land is very not much. The price is very, very high. So we have only one home, we buy it. We own it already. The remaining home we try to rent it. Due to limited land area variable some houses are being, I mean taken back. So for example I'm the owner. I tell you. To move away. Because I will try to run to somebody who can afford to pay more. So this is really the existing problems. So we have to bargain with the owner, say let us to have, for example one year, one year allowance. Then we try to find some place to move. So just give you an impression is that this model may be difficult to achieve somewhere. In Hong Kong provided if really have some people they want to do

something, provided the money, they have, then it is okay, it is achievable. So such is the feeling in the Congress, everything is possible. So we must try for the best for the excellence for the needy. To provide them more well-being, yeah, that's all.

>> Thank you very much. [APPLAUSE]

>> Thank you. Bring the session to an end. If you would like to thank all our speakers and then make your way downstairs, thank you everybody. [APPLAUSE]