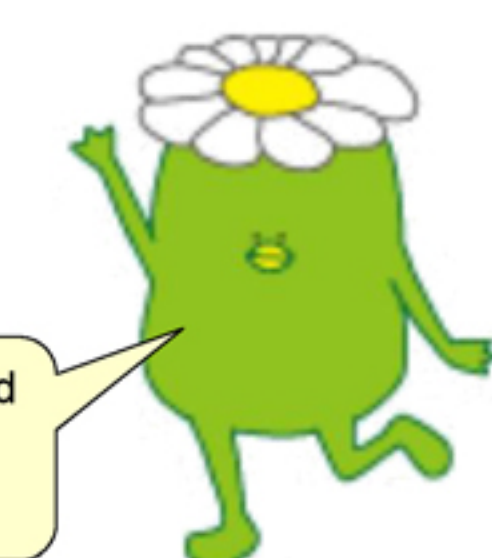


Developing inclusive lifelong learning Program By young adults with autism/Intellectual disability and typically developing university students



I'm a character modeled
after a KAPPA!
(Japanese YOKAI)

The school mascot of
Sagami Women's Univ.
'Joe Sagappa'



Sagami Women's University

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Introduction

In our country (Japan), systems of lifelong learning at article 24 of Convention on the Rights of Persons with Disabilities (United Nations) are developing. As for adolescents with autism/Intellectual disability who have graduated from upper secondary special needs schools, upper secondary special needs schools, etc., many of them have no other career path but to find employment.

We have developed inclusive lifelong learning Program by young adults with autism/Intellectual disability and typically developing university students (SAGAmihara inclusive lifelong learning Program & Package for young Adults; SAGAPPA) at Sagami Women's university with municipality of Sagamihara, in Kanagawa prefecture, Japan. SAGAPPA were consisted of 'lifelong learning program' (inclusive seminar open to young adults), and 'empowerment program' (activities of young adults with autism/Intellectual disability and typically developing university students, who were responsible for inclusive seminar). In this study, the effectiveness of inclusive seminar was examined.

Methods

Inclusive seminar was consisted of three parts, that "lectures by university faculty" (Part1) were inexperienced for Autism/ID, "life skills courses for employment" (Part2) were necessary for students in the future, and "small group chatting time" (Part3) were enjoyed together.

On the hypothesis that there could be no difference between Autism/ID and TD in the level of satisfaction with each of three parts, the questionnaire survey was conducted on 101 participants of all four times in 2024.

Table 1. Demographic breakdown of survey respondents

Seminar respondents of 4times ※ repeat responses allowed		Male(n=28)	Female (n=60)
teenagers	worker	1	1
	student	3	4
twenties	worker	19	19
	student	0	31
thirties	worker	5	5
	student	0	0

Results

88 respondents responded to the survey (87% response rate), and t-tests were conducted for "satisfaction with Part 1," "satisfaction with Part 2," and "satisfaction with Part 3" to compare satisfaction in the two counties of Autism/ID (50 respondents) and TD (38 respondents), respectively.

The results showed that Part 1: average score Autism/ID 4.72 (SD 0.5): TD 4.58 (SD 0.6); $t(86)=1.21, p>.05$, Part 2: average score Autism/ID 4.86 (SD 0.35): TD 4.76 (SD 0.49); $t(86)=1.08, p>.05$, Part3: average score Autism/ID 4.94 (SD 0.32): TD 4.69 (SD 0.62); $t(86)=2.32, p<.05$, indicating that Autism/ID was significantly higher than TD in Part3 only.

Conclusions

In all parts, both groups were highly satisfied, with high satisfaction in Parts 1 and 2 and no difference between the two counties. However, for Part 3, both counties were highly satisfied, but Autism/ID was higher than TD.

In Part3, Autism/ID and the university students engaged with each other in equitable relationships, built on mutual respect and understanding. We believe that the inclusiveness of this program stem from its emphasis on equitable relationships. However, examining and validating this assumption remains a challenge for future work.

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Ethical Considerations: At the time of this presentation, approval was obtained from the Research Ethics Review Committee of Sagami Women's University (No.23028), and consent was obtained from the participants for the presentation of research related to each program. In addition, this project has been designated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) as a "project to promote support for learning of people with disabilities after school graduation".



Figure 1. seminar Part1:
"lectures by university faculty"

Please scan the QR code
to access the website of
SAGAPPA.

Please use
translation tools,
if needed.



Figure 2. seminar Part3:
"small group chatting time"



are Kon-chan, also known as Kondo Takahiro, from the Inclusive Media Team, which operates mainly in Kanagawa Prefecture. Please call me Kon-chan.

My name is Yuwanyan, also known as Iwamoto Kengo. We started inclusive media activities in 2022 together with people from Sagami Women's University and Sagami City.

Figure 3. 'empowerment program' team (young adults with autism/ID & TD university students)

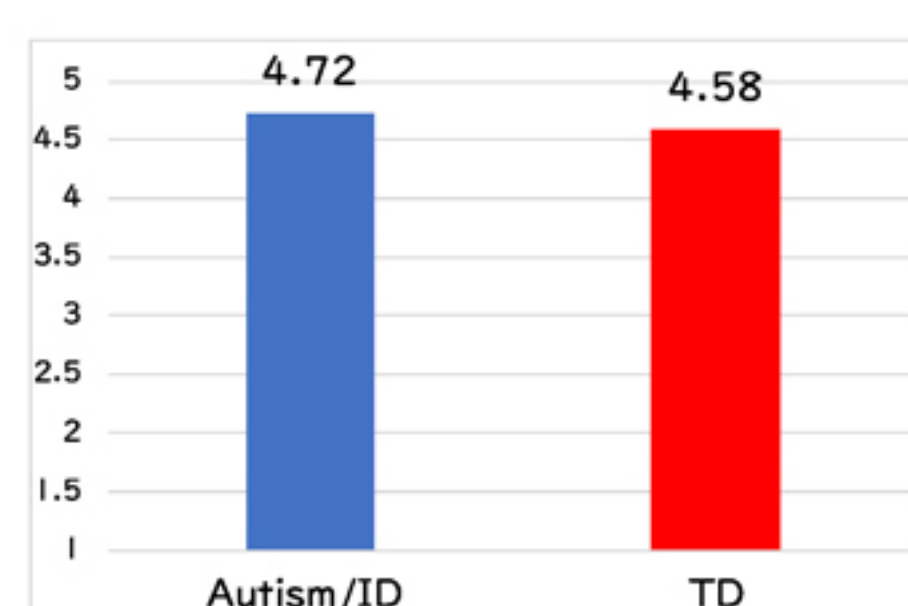


Figure 4. Part1 satisfaction

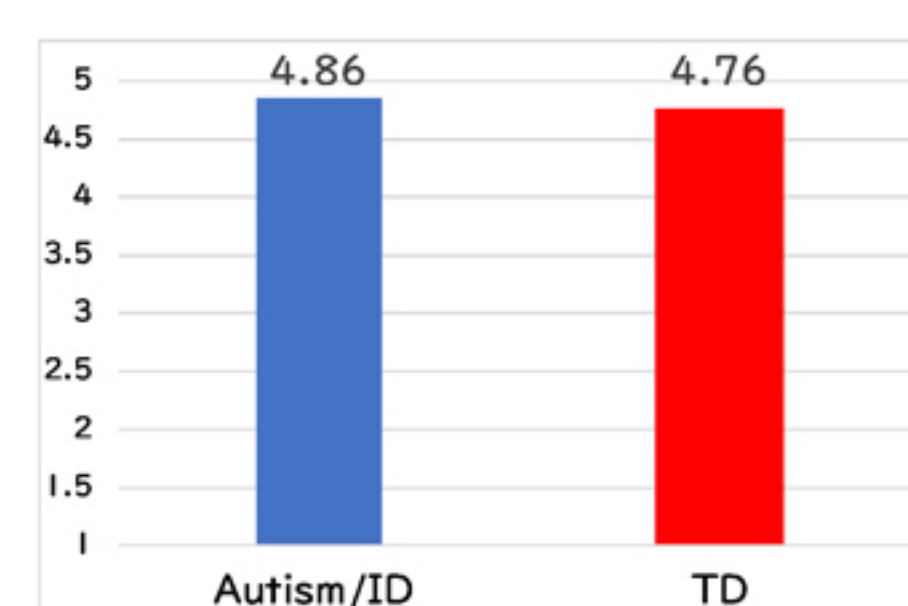


Figure 5. Part2 satisfaction

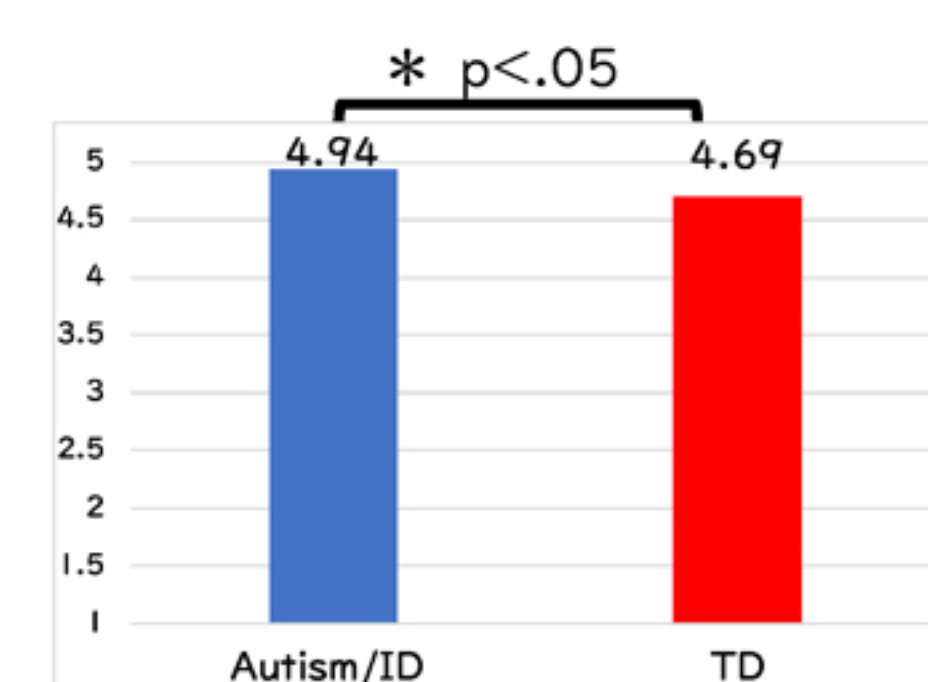


Figure 6. Part3 satisfaction

Contact us
here!

Contact form: Inclusive lifelong
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