INTRODUCTION

The information on the education system in Thailand was obtained over an extended period of time from October to December 2004. Field visits to the Khon Kaen and Roi-Et area were carried out from 21-24 October, but previous visits had been made to the area earlier in the year.

Information was obtained from a wide range of sources. These included people within the Ministry of Education (MOE), disability advocates who are members of the Advisory Committee on Disability to the Prime Minister, representatives of organizations of persons with disabilities, parents organizations, Head Teachers, teachers, students, both disabled and non-disabled, at MOE schools, Municipal Schools, Special Schools, both Government and non-Government, Special Education Centres, University staff, local Government administrative officials, education and rehabilitation centre staff and a number of other relevant informants.

Selection of the Khon Kaen and Roi-Et area for intensive field visits was made with the conscious intent to investigate the situation and opportunities for education for children and youth with disabilities in a relatively poor rural area, and to assess the benefits of community-based disability initiatives and services in promoting educational opportunity. Results of a survey conducted by the Social Statistics Division of the National Statistical Office in 2001 revealed that 37 per cent of disabled persons identified in the survey lived in the Northeastern Region of Thailand.1

Education for all children in Thailand was enshrined as a right in the new Constitution of the Kingdom of Thailand in 1997.2 The Constitution states that all Thai citizens have an equal right to obtain basic education. The National Education Act of 19993 ensures that this right is extended to persons with disabilities, and enables persons with disabilities to have access to 12 years of free, basic education. Extending education for children with disabilities to mainstream schools is a complex and costly task. They have previously been widely excluded from the education system.

Many informants agreed that a ten year time frame was necessary to make the required structural changes to the system. But the Government of the Kingdom of Thailand has made a commitment to uphold the rights of persons with disabilities to education, and is currently in the early stages of developing an “integrated education system, moving towards inclusion”.4

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1 Sathaporn Mongkhonsrisawat, 2004, p. 46.
3 National Education Act, Kingdom of Thailand, 1999.
4 Dr’ Benja Chonlatanon, personal communication, 2004
SECTION 1. FOCAL POINT FOR THE EDUCATION OF CHILDREN WITH DISABILITIES WITHIN THE MINISTRY OR DIRECTORATE OF EDUCATION

1. Identify the catalyst or determining factors which led to the decision to include CWD in the national education system

   a) What was the reason for including CWD in the school system?
   b) Who made the decision?
   c) When was the decision made?

   Note: Elicit answers by means of open-ended questions first. Use examples if reasons are not forthcoming.

   Possible examples of reasons could be:
   - All children, including CWD have a right to education
   - Convention on the Rights of the Child
   - UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities
   - Response to Salamanca Statement and Framework for Action
   - Signatory to the Asian and Pacific Decade of Disabled Persons and the Agenda for Action (1993-2002), with its targets on education
   - Response to the Dakar Framework for Action on Education for All.
   - Initiatives by international NGOs eg SCUK in Laos
   - Local NGO advocacy and programmes
   - Advocacy by parents of CWD
   - Advocacy by organizations of persons with disabilities (DPOs).

The key catalysts for current developments in educational policy addressing the rights and needs of children and youth with disabilities have been sustained advocacy by leaders of the disability organizations and the establishment of NGO educational programmes, supported by advocacy of parents’ organizations over a long period of time.

Education for children with disabilities was initiated by the NGO sector with the first School for the Blind established in 1939 by Miss Genevieve Caulfield, an American blind lady. In the 1950s there was some limited integration of blind students but this was mostly into Catholic schools. The first integration started in 2499 BE (1956) when the first 3 blind people attended St. Gabriel’s School. Integration increased from the 1950’s to 1980s, with some Government initiatives for blind and deaf students but with a focus on single disability integration. The 1980s saw increased pressure for integrated education and an increase in the numbers of children with disabilities receiving an education in integrated settings.

Significant progress was made in the 1990s. Government commitment to persons with disabilities was made with the passage of the Rehabilitation of Disabled Persons Act 1991. Drafting of this Act was started in 1976 became law 15 year later and became effective in 1992. The Act enhances and protects the right of persons with disabilities, establishes identification criteria, institutes a registration process and provides access to rehabilitation. The Act also entitled persons with disabilities to receive basic education, occupational education and higher education in accordance with the National Education Plan. This right was confirmed in the new Constitution of 1997 and expanded in the National Education Act of 1999.

Disability leaders, including those who are members of the Advisory Committee on Disability to the Prime Minister, have played a very important role in achieving the policy breakthrough. This committee on Disability to the Prime Minister was appointed for the first time by the Taxin Governtment in 2000.

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Before, there was no such committee. The disability advocacy campaign started in 1982, after the International Year of the Disabled which is declared by the UN. In 1999, the disability advocacy campaign demanded that all children with disabilities must be able to attend school and receive an education. Children with disabilities have the right to education and the right to receive necessary accommodation in school to enable them to achieve good educational outcomes.

Dr’Benja\textsuperscript{6} also cited the Agenda for Action for the Asian and Pacific Decade of Disabled Persons, 1993-2002, the Biwako Millennium Framework for Action, policy guideline for the second Asian and Pacific Decade, 2003-2012, and UNESCO guidelines on inclusive education as significant influences on policy development and implementation.

2. Policy on education and children with disabilities

a) What are the key features of national policy on education?
b) Is there a national EFA policy?
c) Does the Government have a policy of compulsory education for all children?
d) Does the policy make specific reference to the inclusion of children with disabilities?
e) Is there any other specific policy on the education of children with disabilities?
f) Does the Government consult organizations of persons with disabilities in formulating policy to include children and youth with disabilities in the education system?

The 1997 Constitution of the Kingdom of Thailand, Section 43, states that all Thai citizens shall enjoy their right to receive at least twelve years of a free, quality education provided by the government. This provided the general framework for EFA in Thailand. The objectives include the full development of Thai people in all aspects, access to lifelong education which is flexible, based upon a learner-centred approach and available in various forms. The provision of EFA must cover all target groups, including the special needs groups in society such as those with physical, mental, intellectual, emotional, communication and learning disabilities, as well as all other disadvantaged groups.\textsuperscript{7}

The structure of the school system makes provisions for students from birth to 17 years of age.

Early Childhood Care and Education:
- 0-3 years (Nursery)
- 3-5 years (Pre-school)

Compulsory and Basic Education:
- 6-11 years (Grades I–VI) Primary level
- 12-14 years (Grades VII-IX) Upper Primary Education

Basic Non-compulsory education.\textsuperscript{8}
- 15-17 years (Grades X-XII) Secondary Education

The 1999 Education Act, the medium and long term education plans and various department plans related to human capacity building during the Ninth Social and Economic Development Plan are all in accordance with the Dakar Framework for Action. The national EFA Plan was formulated by an EFA technical team comprising government agencies, NGOs, including organizations of persons with disabilities and concerned foundations for the disabled. Thailand has 5 foundations for the blind, 2 foundations for the physically handicapped, 2 foundations for the deaf and 2 foundations for the mentally retarded. To make it short, we should call it “organizations for” the PWDs instead of “foundations for” but “organizations of”, Thailand has 5 national organizations, such as Association of

\textsuperscript{6} Dr’Benja, 2004 \textit{op cit}
\textsuperscript{7} National Education For All Plan of Action for Thailand (2002-2015), 2002, p.11
\textsuperscript{8} Review Report of Thailand’s EFA National Plan of Action, 2004, p.1
the Blind, Association of the Deaf, Association of Physically Handicapped, Association of the Parents of Persons with Mentally Retarded and Association of Parents of Autistic Children. Thailand has also a lot of small Associations but only 5 is being recognized as national organizations. They are a part of the National Council of the Disabled, the DPI Thailand. Not to name every single disability, we can call it “organization of the Disabled”. The blind organization founded since 1967, being the first organization of the disabled.

The process included a series of focused consultative workshops. The EFA Plan has two phases:

- Phase 1: Operational goals for the period 2002-2006
- Phase 2: Operational goals for the period 2007-2016

A key feature of the EFA Plan is the prioritization of marginalized groups, particularly persons with disabilities. In 1994 a Special Development Plan for persons with disabilities was planned by the Ministry of Education and in 1998 a public forum was organized in order to identify problems, needs, and suggestions of persons with disabilities. The Royal Thai Government proclaimed 1999 the “Year of Education for Persons with Disabilities, and passed the National Education Act, which mandates the policy that all persons with disabilities must have the same educational opportunities as others. It required schools to place public notices stating “Any disabled person who wishes to go to school may do so”.

Relevant operational goals for Phase 1 (2002-2006) include:

- Expansion and development of comprehensive early childhood care for children aged 0-3
- Expansion of all-round development programs to reach all children 3-5 years prior to their entry to the education system
- Increase in access to compulsory and basic education for the disabled and the disadvantaged children and the provision of proper forms of education and educational aid for these groups.

Access to early intervention and support is critical for the development of the potential of young children with disabilities, and the prevention of secondary disabling conditions. This acknowledges the exclusion from education that has been widely experienced by children with disabilities, the inadequacy of previously available provision, and the need for budgetary measures to support their inclusion in the education system.

Thai policy is committed to ensuring that every disabled child receives assistance and education. It supports a system of integrated education moving towards inclusive education, and envisages education from birth for children with disabilities. It is considered a long-term policy and an educational goal for persons with disabilities in Thailand.

The National policy included a strategy for finding out-of-school children. Special Education Centres have been established in each province to facilitate this process, and to assist families when their children are identified, by providing early intervention and assisted access to school.

The 2002 Ministerial Regulations have been adopted and issued to ensure the provision and quality of educational services for persons with disabilities. Persons with disabilities and organizations of parents of disabled children have participated in the drafting of ministerial regulations concerning the provision of education by the family. Families and community organizations have also been encouraged to take part in educational management.

A Committee for the Educational Reform for Persons with Disabilities, the Underprivileged, and the

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9 APCD, 2003
10 Ibid, p.2
Gifted has been established to formulate a framework and policies for the educational development of this special group of people.

School options for persons with disabilities include:
- Special schools
- Mainstream regular schools
- Non-formal education system
- Hospital classes for chronically ill children

The organization and administration of the programme of Special Education and Education for the Disadvantaged is located in the Office of Basic Education Commission within the Ministry of Education.

3. Legislation
   a) Has legislation been passed mandating compulsory education for all children?
   b) Does this legislation explicitly include children with disabilities?
   c) Has any specific legislation been passed mandating education for children with disabilities?
   d) When was the legislation passed?
   e) Is the legislation actively enforced?

The main legal instruments for persons with disabilities in Thailand are:
- The Rehabilitation of Disabled Persons Act, 1991
- The Constitution of the Kingdom of Thailand, 1997

A number of additional Acts concerning the rights of disabled persons to education, employment and rehabilitation, and a number of Ministerial Regulations related to implementation of legislation have been passed. (See Perry and Yoder\textsuperscript{11} and APCD\textsuperscript{12} for detail).

The Rehabilitation of Disabled Persons Act, 1991, is the first Thai law specifically targeting the rights of persons with disabilities. It was the result of a cooperative effort involving government, private sector, academics, and organizations of persons with disabilities. It served as a starting point for persons with disabilities in their quest for greater participation and equality.\textsuperscript{13} Provisions of the Act include:
- Establishment of the Committee for the Rehabilitation of Disabled Persons under the Department of Public Welfare to advise government on policy and to prepare rehabilitation projects
- Determination of the duties and programs of the Department, including collection and compilation of information, cooperation and coordination with government and NGO bodies, establishment of rehabilitation programs and training of personnel, act as a centre for technical dissemination and awareness raising, and promote employment for disabled persons
- Registration of disabled persons who wish to apply for services related to medical rehabilitation and financial assistance for assistive devices; education provided through special schools or through mainstreamed regular schools; and advice and consultation relating to vocational training.
- Establishment of the Fund for the Rehabilitation of Disabled Persons with the objective of

\textsuperscript{11} Perry and Yoder, 2002
\textsuperscript{12} APCD, 2003, op.cit
\textsuperscript{13} Narong, 2002.
providing loans for persons with disabilities and support to various related agencies. The government allocated a budget of 25 million baht for its establishment and has allocated a budget of 25-30 million baht for the fund every year since 1995.

The Constitution of the Kingdom of Thailand, 1997, expands the rights established under the 1991 Rehabilitation Act. It states:

- That all persons are equal before the law and shall enjoy equal rights and that all discrimination based on physical or health condition is prohibited (Section 30).
- The disabled or handicapped shall have the right to receive public conveniences and other aids from the State (Section 55). This includes education.
- The State shall ensure a good quality of life for persons with disabilities and improve upon their ability to depend upon themselves for health protection and quality of life.  

The National Education Act (1999) mandates compulsory education for all children, and makes explicit reference to children (persons) with disabilities. This Act protects the rights of persons with disabilities to education in accordance with their rights under the Constitution and has the following provisions:

- Disable people have the same rights as non-disabled to 12 years of free, compulsory basic education
- Early intervention services from birth
- Educational materials and facilities and assistive devices
- Flexibility in educational management as well as home schooling supported by the government.
- Children must be registered to determine need, and be assessed by teachers at Special Education Centres to develop an Individualised Educational Plan (IEP).
- It is illegal for children with disabilities to be out of school

The 2002 Ministerial Regulation put the 1999 Act into effect. Mandates of the Regulations include:

- Allocation of a budget for Special Education which provides 2000 baht for each disabled child to purchase services and materials. This means assistive devices and learning materials, including tutor-fee, and to borrow expensive devices such as brailier, type-writer, home computer, hearing aids, wheelchairs, etc.
- Service providers must be personnel who have undertaken training in 1, 3 and 15 day short training courses, or by professional like doctor, OT therapy or audiometrist for the deaf.
- Early intervention must be provided for each disabled child
- An IEP must be prepared for each disabled child
- Thai teachers cannot refuse to teach a child with a disability
- Assistive devices, technology, Braille and appropriate teaching materials must be provided.
- A Centralised Equipment Pool (CEP) has been established in partnership between the MOE and NECTEC, by means of MOU for Research and Development under the Ministry of Science to develop prototypes such as electric wheel-chairs; software for teaching reading and writing. Items produced for distribution can be purchased, made available free or bought with a loan
- A Coupon scheme will be extended throughout the country.

The legislation is enforced but the extent to which this occurs is difficult to judge in the early stages of the implementation of such extreme change to the education system. The fact that it has not been possible to provide sufficient resources to ensure that all disabled children in all areas of all provinces.

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14 APCD, 2003, op.cit
have access to all the provisions under the Act confounds the issue.

4. Providers of education to children and youth with disabilities

a) Who are the main providers of education to children with disabilities and youth with disabilities? Ministry of Education, other government ministries, international agencies, NGOs?

b) List each main provider and briefly describe its role and the extent of provision, with particular reference to rural areas.

c) Are the programmes of the various providers coordinated in some way e.g. under a common policy framework? In a common national data base?

d) Is there a formal and a non-formal system of education for persons with disabilities?

e) Are children and youth with disabilities included in both systems, or only in the non-formal system?

f) Does the non-formal system provide basic education to primary school age children?

g) Is the Government responsible for the non-formal system or is it run mainly by NGOs?

h) Does the Government provide resources to the non-formal system?

i) What form of support is provided?

Historically education for children with disabilities in Thailand was provided by NGOs. The Bangkok School for the Blind was established in 1939, funded by a government subsidy and public donation through the Thai Foundation of the Blind (every special school for CWDs registered as a private school will receive government subsidies. The average per head per year is about 500 to 600 US $, exclusive the equipment assistance, and on building). The education of children with disabilities has been developed on a categorical basis. Blind children have been well catered for with a network of Special Schools which are NGO funded. Children with other disabilities, such as physical impairment, intellectual impairment and children who are deaf or hearing impaired, autistic or with communication problems were largely excluded from school. There was some limited integration into private sector and government schools, and the first government funded Special School for the Deaf was established in the 1950s, with schools for the physically impaired and intellectually disabled after that. A system of government funded Special Schools has been established over a period of several decades. In 2004 there were 43 government funded Special School.

The 1990s saw the beginning of a significant change in government commitment to persons with disabilities, with the passing of the 1991 Rehabilitation of Disabled Persons Act, the 1997 Constitution and the National Education Act of 1999. With these 3 measures government upheld the rights of persons with disabilities to education and accepted full responsibility for educational provision from birth to 17 years old or till they complete high school, regardless of the age but for university is not compulsory, depending on the individual. These rights also includes non-compulsory provisions at tertiary level, to vocational and university level training. Section 10 of the National Education Act states that:

- All individuals shall have equal rights and opportunities to receive basic education provided by the State for the duration of at least 12 years. Such education, provided on a nationwide basis, shall be of quality and free of charge.
- Persons with physical, mental, intellectual, emotional, social, communication and learning deficiencies as well as those who are disadvantaged shall have the rights and opportunities to receive basic education specially provided.

For the purposes of education the categories of disabled children have been extended from the five groups specified in the Rehabilitation for Disabled Persons Act (1991). This Act nominated persons with the following disabilities, who were required to register to receive services:

- Physical
- Hearing and communication
- Intellectual and learning
The National Education Act specifies 9 groups of persons with disabilities including the categories above and the following 4 categories:

- Multiple disabilities
- Autistic
- Learning disabilities
- Speech and communication

In 2004 the main provider of education to persons with disabilities is the Ministry of Education through the Special Education Programme placed within the Office of Basic Education Commission (OBEC). The policy is one of integration, moving towards inclusion, but within a system which offers a range of options. These include:

- Special Education Schools.
  - There are 43 Special Schools funded by the MOE, 20 schools for the deaf, 19 for children with intellectual disability, 2 for children with physical handicaps and 2 schools for blind children
- Special Education Centres
- Regular integrated primary (basic education) schools
- Regular integrated secondary schools

Schools are also provided in hospitals for chronically ill students

In 2004 there were 390 integrated schools of good standard. In 2005 it is projected that there will be 2000 schools. Every province has integrated schools with 2 integrated schools in 2 towns in each province, except in southern provinces where there is one school. The policy promotes educational access in rural as well as urban areas and is attempting to provide this on a progressive basis. While definitive numbers are not available estimates by various informants, both MOE and private sector, suggest the numbers of children with disabilities attending integrated schools is growing at an exceptional rate.

Additional providers of education to children with disabilities include:

- Private sector, NGO and charity organizations run 12 Special Schools: 7 schools for blind children, 1 for physically handicapped children and 4 schools for children with intellectual disabilities.
- Municipal system of local government runs integrated schools in Bangkok and in the provinces

Some government funding is provided to these schools.

There is a non-formal education system in Thailand, run mainly by NGOs with funding support by government, but also by community groups. Non-formal education is provided only to post-school age persons, including persons with disabilities. In the 1980s there was strong demand for education from adults with disabilities who had been excluded from schools. The government responded to advocacy by, and worked with, organizations of persons with disabilities (Disabled Persons Organizations – DPOs) to meet this need. The government provided teachers, Schools for the Blind and others provided week-end, night and Sunday classes, including vocational training. All aspects of the system are coordinated and covered by budgetary allocation.15

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15 Dr Benja, 2004, op.cit
5. Budgetary policy and measures

a) Is there a defined budget allocation for the education of children with disabilities?
b) Is the money allocated as part of the regular budget?
c) Is there a separate allocation specific to the education of children with disabilities?
d) Is there a specific allocation to make schools physically accessible to children with disabilities?
e) What other forms of specific support to children with disabilities are covered by the budget?

Examples:
- Support teachers
- Special teaching devices, materials etc

Educational expenditures for pre-school level, basic level and non-formal education, not including higher education and vocational education, were 13.2% and 14.9% of total government expenditure respectively for the years 2002 and 2003, representing 2.5% and 2.6% of GDP. Increased expenditure was forecast for 2004-2006, indicating the importance attached to educational reform in the national agenda. Strategy 2.1 in the National EFA Plan of Action for Thailand states that promotion and support for the achievement of EFA and life-long education will be attained by allocating a national budget to support and promote basic education as a priority of the country’s sustainable development, especially for children in difficult circumstances and in inaccessible and disadvantaged groups. Strategy 3.2 refers to resource provision to promote and support Education Service Area (ESA) Offices, particularly those located in an area with many vulnerable and disadvantaged children, to have capacities in developing EFA planning, management, budgeting and implementing the plan to serve those groups. At the ESA level strategy 4.7 and 4.8 refer to the equal distribution of resources and facilities to rural schools, with increased efforts to attract more and better teachers to rural schools.16

After the education reform of October 2003 the education system of Thailand was divided into two levels under the Ministry of Education:
- Office of Basic Education Commission (OBEC)
- Commission for Higher Education

Within OBEC there is a Special Education Division which is responsible for Special Schools, Special Education Centres and students with disabilities in basic education in regular schools (Grades 1-9).

There has been a defined regular budget for the education of children with disabilities since 2000. The budget comes from several sources. The Division of Special Education receives funds from:
- Regular budget
- Special fund (Government Lotteries Fund)

The Ministry of Education budget supports Special Schools, Special Education Centres, teachers and children with disabilities in regular schools.

Allocations from the Special Fund supplement the budget allocation from MOE for many aspects of the education for children with disabilities. This includes funding for support teachers stationed at provincial Special Education Centres (SEC) and support needs, devices and materials associated with children who have received an IEP through assessment at either a SEC or in the regular school. It is planned to extend this scheme throughout the country.17

The 1999 National Education Act established a Coupon system for each child with a disability identified at a Special Education Centre. The assessment procedure conducted at the SEC results in an Individualized Education Plan which specifies services, materials and devices to be requested for use by

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17 Dr Benja, 2004, op cit
the child in the regular or special school. This might include hearing aides, Daisy Machines, Braille writers. The Coupon system entitles the child, or the school, to a budgetary allowance of 2000 baht per child. Children with disabilities receive an allocation five times that of a non-disabled child.

There are 43 Special Education Schools and 63 Special Education Centres in Thailand as Provincial SEC, and 13 Regional Education Centres, a total of 76. Personnel may include occupational therapists, physiotherapists, psychologists as well as teachers, and they require a wide range of special equipment including computers.

Budgetary information for 2004 indicates the following allocations for the education of children with disabilities in Special and Basic Education:

- Regular MOE budget: 700,000,000 baht
- Special Fund: 400,000,000 baht from the Lottery
- Allocation for 390 integrated school: 22,000,000 baht for 390 integrated schools.
- Budget goes to SEC and 40,000 baht is distributed to each integrated school.

There is a budget allocation for special programmes. These include a high teacher-child ratio classes for 53 autistic children and a government programme supporting 960 students in a Braille literacy programme. As a note, Private Schools run on public donations is about 4 to 500,000.000 Baht per year, and the government subsidies to the private school sector will be about 300.000 Baht per year.

An MOE official stated that although the regular budget had increased by 20% it was still small and could not meet all the needs of the system required by the 1999 National Education Act.

A special allocation to make schools accessible is awaiting Ministerial Regulation. Individual SECs do use funds to improve access at particular schools in which they have integrated students. Ministerial Regulations on accessibility for people with disabilities were passed in December 1999, related to section 17 of the Rehabilitation for Disabled Persons Act of 1991, which called for the eradication of barriers which deprove disabled people from access to public facilities and services. 18

The NGO sector supports Schools for the Blind, deaf and intellectually impaired. Support for the blind places particular emphasis on provision of media, materials and equipment and has a strong focus on vocational training.

6. Administrative and implementation steps
   a) What is the process by which policy and legislation on inclusive education is implemented at the school level?
   b) Is there a focal point within the Ministry that is responsible for the education of children with disabilities, in special education and/or regular schools?
   c) Does the focal point have a separate budget?
   d) Is there a policy or are there guidelines which determine which children with disabilities will be accepted into regular schools or are all CWD accepted?
   e) What are the guidelines? At what level is the decision made – departmental or school level?
   f) Who is responsible for finding out-of-school children with disabilities? What specific steps are taken to achieve their enrolment?
   g) What specific policy directives are given to school management to implement inclusive education?
   h) How are these directives implemented?
   i) Is there a directive to take action at community level to find children with disabilities who are not enrolled in school?
   j) Is awareness training of educational administrators conducted on the issue of including children with disabilities in the school system?

18 APCD, 2003, op.cit

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Responsibility for the education of persons with disabilities is vested in the Office for Basic Education Commission in the MOE. OBEC is responsible for education for all children and youth from 0-17 years of age, through Nursery, Preschool, Primary, Lower Secondary, and Upper Secondary levels. Compulsory education is from Year 1 in Primary School to Year 9 in Lower Secondary School. OBEC is responsible for all regular schools. There are 40,000 regular schools in Thailand.

Within OBEC there is one Office for Special Education and Disadvantaged Children. The Office for Special Education is responsible for:

- 43 Special Schools
- 76 Special Education Centres, coordinating with the mainstream among school and related agencies (Regional Centres see above: the Provincial center comes under the Regional Center, while district come under the provinces)
- 13 District Special Education Centres, of which in the big provinces they try to set up district Special Education Centers, but not official yet.
- 390 registered integrated schools. This programme started 2 years ago. The fact is that there are over 1000 regular schools, both private and government, receiving CWDs, to study for many years, but this is not counted in the amount of 390. Such as CFBT sends blind children to more than 200 regular school.

The Division for Disadvantaged children oversees 42 boarding schools. There are called welfare schools for disadvantage children.

The Educational reform of 2003 resulted in a restructure with 14 departments reduced to 5, and a focus on decentralization with executive power passed from the Divisions in OBEC to the Education Service Area (ESA) Offices. There are 175 Regular School Districts. In the National EFA Plan of Action\(^\text{19}\) Guideline 6 for ESA Level Implementation states that one of the responsibilities of the ESA is to raise an awareness of parents, community and local authorities to understand clearly that Thais, all ages and gender, have equal access and opportunity to a quality education service. The 1999 National Education Act clearly mandates that this applies to all persons with disabilities.\(^\text{20}\)

Awareness training is conducted all over the country on the right to education and of the obligation of schools to accept children with disabilities. It emphasizes legal obligations and the necessity for consultation and negotiation. This activity is jointly undertaken by personnel of the Office of Special Education, provincial Special Education Centres and board members of organizations of persons with disabilities.\(^\text{21}\)

The 13 District Special Education Centres (SEC) are the mechanism for implementing the Special Education Programme. Their role includes identification of children with disabilities in the community, collaboration with parents, assessment of the child, development of an IEP, which specifies educational programme needs and resources, materials and equipment, monitoring of progress and support to the child, school and family. It is their task to negotiate and facilitate entry into schools or provision of education at the SEC. Schools selected may be Special Schools or regular schools willing to integrate children with disabilities. By law all schools must be willing but in practice this is not yet the case. Children can be integrated into primary and secondary schools. Families may approach a regular school directly but where this occurs the school must complete an IEP, or request the SEC to do this, and special funding, 2000 baht per child, will only be provided when the IEP has been approved.

\(^{19}\) National EFA Plan of Action, 2002, p.18

\(^{20}\) National Education Act, 1999, op.cit

\(^{21}\) Dr Benja, 2004, op.cit
There is a positive policy to find out-of-school children but the extent to which this is implemented depends on the resources and determination of SEC personnel, the level of community awareness, cooperation with community-based disability field workers, awareness and willingness of parents to send their children to school, and the willingness of schools to accept them. The Ministry of Social Development and Human Security is engaged in the process of trying to find out-of-school children and conducts awareness activities at the village level to encourage the registration of children with disabilities. There is an incentive payment of 50 baht to the SEC for each child registered with a completed IEP. This is paid from the Rehabilitation Fund or the Education Fund. Community members and the school communities are encouraged to take parents of children with disabilities to the SEC. The SEC runs 15 day parent training programmes and provides support to the families. Finding out-of-school children is still a problem in rural areas.

Decentralization of MOE administration has resulted in increased school autonomy. Awareness raising to administrators at Area level has been conducted with the new policy and implementation strategy explained. The School-based management Model has at its centre what is known as the “SEAT” strategy. This identifies the components in the integration process designed to result in the inclusion of children with disabilities in the regular school system. Districts are required to nominate schools willing to use the SEAT strategy.

‘S’ = Students
‘E’ = Environment, which refers to the physical environment but also to factors such as the Attitudinal environment and the ‘significant others’ who influence the success of the child’s integration into the regular school.
‘A’ = Activities include all aspects of the process from assessment and development of the IEP to teaching strategies employed in the classroom such as peer-tutoring, small group teaching, operation of a ‘buddy’ system.
‘T’ = Tools include policy for integration, legislation mandating the right to education and the obligation of schools to accept all children with disabilities, the specific budget allocation, provision of assistive devices and materials, appropriately trained teachers and support teachers and sign language interpreters.

Regular schools can apply to become integrated schools. The SEAT management model provides the guidelines for implementation in these schools. Training is provided to staff at integrated schools. The Head teacher will meet with teachers and parents of non-disabled children and work on strategies for attitude change to ensure a positive and welcoming environment, emphasizing the benefit of integration to non-disabled children and the whole school community.

In practice the situation is variable, ranging from receptive schools which develop excellent integration practices to schools where no effort is made to comply with the policy, irrespective of its mandated status. Lack of training and resources frustrate some efforts to comply. The Deputy Director of a large integrated Primary School stated that the administration of Special Education is not unified. The Area Office often has no contact with the SEC. The budget goes to the SEC and in some cases is not disbursed to support the children with disabilities in regular schools.

7. Special schools

a) Do you have a system of special schools for CWD? Please describe your system.
b) Are these run by GO or NGO or both?
c) What percentage of CWD attend special schools?
d) Do you have special schools in rural areas?

As was stated earlier the first Special School was established in 1939 for children with visual impairment. This was a private NGO funded school. In 1954 the first government Special School was established for hearing impaired and deaf children. Following the provision of a budget with the development of the 1994 Plan for Special Education there has been an increase in the number of Special Schools.

In 2004 there are 43 Special Schools run by the government MOE:
- 20 schools for the deaf
- 19 schools for children with mental retardation or intellectual impairment
- 2 schools for physically handicapped children
- 2 schools for blind children

In 2004 NGO or private sector schools are as follows:
- 7 Schools for blind and visually impaired children
- 1 school for physically handicapped children
- 4 schools for children with mental retardation or intellectual impairment

Some government support is provided to NGO schools. Many special schools are boarding schools and some cater for boarders and day students. There are special schools in rural areas but not in all provinces. Some schools are categorical and may have 2 categories attending, such as deaf and intellectually impaired, autistic and multiply handicapped.

In 1999 the percentage of registered disabled children attending special schools was 4.8%. Since 1999 the greatest increase in school attendance for children with disabilities has been in regular integrated schools.

8. Regular inclusive schools – Primary level

Do you have a system of regular inclusive schools which enroll CWD?
When did you start having inclusive regular schools?
How many, or what percentage of your regular schools are inclusive?
What percentage of CWD attend regular inclusive schools?
What is the educational situation for CWD in rural areas?

The 1999 National Education Act mandated compulsory education for all Thai children and youth, including children and youth with disabilities. Under the legislation all schools are required to accept children with disabilities, and to place a notice stating that all children with disabilities are welcome. The system in Thailand is one of integrated schools as opposed to inclusive schools. An MOE official has described the Thai system as an integrated education system moving towards inclusion. There was some limited integration before the Act of 1999 but the national policy and legislation of 1999 have led to a dramatic increase in the number of children and youth with disabilities being educated in regular schools.

Many schools integrate some disabled children and in 2002 the target was the enrolment of 25,000. In 2004 there were 390 designated integrated schools of good standard. Schools have to apply to be registered as an integrated school. It is anticipated that in 2005 there will be 2000 integrated schools with a projected enrolment of 50,000 students, indicating the strong growth of the system under the

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22 Perry and Yoder, 2003, p.29-30
23 Dr Benja, 2004, op.cit
Every province has integrated schools with 2 integrated schools in 2 towns in each province, except in the 3 southern provinces where there is 1 school. The national policy has emphasized the importance of educational provision and access in rural areas.

It is difficult to obtain information on the percentage of children with disabilities who attend primary schools. Under the OBEC system basic education is from Grades 1-9, which includes lower secondary. Secondary school is from Grades 10-12. The Report of Disabled Persons Survey 2001 provided information on the numbers of disabled persons disaggregated by age for groups from 0-14 years and from 15-24 years.\(^{24}\) An estimate given by an MOE official suggested that 20% of children and youth with disabilities attend school whereas the figure for non-disabled is 95%. Estimates from leaders of the disability organizations and representatives on the advisory Committee on Disability to the Prime Minister ranged from 10-23%. At the same time it was suggested that in 2004 as many as 60,000 children were enrolled and that the number was increasing every year.

9. Pre-school
   a) Is there a system of pre-school education?
   b) What percentage of children attend pre-school?
   c) Is it GO or NGO run?
   d) Do CWD attend regular pre-schools?
   e) What training is given to pre-school teachers?
   f) Do any pre-school teachers have any special training to enable them to teach CWD?

The system of pre-school education is growing in Thailand but is not part of a fully developed formal national system. Under the national EFA Plan of Action, 2002, pre-Basic education has two stages:

- Nursery school 0-3 years
- Preschool 3-5 years

Pre-schools are run and funded by government and NGO, with an increasing number of community pre-schools established with local district funding.

The Special Education Centres are responsible for children with disabilities of pre-school age and make decisions as to placement and support. The number of disabled children attending pre-school is increasing with the availability of early intervention services established under the 1999 Act.

Pre-school teachers are university graduates, some with Masters degrees in pre-school education. Some pre-school teachers will undertake special training to qualify them to teach young children with disabilities. There are 1 and 2 year university courses in Special Education training.

10. Early detection and early intervention for infants and young children with disabilities
   a) Is an early detection and early intervention service provided to families of infants and young children with disabilities? Who are the service providers?
   Examples: Ministry of Health, Ministry of Education, NGO sector or any combination of these?
   b) Does this service reach all families with children with disabilities?
   c) What plans do you have to extend early intervention services?

One of the most significant features of the 1999 National Education Act for persons with disabilities was the provision of services under the Ministry of Education to children from birth. This was enacted with the full understanding of the critical importance of early identification and intervention to very

\(^{24}\) Report of Disabled Persons Survey 2001, NSO.
young children with disabilities, from birth or acquired in early childhood. Early intervention provides support to the family, encourages identification and assessment and the development of a programme promoting the stimulation and growth of the young disabled child in all areas of early development – physical, social, self-help, intellectual, communication and emotional. This provides the child with the optimal chance of achieving his or her full potential and limits the very real danger of the development of secondary disabling conditions which frequently occur in situations of ignorance or neglect. It also provides support and training to parents at this critical stage of their child’s development. Early intervention lays the foundation from which the child will be able to benefit from formal schooling.

The MOE works in collaboration with the Ministry of Health in providing early intervention services. The Ministry of Health is responsible for identification and early diagnosis leading to registration of the child and the provision of rehabilitation services to children from birth to 5 years of age. The Special Education Centres provide early intervention services and are engaged in finding infants and young children with disabilities in the villages, as well as working closely with the Ministry of Health and the hospitals. Many Early Intervention Centers are run by NGOs. There is a pilot project in Chaing Mai providing a model of good practice and there are projects working with specialist medical doctors trained in disability to work with parents and teachers. There is a model cross-disability Early Intervention Centre in Rajpat Suan Dusit providing early intervention programmes, support to families and assistance with transition to school.

All staff at SECs must have qualifications in early intervention. Chiang Mai University, Faculty of Education and Medicine offers a Masters degree programme specializing in early child development with particular emphasis on motor skills, Special Education and Physiotherapy and Occupational Therapy. Rajapat Dusit University also offers 1 year graduate courses and 2 year masters courses to 30 students in each course in Early Intervention, Early Childhood Education and Special Education Administration.

Early intervention is a priority area for development and although there is no accurate data the number of very young children with disabilities accessing these services is increasing, which should result in increased numbers of disabled children enrolling in primary education.

11. Access to secondary school for children and youth with disabilities

a) Do students with disabilities have access to secondary level education opportunities?
b) Is any assistance or special accommodation provided to these students in secondary schools?

Under the 1999 National Education Act Secondary School is for students in Grades 10-12, and is part of Basic Education but post-compulsory education. OBEC is responsible for secondary schools. Students with disabilities are eligible to be integrated into secondary schools on the same basis as they are into primary and lower secondary school but in practice it is much less common. Registration and the preparation of an IEP is required for support and materials and equipment to be provided.

Private sector Special Schools for the Blind have a long tradition of integrating students into secondary schools. Initially this tended to be into NGO Catholic schools but more students are being integrated into regular MOE schools since the changes to the education system. This was in the early days. Now the Catholic schools are the minority, while most CWDs are integrated into MOE schools. In 2004 the Khon Kaen Blind School is integrating 81 students in primary and secondary schools and 3 in vocational school, 6 in colleges. The Blind School provides very strong support to integrated students. It also ensures that students have received adequate preparation to survive in regular schools before
initiating placements, particularly in Braille and mobility skills as well as technology skills. There are 1544 students with disabilities studying at 67 universities, but no adequate services are available for them. They are struggling individually to survive the learning situation, and also famous Thammasat University has a special program in 11 faculties, giving 49 seats for 3 kinds of disabilities: the blind, the deaf, and the physically handicapped, to take the entrance examination competing among PWDs. This is the 3rd year of the project, allowing the VI to take the exam in only 3 faculties, such as law, media and communication, and social welfare. A good program, but not sufficient support. Seven students dropped out before graduating the 4-years-course. No blind dropped out.

The number of students being integrated at secondary level is very small.

12. Access to tertiary education opportunities for persons with disabilities
   a) Do students with disabilities have access to tertiary level education opportunities?
   b) Is any assistance or special accommodation provided to these students in tertiary level educational institutions?

Students with disabilities do have access to tertiary and university level study but obtaining access has resulted from long and hard advocacy on the part of disability leaders. From 1970 to 2000 there have been fewer than 1000 graduates with disabilities and extremely limited support within the universities.

In 1993 Rajasuda College was established under Mahidol University as an institute of higher learning for persons with disabilities. This College is fully accessible and accommodates students with hearing, visual and physical disabilities with full support. It is an integrated campus, offering courses in rehabilitation counseling to non-disabled students.

Six scholarships are made available to a limited number of students with vision, hearing and physical impairments.
SECTION 2. NATIONAL BUREAU OF STATISTICS OR NATIONAL STATISTICS OFFICE

MINISTRY OF EDUCATION SECTION ON EDUCATIONAL STATISTICS AND MONITORING

Disability statistics, data base, collection methods, definitions

13. Definition

a) What is the definition of the term “disability” in your country?

b) Is there an “official” definition, or is the term used to mean different things to different groups e.g. do parents, children, teachers, Ministry of Education, Bureau of Statistics define disability differently? Please specify the documents which contain these definitions?

c) Is the new (2001) WHO International Classification of Functioning, Disability and Health (ICF) used in your country for census, household survey or other data collection activities?

d) Are you aware of the WHO ICF definition?

e) What categories of disability do you include in your definitions of disability and in your schools?

The official definition of disability in Thailand was determined by the Rehabilitation of Disabled Persons Act, 1991 and the classification system was defined in detail in the Ministerial Regulation No 2 A.D 1994.

A person with Disabilities means an individual who is limited by function and/or ability to conduct activities in daily living and to participate in society through methods used by persons without disabilities due to visual, hearing, mobility, communication, psychological, emotional, behavioral, intellectual or learning impairment, and has special needs in order to live and participate in society as to others.

Types of disability are classified as follows, with criteria for registration listed below:

1. Impairment of seeing (visually disabled)
2. Impairment of hearing or communication (hearing impaired)
3. Impairment of physical or locomotion (physically disabled)
4. Impairment of mentality or behaviour (intellectually disabled)
5. Impairment of intellectual or learning ability (psychologically disabled)

1. Visual Impairment
   (a.) an individual whose better eye, after using regular eye glasses in able to see less than 6/18 or 20/70 downward until unable to see any light, or
   (b.) an individual who has a visual field of less than 30

2. Hearing Impairment of Communication
   (a.) an individual with hearing frequency of 500, 1000, or 2000 Hertz in the better ear under the average audibility as follows
   • Over 40 decibels up to the point of not hearing at all for child of not older that 7 years of age
   • Over 55 decibels up to the point of not hearing at all for the average person, or
   (b.) an individual with an abnormality or malfunctioning of the hearing system to comprehend or use verbal language to communicate with others.

3. Physical or Locomotion Impairment (physically disabled)

26 Ministerial Regulation No 2, BE 2537. 1994
(a.) a person with obvious abnormality or malfunctioning of the physical condition which makes her/him unable to perform daily routine activities, or
(b.) a person who has lost her/his ability to move hands, arms, legs, or body as a result of amputation, paralysis or weakness, rheumatic disease, arthritis or chronic pain including other chronic illness caused by body system dysfunction inhibiting her/him to perform daily routine activities or maintain a living like an ordinary person.

4. Mental of Behavioral Impairment (intellectually disabled)
   (a.) an individual with psychological abnormality or malfunctioning of certain parts of the brain associated with perception, emotion and thought which causes inability for her/him to control behavior necessary for self-care or living with others.

5. Impairment of Intellectual or learning Impairment (psychologically disabled)
   (a.) a person with a psychological abnormality or malfunctioning of the brain or intelligence level so low that inability of the person is unable to study in the regular educational system.

The definition above is the national definition used for registration of persons with disabilities and the delivery of rehabilitation and other services provided for in the 1991 Rehabilitation Act. Criteria limit registration to persons with relatively severe disabilities. Identification of blind and low vision persons has been good but not all persons with intellectual impairment, hearing impairment, physical disabilities and learning disabilities are identified. Other Ministries, including the Ministry of Labour have different definitions. The Ministry of Education uses a classification system with 9 categories.

The new 2001 WHO International Classification of Functioning, Disability and Health (ICF) is not yet being used in census, household survey or other collection activities. However representatives from the NSO have been attending a series of Workshops run by UNESCAP from 1993-2005, investigating the value of the ICF system and its potential usefulness.
14. Disability statistics - general
   a) Does your country collect statistics on persons with disabilities of all ages?
   b) Is data disaggregated by disability category, age, gender, urban/rural?
      Please provide figures according to any disaggregation which is available.
   c) Do you have data on children with disabilities from birth?
   d) Do you have a disability birth registration process in hospitals under the Ministry of Health?
   e) Please provide samples of any available data collection instruments.
   f) Please identify institutions (GO or NGO) which may be undertaking, or have the
capacity to undertake data collection on children with disabilities in the community and
   schools
   g) Please identify (and provide) all publications with any data on quantitative aspects of
   disabilities

The major sources of disability information in Thailand are:

- Household Health and Welfare Surveys conducted by the National Statistical Office in 1991,
- Household Survey of the Thai Public Health Research Institute, National Public Health
- Committee for the Rehabilitation of Disabled Persons, under the Department of Social
  Development and Human Security, and the Office for the Empowerment of Persons with
  Disabilities maintains a register of people with disabilities, who register according to the
criteria determined in the Ministerial Regulation No 2, 1994, of the Rehabilitation for Disabled

Results of the 1991, 1996 and 2001 surveys suggest that the percentage of persons with disabilities as a
proportion of the total population of Thailand is 1.8, 1.7 and 1.8 respectively. The 2001 survey found
1,100,761 persons with disabilities. The region with the highest instance of disability was the Northeast
(Isan) with 38.6 per cent, followed by the north with 23.5 per cent. These two regions are considered to
be the poorest in Thailand pointing to a strong correlation between disability and poverty.27 The 2001
survey also showed an apparently increasing trend in the numbers of persons with disability, and
reported that between 1976 and 1991 the prevalence rate increased threefold. However the 1996 Public
Health Research Institute survey estimated the disability population at close to six million. Registration
data from the Office for the Empowerment of Persons with Disabilities reported 344,526 persons with
disabilities registered as of 31 January 2003.

The discrepancy between the data sources indicated the uncertainty of the accuracy of the data. The
Survey data suggesting 1.8 per cent of the population has a disability is well below the WHO estimate
of 5-10 per cent of population. Issues of definition, willingness to provide information, and knowledge
and motivation to register as a disabled person are all relevant factors. Only 26 per cent of persons with
disability identified in the 2001 survey had registered as a disabled person.28

Data is available disaggregated by age, gender, rural/urban location, and by disability category.
The following tables are taken from the Asian and Pacific Centre on Disability (APCD) website29.
Further summary information with tables is available in Perry and Yoder (2003)30, in addition to
original sources located in the NSO and Ministry of Social Development and Social Security.
It is planned to improve the situation concerning data collection and statistics on persons with disability.

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27 Perry and Yoder, 2003, p.9
28 Sathaporn, 2004, op.cit
29 APCD, 2003, op.cit
30 Perry and Yoder, 2003, op.cit
The Ministry of Social development and Human Security will collect all information on disability, including data on Health, Education and Labour. At present the data is not coordinated which limits its usefulness for planning and policy development, and allows confusing discrepancies. A budget will be provided to establish a database and the Ministry of Social Development and Human Security will use smart cards to increase accuracy. There will still be a need to address the under-registration of persons with disabilities, particularly among the poor and in rural areas. Ministry registration figures number less than 400,000 whereas the 2001 survey and DPO estimates suggest well in excess of 1 million persons with disabilities, and possibly much higher.

The NSO is investigating the most appropriate questions to insert into the national census on disability, in the light of training undertaken at UNESCAP on applicability of the concepts inherent in the WHO ICF. The Ministry of the Interior will undertake a national survey at some time in the future.
### Table 1

<table>
<thead>
<tr>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>62,821,000</td>
<td>31,328,400</td>
</tr>
<tr>
<td>Number of PWDs Bangkok Metropolis</td>
<td>1,100,761, 77,444, 1,023,317</td>
<td>1.8%, 7.0%, 93.0%</td>
</tr>
<tr>
<td>Number of PWDs Other Areas</td>
<td>512,989, 320,514, 192,473</td>
<td>46.6%, 48.7%, 43.5%</td>
</tr>
</tbody>
</table>


### Table 2

<table>
<thead>
<tr>
<th>Type</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>512,989</td>
<td>320,514</td>
<td>192,473</td>
</tr>
<tr>
<td>Hearing and Communication</td>
<td>240,904</td>
<td>126,759</td>
<td>114,146</td>
</tr>
<tr>
<td>Intellectual and Learning</td>
<td>222,004</td>
<td>134,489</td>
<td>75,515</td>
</tr>
<tr>
<td>Visual</td>
<td>123,157</td>
<td>70,556</td>
<td>52,601</td>
</tr>
<tr>
<td>Mental or Behavior</td>
<td>81,262</td>
<td>50,589</td>
<td>30,673</td>
</tr>
</tbody>
</table>


### Table 3

<table>
<thead>
<tr>
<th>Age Structure</th>
<th>Number</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 14 years</td>
<td>96,469, 143,628</td>
<td>56,556, 93,704</td>
<td>39,913, 49,935</td>
</tr>
<tr>
<td>15 - 24 years</td>
<td>520,576, 340,079</td>
<td>336,424, 171,065</td>
<td>184,152, 168,994</td>
</tr>
<tr>
<td>25 - 29 years</td>
<td>1,023,317</td>
<td>607,625</td>
<td>415,622</td>
</tr>
<tr>
<td>over 60 years</td>
<td>1,023,317</td>
<td>607,625</td>
<td>415,622</td>
</tr>
</tbody>
</table>
### Number of Disabilities Registered Nationwide by Cause, Gender and Type

<table>
<thead>
<tr>
<th>Cause</th>
<th>Classification</th>
<th>Visual</th>
<th>Hearing &amp; Communication</th>
<th>Physical</th>
<th>Mental Behavior</th>
<th>Intellectual &amp; Learning</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old age</td>
<td>Male:16 Female:22 Total:38</td>
<td>Male:250 Female:151 Total:401</td>
<td>Male:73 Female:70 Total:143</td>
<td>Male:1 Female:- Total:1</td>
<td>Male:7 Female:7 Total:14</td>
<td>597</td>
<td></td>
</tr>
<tr>
<td>Sickness</td>
<td>Male:3,634 Female:4,095 Total:7,729</td>
<td>Male:1,936 Female:1,246 Total:3,182</td>
<td>Male:19,032 Female:14,091 Total:33,123</td>
<td>Male:674 Female:482 Total:1,156</td>
<td>Male:1,952 Female:1,651 Total:3,603</td>
<td>48,793</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>Male:7,600 Female:7,092 Total:14,692</td>
<td>Male:17,278 Female:15,259 Total:32,537</td>
<td>Male:27,147 Female:18,347 Total:45,494</td>
<td>Male:2,549 Female:1,748 Total:4,297</td>
<td>Male:15,320 Female:12,733 Total:28,053</td>
<td>125,073</td>
<td></td>
</tr>
<tr>
<td>No Information</td>
<td>Male:2,421 Female:1,829 Total:4,250</td>
<td>Male:3,057 Female:2,582 Total:5,639</td>
<td>Male:18,657 Female:7,936 Total:26,593</td>
<td>Male:488 Female:318 Total:806</td>
<td>Male:4,654 Female:3,561 Total:8,215</td>
<td>45,503</td>
<td></td>
</tr>
<tr>
<td>Communicable Diseases</td>
<td>Male:918 Female:828 Total:1,746</td>
<td>Male:695 Female:570 Total:1,265</td>
<td>Male:6,074 Female:4,061 Total:10,135</td>
<td>Male:25 Female:20 Total:45</td>
<td>Male:345 Female:301 Total:646</td>
<td>13,837</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Male:438 Female:286 Total:724</td>
<td>Male:341 Female:218 Total:599</td>
<td>Male:3,002 Female:1,209 Total:4,211</td>
<td>Male:102 Female:54 Total:156</td>
<td>Male:1,043 Female:798 Total:1,841</td>
<td>7,491</td>
<td></td>
</tr>
<tr>
<td>Accident from work</td>
<td>Male:695 Female:457 Total:1,122</td>
<td>Male:640 Female:501 Total:1,141</td>
<td>Male:4,080 Female:1,319 Total:5,399</td>
<td>Male:69 Female:49 Total:118</td>
<td>Male:34 Female:18 Total:52</td>
<td>7,832</td>
<td></td>
</tr>
</tbody>
</table>
### Total:391

<table>
<thead>
<tr>
<th>Category</th>
<th>Total:200</th>
<th>Total:2,994</th>
<th>Total:46</th>
<th>Total:211</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male:17,233 Female:15,305</td>
<td>Male:25,045 Female:21,156</td>
<td>Male:98,549 Female:52,753</td>
<td>Male:4,140 Female:2,775</td>
<td>Male:24,522 Female:19,907</td>
</tr>
<tr>
<td>Total:32,538</td>
<td>Total:46,201</td>
<td>Total:151,302</td>
<td>Total:6,915</td>
<td>Total:44,429</td>
</tr>
</tbody>
</table>

**Note:** Overlapping disabilities that cannot identify cause of disabilities

Grand Total:

61,270 cases

342,655 cases

### 15. Disability statistics and data-base – Ministry of Education

**a)** Does the Ministry of Education collect separate statistics on children with disabilities?

**b)** If yes, what categories of disability are used for data collection of children with disabilities in schools?

**c)** Do you have data on the total number of children with disabilities of school age? This refers to all disabled children – those in school and those not in school.

**d)** If yes, what percentage of children with disabilities attend school?

**e)** What percentage of children with disabilities does not attend school?

**f)** What percentage of children with disabilities attends:
   - i) special schools
   - ii) regular school
   - iii) non-formal education

**g)** Do you have school registration forms? Do they identify children with disabilities?

**h)** What categories are used on this form?

Please provide examples of any forms used for registration.

**i)** Is any other data collected for statistical purposes concerning children with disabilities?

**j)** Are there any plans to improve data collection?

The Ministry of Education does collect separate statistics on children and youth with disabilities at all levels of the education system. The classification system used by MOE has 9 categories, four more than the system used for registration of persons with disabilities under the Rehabilitation Act. The 9 categories used in the school system are:

- Blind and visually impairment
- Deaf and hearing impairment
- Intellectual disability
- Physical and health impairments
- Speech and language impairments
- Multiple disabilities
- Autism
- Learning disabilities
- Speech and communication

The classification system used by MOE does not have clear criteria for identification of children and youth in the 9 categories. Data on children in Special Schools is collected but for children attending regular schools classification is undertaken by the Special Education Centers who assess the children.

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*Source: Central Registration Database of Disabilities, Disabilities Information Center, Bureau of Welfare Promotion and Youth, the Disadvantaged Persons with Disabilities And Older Persons, March 2003 (Website of APCD, the Asia-Pacific Center on Disability. [www.apcdproject/countryprofile,thailand/org](http://www.apcdproject/countryprofile,thailand/org))

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31 APCD, 2003, op cit
and prepare an IEP. These children would then be identified in data on children with disabilities in the education system.

However there are a number of problems which occur in the system. Many families in rural villages and poor urban slum communities do not take their disabled infants and children to be registered. The registration process requires the family or disabled person to go to a hospital to register, and to have identification papers. There is intensive awareness rising by SEC staff and in areas where there are community-based disability initiatives, such as in the Roi-Et area,\textsuperscript{32} to encourage families to register their disabled children and family members.

There are also situations where children with disabilities approach the local school for access and the school will prepare an IEP which will be forwarded to the SEC for processing and approval. During field visits in the Khon Kaen and Roi-Et area there were reports of IEPs being submitted to SECs and no response being received. There was also a report from a SEC that out of 900 assessments conducted in schools with IEPs developed only 225 were approved. Clearly these factors would distort any data being collected by MOE statistics section. In addition many schools reported many children in schools who had learning difficulties and disabilities but were not identified for special assistance in any way. A further problem is the tendency of schools to inflate their numbers of disabled students to attract an increased budget allocation.

Data is available on the total number of children with disabilities and the percentage attending school but it suffers from the problems identified earlier. As was stated in earlier section estimates of the percentage of children with disabilities attending schools varies from 10-23 per cent. Estimated by leaders of the disability community are made on the basis of surveys of children with disabilities made by organizations of persons with disabilities. The number in Special Schools may approximate 5 per cent but the greatest increase is in the numbers of children with disabilities entering regular integrated schools. As the number of registered integrated schools grows, predicted to rise from 390 in 2004 to 2000 in 2005, so will the number of disabled children in school increase dramatically, in light of the committed policy of providing an education to all disabled children in Thailand.

It is planned to develop a database on all children with disabilities of school age, and on children in the 0-5 year age range, eligible for early intervention services. Definitions of the 9 categories of disability used by MOE are not clearly defined and clearer identification guidelines are currently being developed. It is planned to do a pilot project household survey to perfect the methodology that will give the most accurate data. A computerized data system is being developed in MOE and will be in effect in 2005.\textsuperscript{33}

\textsuperscript{32} Sathaporn, 2004, op.cit
\textsuperscript{33} Dr Benja, 2004, op.cit
16. Monitoring procedures – national monitoring and monitoring for the EFA process

   a) Are children with disabilities identified as a separate category in national and EFA monitoring?
   b) If children with disabilities are not identified as a separate category how do you measure any increase or decrease in enrolments?
   c) On what basis do you formulate policies to improve access and performance of children and youth with disabilities in the education system?

Children with disabilities are identified as a separate category in national EFA monitoring. The Office on monitoring education in Thailand includes Special Schools but not Special Education Centres. Guidelines are currently being developed to fit SECs into the monitoring process. Problems mentioned earlier in terms of identifying children with disabilities in regular schools and confirmation of IEPs will create difficulties in monitoring increase in enrolments and improved access and performance of children and youth with disabilities in the education system.

Increase in enrolments of children with disabilities is measured by data collected in the Special Education Office of OBEC, from school data and data from Special Education Centers.

The National EFA Plan (2002-2006) makes many references to the provision of education to children with disabilities. Specific reference is made under the section on Model Practices to:

- Developing a proper care system for autistic children
- Establishment of a preschool education for disadvantaged and disabled children in both special education schools and regular schools.
- Rehabilitating physical and mental abilities, providing early intervention and preparing readiness for disabled children before transferring them to special education schools
- Providing a guidebook for parents about taking care of disabled children

But in the section on Core EFA Indicators there is no reference to children with disabilities in any of the 18 indicators. This problem extends beyond the situation in Thailand and is an issue which requires urgent attention from UNESCO and the international community to ensure that children with disabilities are included in the Core EFA Indicators for the EFA Assessment for the remainder of the period from 2002-2016. In the Review Report (2004) strategies for promoting and supporting efficient EFA included:

- Research on a country’s situation analysis and education to assess barriers in all aspect relating to disadvantaged and out-of-school groups
- Promoting and supporting ESA Offices, particularly those located in an area with many vulnerable and disadvantaged children, to develop capacities in planning, management, budgeting and implementation of the EFA plan
- Adopting and developing suitable UNESCO EFA core indicators in accordance with Thailand’s situation and setting up a data collection system, classified by gender, so that all ESA offices can utilize them to monitor their EFA progress precisely.
- Continuous EFA monitoring and progress assessment in both national and local levels to enhance the EFA provisions.

All these strategies need to include specific reference to the situation and progress of children with disabilities.

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Within MOE the monitoring system is seated in the Office of Special Education within OBEC and monitoring visits are made from Bangkok throughout Thailand, with on-site visiting, support and supervision. Provincial teams undertake monitoring of Special Schools and integrated schools from the District Office. The District Special Education Centers are involved in the monitoring process to evaluate progress in integrated schools. SECs and Schools also conduct self-evaluation.

Disability advocates, including those engaged in the provision of education to children with disabilities in both special schools and integrated schools are critical of the apparent lack of formal monitoring procedures of OBEC and MOE. It was stated that there was inadequate knowledge in Bangkok of what is happening in schools in the provinces. The SECs are not supporting the regular schools and are not transferring their skills. The regular schools are not prepared for integration or inclusion. There is a need for comprehensive monitoring and support and advice procedures to strengthen schools and the skills of school personnel.

17. Multi-sectoral collaboration

a) Does your country have a national coordination mechanism or national coordination council on disability? (NCCD)
b) Does the national council have inter-sectoral representation – please specify
c) Does representation include organizations of persons with disabilities?
d) Is there any multi-sectoral collaboration in the provision of education to children with disabilities?
b) If so, please describe the ministries involved and the nature of the collaboration?

Thailand does not have a National Coordination Council on Disability (NCCD) but Section 12 of the Rehabilitation of Disabled Persons Act of 1991 established the Office of the Committee for Rehabilitation of Disabled Persons under the Department of Public Welfare, Ministry of the Interior. After the restructure of 1993 the Office was transferred to be under the direction of the Department of Public Welfare, Ministry of Labour and Social Welfare. Bureaucratic reform of 2002 resulted in the Office of the Committee for Rehabilitation being re-named as the Bureau of Empowerment for Persons with Disabilities under the Office of Welfare Promotion, Protection and Empowerment of Vulnerable Groups, Ministry of Social Development and Human Security. Services provided include:

a. Registration of persons with disabilities who live in Bangkok
b. Provision of loans from the Rehabilitation fund to persons with disabilities and for projects to support and benefit persons with disabilities
c. Arrange job placement for persons with disabilities.

The Bureau is not directly engaged in any activities concerning the education of persons with disabilities.

Five other Ministries are engaged in providing services to persons with disabilities:

- Ministry of Public Health
- Ministry of the Interior
- Ministry of Labour
- Ministry of Communications
- Ministry of Education

The Ministry of Health collects birth registration data and identifies children eligible for Early Intervention services. It is responsible for the rehabilitation of children from 0-5 years. Doctors work with teachers and parents.

The Ministry of Education collects data on children with disabilities in the school system.

36 Bureau of Empowerment for Persons with Disabilities,
There is a lack of coordination of different sources of data. An Advisory Committee on Disability to the Prime Minister has representatives of persons with disabilities, Universities, multi-sectoral Ministries and acts as a de facto NCCD.

SECTION 3. IMPLICATIONS AT LEVELS OF PRIMARY SCHOOL, TEACHER, CHILD (DISABLED AND NON-DISABLED) FAMILY AND COMMUNITY

These questions should be addressed at school level at an inclusive regular Primary School

18. Interview a head teacher or principal of an inclusive regular school

   a) What steps are taken to prepare Head Teachers or Principals for the inclusion of CWD in regular schools?
   b) What specific actions are taken at school management level to implement directives from educational administration? What directives are given to Head Teachers and then what action do they take?
   c) What steps are taken to prepare teachers to cater for students with a diverse range of abilities and disabilities?
   d) What steps are taken to prepare students for the inclusion of CWD in the regular school and classes?

Visits were made to 6 regular integrated schools in the Khon Kaen, Maha Sarakam and Roi-Et area. Four were Community schools, 1 was a Municipal school and 1 was a Primary and Secondary school. The most significant feature of the visits was in the variability of the attitudes and implementation of the policy to integrate children with disabilities into regular schools.

The percentage of children with disabilities integrated varied from 0.2 to 10%. Head teachers are aware of the national policy and of their obligation to accept children with disabilities but in one case the Head teacher was unaware of the necessity for each disabled child to have an IEP in order to obtain budgetary support for equipment and materials. In the largest school with the lowest enrolment of children with disabilities the Head reported that when teachers were given the opportunity to attend short courses on special teaching techniques not one teacher took the opportunity. The attitude was that the children should be prepared to fit in to the school and that the responsibility rested with the resource teacher, who would teach using a withdrawal method. This school had integrated its first child in 1980, from the Khon Kaen Blind School. 24 years later the school was integrating 7 children in a school population of 3000 students. The blind children were well prepared before they entered the regular school. They were welcome but children with other disabilities were considered a problem and viewed as slowing down the progress of the other students. The Deputy Director claimed that there were no negative attitudes and that the children were fully accepted. The school had no links with the community.

The Community School with the highest percentage of disabled children had adopted positive strategies once the decision to integrate had been taken. Teachers and students were informed and developed positive attitudes. Teachers were sent for special training, children received 30 minutes of extra tutoring each day, and there was close cooperation between teachers, parents and friends and peers of the disabled children. The school had submitted IEPs to the SEC but had received no response and had not had any support from the SEC. They received less than the 2000 baht per child. The school considered that it was the task of the SEC to find out-of-school-children but they reported that the CBR programme was a valuable link with the community and referred children with disabilities to the school. The school was happy to accept disabled children, considered them part of the community and that including them in school with other children created happiness. The school considered that all teachers...
should have special training as well as the parents. They felt the role of the SEC was to fully support the school, recruit specially trained teachers, work as a resource centre and provide technical support. The SEC was not performing these functions.

The only Municipal School visited had only started integrating children with disabilities in 2002 and had increased the number of children in both 2003 and 2004. The stimulus for the decision to integrate came from contact with the Roi-Et School for the Blind and CBR Centre, which had changed the previously held attitude that children with disabilities should be educated separately.

The Head teacher confessed to having been nervous as he embarked on the integration path. The steps taken were:

- Create awareness for teachers.
- Carry out a survey in the local area to find out-of-school students
- Encouraged parents of children with disabilities to approach the school
- Undertook a systematic approach to increasing the competency of his teaching staff. He sent 7 teachers to Bangkok for 200 hours of training; organized University input to his training programme; requested Khun Prayat to conduct in-school training and a simulation experience so that teachers would understand what it is like to have a disability. He sent teachers to gain experience at the School for the Blind and teachers who had undergone training then trained other teachers in the school on their return. All teachers were trained to conduct IEPs.

The Head Teacher worked in close collaboration and consultation with his staff, discussed how to provide the necessary services, acknowledged that it will be more work, and planned to send teachers for Certificate level training. It is his intention to increase the capacity of his school and teachers, to find disabled children and enroll them when they are young and to provide increased services to the community. He stated that they need a full time resource teacher and specialist input for the SEC and provision of assistive devices.

This school provides a model of how to implement the national policy and should be commended for the exceptional work being done.

Several schools reported that Khun Prayat, a blind disability advocate who started the Khon Kaen Blind School in 1974, was the catalyst that stimulated them to integrate children with disabilities. However some of the schools only wanted blind children who had been prepared for integration at the Schools for the Blind. Children with other disabilities were considered too hard to teach. This is where the Thai system has not yet addressed the distinction between integration, where the child has to fit into the school, and inclusive education where the school sees it as its responsibility to adjust to the needs of each child. The efficiency with which the Schools for the Blind fulfil their role of preparing students to fit into the regular school and providing support to them, is a factor working against the change of attitude needed to adopt a more inclusive approach.

The Integrated Primary and Secondary School integrates 3 per cent of children with disabilities but has announced to all the villages in the District that it is ready to accept children with all categories of disabilities. Children who have been rejected at other schools are welcome here. One teacher has been sent for full time training and others have undertaken short courses at Roi-Et Blind School, vacation courses and teachers who have had special education training provide in-service training to others. Close contact is maintained with parents and support is received on a regular annual basis from the SEC. Full funding of 2000 baht is received for each child. A problem faced is the resource teacher spends too much time on administration and not assigned to special children.
These examples indicate that successful integration is occurring and it is necessary to analyse the barriers and problems where this is not occurring and to strengthen the support and the penalties for non-compliance with the legislation which mandates acceptance of children with disabilities in regular schools.

19. Interview a classroom teacher in a class with CWD in an inclusive regular school.
   a) What preparation have you had for including CWD in your classes?
   b) Have you had any special training?
   c) What teacher training have you had? Please describe your teacher training programme?
   d) What qualifications did you have to become a teacher? How many years at school?
   e) What is your opinion of including CWD in regular classes?
   f) What are the advantages of including CWD in regular classes?
   g) What problems or challenges do you experience?
   h) Are there more boys than girls with disabilities in your classes?

Khon Kaen Primary School – Resource teacher.
She has a BA in Special Education, has worked in this position for 2 years. She works with the disabled children on a withdrawal system from regular class and at lunch time. She stated that the class teachers refuse to integrate but she believes integration gives children a good chance to learn social and daily life skills among friends. At this school when teachers were given the opportunity to volunteer for special training none wanted to go.

Nong Ping Integrated Community School
2 teachers out of a staff of 9 had short term training of 7 and 15 days respectively.
2 other teachers had been trained but had left the school.
This school has more than 10 per cent children with disabilities.

Wat-Pa-Rae-Rai Community Municipal School
A concerted plan of teacher training was introduced and 7 teachers sent to Bangkok for training.
University input was made into the training and simulation training carried out to increase awareness of what it means to have a disability.
Teachers who have received training then conduct in-school training of other teachers.
All teachers have been trained to develop IEPs for individual disabled children.
It is planned to send teachers for Certificate level training.
The school would like to have a full time resource teacher.

Muang Roi-Et Community School
This school has 114 teachers and 12 disabled children, 11 are visually impaired.
A seminar of in-service training is conducted every year.
The school has a Special Education resource teacher.
Other teachers have been sent to learn Braille.
The school only wants to enrol children who have been prepared for integration, as is the case with the blind and visually impaired children. The attitude is held that slower children waste the time of student helpers.

Sopanoprachasan Integrated Primary and Secondary School
The school accepted its first blind child in 1995 and sent a teacher to train in Korat.
The school announced to all villages in the Muang District that they were willing to accept children with disabilities. The school has 11 children with disabilities, 3 per cent of the student population. The
range of disabilities includes blind, deaf, learning disabilities, mental retardation, multiple handicap and speech and communication difficulties. Teachers do short term training courses at the Roi-Et Blind School. They also do vacation courses and 1 teacher who has special education training trains and advises other teachers in the school.

20. **Interview a CWD in a class in an inclusive regular school**
   
   a) Did you want to go to the regular school?
   b) What is it like for you attending the regular school?
   c) What do you like best about attending the regular school?
   d) What problems or difficulties do you have attending the regular school?
   e) Did you go to school before you went to the regular school?
   f) What age did you start school and what school did you attend?
   g) Who made the decision for you to go to school?
   h) Did your parents want you to go to school?

   A blind child in 4th grade at Wat-Pa-Rae-Rai Community Municipal School said that his teacher was very good and that he liked to sing and play with his friends. He had attended Roi-Et Education and Rehabilitation Centre for 2 years in order to prepare him for integration in a regular school. He had also studied at a SEC. There was no school in his village. His parents had wanted him to go to school and he was happy to be at school but he missed his family.

21. **Interview a non-disabled peer in the same class as a CWD**
   
   a) What do you think about having CWD in your class and school?
   b) Tell me the things you like?
   c) Tell me the things you don’t like?

   In all the school the peers or ‘buddies’ were enthusiastic about their role in helping their friends with a disability and were proud of their achievements and of their own role. In the case above The buddy said his friend sings well and he misses him when he is absent from school.

22. **Interview a family member of a CWD attending a regular inclusive school**
   
   a) Did you want your child to go to the regular school? What were your reasons?
   b) Did you have a choice between a regular and an inclusive school?
   c) Is your child happy at the regular school?
   d) Are you happy with the way your child is treated at the regular school?
   e) What do you like best about having your child attend the regular school?
   f) Have there been any difficulties or problems?
   g) Was your child at school before she/he went to the regular school? Where?
   h) Why did you decide to send your child to the regular school?
   i) Would you send your girl with disabilities to school, as well as your boy with disabilities? What are your reasons?

   There was no opportunity to interview a family member of a child attending a regular integrated school.

23. **Interview a community member or local official**
   
   a) What do you think about having CWD attend the regular schools?
   b) Do members of the community support the inclusive schools?
   c) Do you see any problems in having CWD in regular schools?
   d) Are any meetings held in the community to raise awareness about the rights of persons with disabilities, and the need for children with disabilities to attend school?

   A visit was made to the Roi-Et Education and Rehabilitation Centre. The President of this organization had recently completed a doctorate from Khon Kaen University on the development of a Community
Initiated Rehabilitation (CIR) model for persons with disabilities in the northeast of Thailand. Under the CIR model self-help organizations of disabled persons had been developed in 3 communities. The process empowered persons with disabilities and enabled them to articulate their needs and to work with local communities to meet them and overcome the traditional exclusion and dislocation experienced by persons with disabilities. Emphasis was placed on creating awareness, empowerment enhancement and the formation of links and social networks with the community, democratic organization and the development of unique and traditional methods to sustain the group financially. This involved vocational training and local income producing activities. The end result was that persons with disabilities were viewed as equal members of the community. This has resulted in the realization that children with disabilities have the same right to education as non-disabled children, and children with disabilities who had not previously attended their community and village school were included in these schools.

This research stemmed from the belief by concerned members of the community that persons with disabilities can be empowered and community attitudes can be changed to achieve equal opportunity and participation for disabled children and adults in village communities. This extends beyond the goal of getting children with disabilities into school, to achieving full community acceptance of people with disabilities in all aspects of life, including education.

A visit was made to the Dan Wan Subdistrict Administrative Office. This sub-district had been involved with the project to establish Self-Help Groups (SHG) of persons with disabilities, under the model of Community-Initiated Rehabilitation (CIR). It is a poor sub-district with 9 villages. The project was started 4 years ago and the SHG now has 60 members. The Administrative Office provided a budget for the group. They had formed a committee which made decisions about who would get living allowances and they had undertaken vocational training so that many of the members could now earn a small income. The Administrative Office was supportive of children with disabilities attending regular schools, but the experience of one of the SHG members, a 20 year old youth with a physical disability, had been that it was extremely difficult for boys like him to attend school. He had attended regular school for grades 1 and 2 but has stopped going because of toilet problems. He had gone to a SEC for 3 months but had dropped out. He now grew mushrooms and raised fish but he was illiterate and desperately wanted to learn to read. There were many young and older adults who had not had the opportunity to become literate.

37 Sathaporn, 2004. op.cit
38 Ibid
SECTION 4. IMPLICATIONS AT LEVELS OF SPECIAL SCHOOL, PRE-SCHOOL, EARLY INTERVENTION CENTRE OR SERVICE, AND INCLUSIVE SECONDARY SCHOOL, AND TEACHER, CHILD (DISABLED AND NON-DISABLED) FAMILY AND COMMUNITY

If the opportunity arises address these questions to teachers, students and parents of children with disabilities at:

- Special Education Centre (SEC)
- Special school
- Pre-school
- Early intervention centre or service
- Inclusive Secondary schools

Where it is not possible to obtain information from all sectors please observe the order of PRIORITIES as listed above.

24. Interview a Head Teacher or a classroom teacher in a Special School/Special Education Centre

a) What is your view of inclusive schools – placing children with disabilities in regular schools and classes?
b) What do you think are the advantages and disadvantages of special schools?
c) Would you like to teach in a regular school?
d) What training have you had for your position at a Special School/SEC?

Special Education Centres (SEC)

Tawatburi Special Education Centre.
The Head Teacher is fully qualified in special education, She has a BA in Special Education and An MA in Psychology. She had just returned from specialist training in Japan.
The SEC has 36 children but 84 per cent are placed in regular schools.

The functions of the SEC are as follows:
- Classify and assess children with disabilities
- Arrange education and placement
- Visit parents in the home – advise
- Provide individual intervention and observation
- Find out-of-school children in the villages
- Hospital placement and support
- Make local devices
- Contact organizations and donors to obtain wheel-chairs and other equipment
- Link with other partner organizations : CFBT, CBR Centre, Hospital
- Follow-up on children in integrated schools on a monthly basis
- Provide training to:
  - Parents
  - School teachers from integrated schools
  - Volunteers
  - Awareness training for teachers in normal schools
- IEPs conducted at SEC and in schools, with decisions made by an IEP committee

Skill areas for early Intervention and for children receiving education at the SEC include early child development, including:
- Self-help/daily livingskills
- Physical – gross and fine motorskills
- Cognitive/academic skills
- Communication skills
- Social and emotional skills
The SEC is responsible for decisions on placement:
• Early Intervention in the home or at SEC
• Education at SEC or placement in a Special school or an Integrated school

The role of the SEC is crucial to the success of the integration strategy of the 1999 National Education Act. Many problems and challenges are faced by the SEC. There are not enough personnel and it isn’t possible to carry out all the tasks required. Attitudes of teachers in normal schools are negative and they don’t want disabled children in their classes. Many children in the villages are neglected and live with grandparents who do not understand the importance of education and that they are legally required to send their children to school.

Of more than 900 IEPs conducted in the schools only 225 or 25 per cent have been approved for funding support. Not enough information id provided from the school and the SEC doesn’t have the resources to follow up all case. The coupon system is only just beginning to be implemented.

Positive aspects include giving advice to parents, finding more children in the villages and seeing more children come forward for education.

The task of the SEC would be simplified if all schools were willing to accept children with disabilities but the view was expressed that attitude change would take a long time.

Representatives of the SEC that supports the Nong Ping Community School
The SEC has 9 staff, 2 of whom have had 2-15 day training. 4 will become Special Education assistants and 2 will work in centre and home-based early intervention (EI). EI work is one of the main activities of SEC staff.
Problems that they face are lack of vehicle and lack of budget which makes it difficult for them to go into the community. They would like to see enforcement of the 1999 National Education Act in terms of education being compulsory, and parents are required to send their children to school.

The Nong Ping Community School supported by this SEC reported that they receive no support from the SEC, that IEPs are submitted but no response received.

Special Education Schools

Khon Kaen Blind School (KKBS)
(Special School run by the Christian Foundation for the Blind in Thailand)
The CFBT was founded in 1978, having 13 children in a rented house to teach them. The center was built in 1981. The school was registered officially in 1984. Government subsidy was started in 1992. Government subsidy was started in 1996 and in 2004 comprised 20 per cent of the budget.
The head Teacher is a blind person who is a member of disabled peoples organizations. (DPO)
It is a residential school with 121 students from kindergarten to secondary level. 70 per cent of children are integrated into 6 regular primary schools, 29 students in 4 integrated secondary schools and 1 student in a vocational training school. Most children who are integrated stay in their schools but some multiply disabled children may return to the Blind School for more training. Children prefer integrated schools because they experience a better social life and a wider variety of friends. Most graduates of KKBS go on to study at university level.

KKBT has links with the Roi-Et Education and Rehabilitation Centre for the Blind also established and run by CFBT to support integrated schools. At the Khon Kaen Centre for the Blind there is a division, the ETCB, the Educational Technology Center for the Blind. The school provides scholarships, Braille books and educational materials, resource teachers and trains parents in home visits. The Centre for
Technology trains staff who work in regular schools and advises integrated schools. It trains student teachers and provides short courses, vacation and summer school courses. It runs joint training courses for the Department of Special Education in OBEC, MOE. It also trains specialist teachers in low vision technology and teaching. The library conducts innovative teaching in a variety of areas including life and social skills, budgeting etc.

The teacher of the kindergarten class teaches children from 4 to 10 years, daily living skills, mobility and social skills. She trained as a primary teacher in Special Education, has 7 years of experience but none with sighted children.

The Head teacher stated that the Foundation has taken responsibility for the education of blind children because the government had not done so. His further comments will be reported under sections 7 and 8.

Roi-Et Education and Rehabilitation Centre for the Blind established and run by the Christian Foundation for the Blind of Thailand (CFBT).

This Centre was started in 1987 in Maha Sarakham province and extended services to Roi-Et a few years later. The administration office moved to Roi-Et. The center was officially opened in 1995. The Roi-Et center had the three main function, CBR, hostel with preparing children for integration and mainstreaming school. This Centre buildings completed in 1997. It works in close cooperation with the KKBS and coordinates with regular schools in supporting integrated education. Additional activities include Early Intervention for children 0-4 years, prevention programmes, research and development of more effective models for empowerment of disabled persons and community engagement. It also conducts vocational training in hydroponics and Thai Massage, and teacher training. It has trained 107 teachers and 63 are currently in preparation.

CBR is a wholistic approach. The Centre started addressing the needs of blind and visually impaired only and ran a 6 week training course on teaching blind children. But since 1996 it has been a cross-disability CBR Centre.

The CBR centre conducted a survey and located 700 children. It is also engaged in education and awareness for the prevention of blindness. The 3 year plan for the Centre includes:

- Developing knowledge and awareness in the community
- Formation of disability and family self-help groups
- Stimulate sub-districts to include disability in action plans
- Early Intervention follow-up from hospitals, support families and persuade them to let their disabled children go to school. There is a tendency for families to be over-protective.
- Prepare children in the community to be ready for school. Only blind children receive preparation in Blind Schools but majority of children with other disabilities receive no preparation in government schools.
No interviews were conducted concerning items 25 to 31.

25. **Interview a parent of a disabled child attending a Special School**
   a) Are you happy with the education your child is getting at the Special School?
   b) Did you have a choice between the Special School and a regular inclusive school?
   c) Would you like your child to attend a regular inclusive school? Please give your reasons.

26. **Interview a child at a Special School**
   a) Tell me what you like about your school
   b) Would you like to go to a regular school instead of a special school? Why?

27. **Interview a teacher at a Pre-school**
   a) Do you have any children with disabilities at your Pre-school?
   b) Do you think children with disabilities should be able to attend pre-school

28. **Interview a parent of a young disabled child attending an Early Intervention Centre or service**
   a) What age was your child when you found out he/she had a disability?
   b) Who referred you to the Early Intervention Centre or service?
   c) How does the Early Intervention Centre help you with your child?
   d) What sort of school would you like your child to attend when she-he is older? Special School or regular inclusive school?

29. **Interview a teacher at an inclusive secondary school**
   a) What preparation have you had for including CWD in your classes?
   b) What teacher training have you had? Please describe your teacher training programme?
   c) What is your opinion of including CWD in regular classes?
   d) What are the advantages of including CWD in regular classes?
   e) What problems or challenges do you experience?
   f) Are there more boys than girls with disabilities in your classes?

30. **Interview a parent of a youth with disabilities attending an inclusive secondary school**
   a) Did you experience any difficulties getting your child enrolled in secondary school?
   b) Are you happy with the education your child is getting at the Secondary School?
   c) What do you expect your child to do when he/she finishes secondary school?

31. **Interview a student attending an inclusive secondary school**
   a) Did you want to go to the regular secondary school?
   b) What is it like for you attending the regular secondary school?
   c) What do you like best about attending the regular secondary school?
   d) What problems or difficulties do you have attending the regular secondary school?
   e) Who made the decision for you to go to the regular secondary school?
   f) Did your parents want you to go to the regular secondary school?
   g) What do you want to do when you finish secondary school?
SECTION 5. TEACHER TRAINING INCLUDING TRAINING FOR TEACHERS TO TEACH STUDENTS WITH DIVERSE ABILITIES IN REGULAR SCHOOLS

32. Interview Ministry of Education officials and visit Colleges or University departments responsible for teacher training for special education teachers and regular teachers who will teach in inclusive schools

a) Please describe your teacher education programme?
b) How long is the training to become a primary school teacher?
c) Does teacher training take place in a College or at University?
d) How do your select students for teacher training?
e) What educational qualifications must they have?
f) Do you have special training courses for teacher trainees who will teach CWD?
g) Do these teacher trainees teach in regular schools or special schools?
h) Do you provide comprehensive in-service training, with methodology and techniques for teaching children with diverse abilities, for all teacher trainees, including those who will teach in regular schools?
i) Do you provide in-service training for regular school teachers to enable them to teach children with diverse abilities?
j) Do you employ any untrained teachers?

Teacher training has been an important area of focus of MOE and significant developments in the training of teachers to teach children with disabilities in special and integrated educational settings have taken place during the 1990s, following the enactment of the 1991 Rehabilitation of Disabled Persons Act. Teacher Training is the responsibility of the Commission for Higher Education within MOE. There are more than 600 universities, approximately 80 of them run by the government.

Basic qualifications for Thai teachers are:

- Primary school teacher in an integrated setting must complete a 4 year university degree, with entry level set at school completion or year 12.
- Secondary school teachers in integrated settings must complete a basic 3 year degree plus 1 year of additional training

No untrained teachers are employed in Thai schools. All teacher trainees receive one course on teaching children with special needs within their basic teacher training course.

Regular teachers who wish to become Special Education trained teachers can undertake:

- Short training courses of 1, 3 and 15 days, which are offered at 19 universities
- 1 year Special Education Teaching Certificates are offered at 7 universities
- 2 year Masters degrees, offered at 4 universities. Students can specialize in Learning Disabilities and Emotional Problems

Teachers for Special Education Centres, Village Child Health Centres and Hospital teaching service undertake 1 year additional training for specialist teachers.

Short courses

- 390 regular school teacher trainees completed in-service teacher training to teach children with disabilities in regular schools
- Week-end, vacation and summers school courses cater for working teachers
- Short courses in computer skills for Braille technology and production
- Short training courses are offered at SECs for regular teachers in their districts and communities

In 1994 a new curriculum was introduced into the 4 year Special Education training degree. It included curriculum for deaf, blind and mentally retarded students but did not include autism.
There was a common curriculum in 1st year studies, cross-disability studies in 2nd year and the opportunity to specialize in 3rd year. Educational reform of 2003 led to teacher training of teachers for children with disabilities moved to a higher priority. Policy on personnel training and learning reform to focus on child-centred learning strategies were developed. This was the result of a finding that teachers with a BA degree in education were unable to cope with the problems of teaching children with disabilities and special needs.

6 universities have a Bachelors Degree teacher training programme in Special Education. Five universities offer Masters degree and 1 doctoral programme in Special Education. Chaing Mai University has no Early Intervention, but a Master Degree course in Occupational Therapy. PhD Special Education course is in Bangkok, Srinakarind Tarawiroth Prasanmit University. It is anticipated that the number of universities offering these courses will grow.

Scholarships are provided to 30 students for study at Masters degree level and 30 at graduate level. Scholarships are also provided to University faculty to study overseas in the field of Special Education. The areas of study for university staff are:

- Learning disabilities
- Autism
- Down Syndrome
- Blind and visual impairment

Courses offered in Thai universities include:

- Early Intervention
- Early childhood Education
- Special Education Administration
- General Special Education
- Community level Special Education
- Community-based Rehabilitation (CBR) and counseling

In 1993 Rajasuda College was established under Mahidol University as an institution of higher learning for persons with disabilities. It is an integrated university and the College offers a Masters programme in rehabilitation counseling, open to all students as well as courses specifically offered to deaf, blind and physically disabled students. 30 scholarships are provided for sign-language interpreters at Rajasuda College.

A member of the Advisory Committee on disability to the Prime Minister commented that, although there were many programmes offered at University, compulsory courses are included in training courses for regular teachers, and short-term and in-service courses are available, teacher training is not well coordinated or organized. A second member saw the recent improvements and expansion of training opportunities as positive and would help lay a progressive foundation for a better quality of education. Both viewpoints have validity.
SECTION 6. ACCESS TO TERTIARY EDUCATION FOR STUDENTS WITH DISABILITIES

33. Interview University officials where people with disabilities are enrolled as students
   a) Is there a policy determining the right to tertiary education for people with disabilities?
   b) How many students with disabilities enroll each year?
   c) Is there a support system and special accommodations made for students with disabilities?

The right to 12 years of compulsory education does not encompass university or tertiary education. However students with disabilities do have the right to attend university and are doing so in slowly increasing numbers. In 1981 Khon Kaen University rejected 5 students with disabilities who applied for the exam but were rejected by the university. Between 1983 to 1999 only 6 students were enrolled. All support, technical and support teachers, was provided by CFBT. The government now provides some resource teachers.

More than 200 blind students have graduated from university since the first students were admitted. Many disabled students have graduated from Rajasuda College since it was founded in 1993. The first Thai blind graduated from Chulalongkorn University, Bangkok, was in 1964. Less than 1000 students with disabilities have graduated from College and University between 1970 and 2000. There are instances of persons with disabilities teaching at Universities.

In 2004 the number of students with disabilities in 667 universities under the Commission for Higher Education was 1,544. There is no defined budget for these students.

Reports from disability leaders and members of the Advisory Committee on Disability to the Prime Minister, graduates themselves, report that the support system within universities is almost non-existent except at Rajasuda College.

34. Interview a student with a disability attending University or tertiary training
   a) Did you have any difficulties being accepted for tertiary education?
   b) What is it like for you attending University or College?
   c) What problems or difficulties do you have attending University or College?
   d) Does the University or College provide any additional assistance to you?

An interview was conducted with a student who had completed his Bachelors degree in Thailand and was now studying for a Masters degree at Leeds University in England. He reported extreme difficulty accessing materials and references in Thailand with no support provided on account of his inability to see. Much more support was provided at university in the UK.

A disability leader and member of the Advisory Committee on Disability to the Prime Minister reported that he used to offer to tutor other students in return for the support that he needed to access reference material which was never available in Braille.
SECTION 7. ORGANIZATIONS OF AND INDIVIDUALS WITH DISABILITIES

Interview: Representatives of organizations of persons with disabilities and/or individuals with disabilities

35. Consultation with organizations of persons with disabilities

a) Has the Government or the Ministry of Education consulted with your organization in the formulation of policy to include children with disabilities in the educational system?

b) Has the Government established an advisory council of persons with disabilities to inform it on all policy decisions concerning persons with disabilities, including children?

c) Are members of organizations of persons with disabilities represented on any national Coordination Council on Disabilities?

d) Are members of parents associations of persons with disabilities represented on any national Coordination Council on Disabilities?

e) What were your personal experiences of education?

f) What do you think was the most important factor that encouraged you to attend school? (Such as family support, local government, disability organization support, etc.)

Although Thailand does not have a National Coordinating Committee on Disability (NCCD) it has two mechanisms on which persons with disabilities and their organizations are represented and have consultative status with the government ministries responsible for disability concerns. The first is the Bureau of Empowerment for Persons with Disabilities within the Office of Welfare Promotion, Protection and Empowerment of Vulnerable Groups, Ministry of Social Development and Human Security. The second is the Advisory Committee on Disability to the Prime Minister of Thailand.

Thailand has strong and well developed organizations of people with disabilities (DPOs). These have been developed on a categorical basis and single category organizations operate for persons who are blind and visually impaired, deaf and hearing impaired, physically impaired and parents of mentally retarded and autistic representing their children. There are also cross-disability organizations, the strongest of which is the Council of Disabled People of Thailand (DPI – Thailand) which is made up of 4 self-help organizations representing the categorical groups listed above. These are the Thailand Association of the Blind, and Association of Parents for Persons with Autism. Association of the Physically handicapped of Thailand, National Association of the Deaf of Thailand, and Association for the Retarded of Thailand. A full listing of DPOs can be found in section 5.2, Profile of Non-governmental Organizations of/for Persons with Disabilities on the website of APCD, under Country Profile on Thailand. There are also associations for parents of disabled persons with mental retardation and autism, Downs Syndrome and many others.

The Parents Association for Mental Retardation expressed extreme concern about the conditions for the education of children with mental retardation, claiming that teachers in regular schools have negative attitudes and do not have the training and expertise necessary to teach these children. The preferred option is sometimes to place them in Special Schools even though the parents would prefer the regular school option.

Members of the Blind Association of Thailand have expressed strong views about the lack of support provided to blind and visually impaired children from early intervention level to university. Regular schools welcome blind children mainly because they come to the regular school with skills developed at the Special Blind Schools, and support and resource teachers are provided from this source. The strength of the support provided to blind children has tended to affect the expectations of teachers with regard to children with other disabilities. Some schools do not want to accept children with other

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39 APCD, 2003. op.cit
disabilities because they are more difficult to teach, the teachers do not have appropriate training and receive no or limited support from SECs.

Leaders of the disability organizations and represented on the two government committees claim that government policy has been driven by DPOs. This has been acknowledged to a large extent by MOE officials. Policy has in fact been formed in partnership with DPOs and before the 1999 National Education Policy was formulated extensive public forums were held to give government an opportunity to listen to the problems faced by persons with disabilities in acquiring an education, and to receive advice on strategies that would lead to vastly improved outcomes in the future. A view expressed by one leading disability activist and advocate who has been extensively engaged in providing educational services and supporting others to do the same, is that having launched the campaign to push for the right to education to become national law and policy, it is now the duty of DPOs to continue their action to push the policy into practice and ensure that the government is improving the effective implementation of the policy. The DPO role is critical to ensure the successful implementation.

Reports of personal experience all have the common theme of struggle to achieve in a system which does not provide well trained teachers or adequate support systems. Reaction from peers and teachers to their presence was mixed. These reports come from exceptional students who have obtained high academic qualifications and respected positions in public institutions, dynamic leaders of the disability organizations, advisers to government with political influence and recognition. They have been the architects of the educational reform which has recognized and upheld the right to education for all persons with disabilities, and that it is the responsibility of the government and the schools to accept children with disabilities and provide them with quality education. Some of these leaders acknowledge that the system is in the early stages of implementation, and that explosive change is in the process of taking place but point to particular problems that need to be addressed.

DPOs play a very important role in promoting education and persuading families of disabled children that they must take advantage of the now compulsory education that the government is committed to providing, and it was recommended that there should be more DPOs active in all provinces. In Khon Kaen and Roi-Et they provide a link, and have worked closely, with Special Schools, CBR and community-based Centres, SECs and regular schools. They have also advocated strongly for access to tertiary education. There is still work to be done, particularly in poorer urban communities and in the rural provinces to persuade parents of disabled children that they must view education as a right for their children and take advantage of the opportunities offered by the government’s new mandatory system of free and compulsory education for 12 years.

More than one disability leader acknowledged that development of the education system to include persons with disabilities is an evolutionary process, with movement from segregated to mainstream settings. Choice needs to be retained until quality education is fully available in regular schools. Thailand has some distance to go before it moves towards an inclusive education system. Extensive attitude change is still needed combined with real change within the teacher training system to provide the skills and attitudes which enable schools to adapt flexibly and willingly to the needs of any student seeking admission.
SECTION 8. CURRENT STATUS, PROCESS TOWARDS CHANGE AND PLANNING FOR FUTURE ACTION

The following questions are to be addressed to all informants or interviewees, with the exception of children, where inappropriate because of age or other factors.

36. Respondents' views on current situation, changes perceived as necessary and means of achieving change
   a) What is your opinion of the current provisions for the education of children with disabilities in your country?
   b) What further changes would you like to see in the education legislation, policy and implementation at school system level?
   c) What action will be necessary to achieve these changes?

Respondents overall approved of the policy and legislation but felt there were many aspects of implementation which needed to be improved.

Areas requiring attention include:

- Commission for Higher Education and Teacher Training
  Khun Prayat reported that universities offering courses in Special Education do not always follow the recommendations for curriculum change necessary to provide teachers with the skills required in an integrated, let alone inclusive, education system. University lecturers do not have a good concept of Inclusive Education and continue to teach categorical methods of teaching. The categories are not comprehensive and the teaching strategies do not take account of the successful methodologies that enhance responsiveness to diverse learning needs. These include active small group teaching, setting objectives at different levels for individual students, peer support and the capacity and willingness to adapt the curriculum to individual need. Resource teachers are trained on a withdrawal model and do not learn to work with classroom teachers in the regular class where it is possible for them to transfer their skills to regular class teachers, thus upgrading their capacity. Teacher training courses for all teachers in regular schools should provide teachers with the skills and techniques to teach children with diverse characteristics and ability levels in their integrated classes. This would move the system towards an inclusive education model.

- Budget and funding system
  There needs to be adequate funding to cater for the increasing number of children with disabilities entering the school system. The administration procedures need to be unified and streamlined. There are too many reports from schools of cases where IEP procedures are completed but no response is received from SECs, and no funding made available for materials and equipment and support needs. The budget goes to the SEC but is not disbursed to support children in schools. Several respondents stated that the regular budget for the education of children with disabilities must be increased, and the costs of providing the necessary services must be moved into the regular budget.

- Role of the SEC
  The effective functioning of the SEC is critical to the success of the integrated model of education in the current Thai system. Reports from SECs are indicating that they are under-resourced in terms of personnel, vehicles, and funding. They complain of the unwillingness of families to send their children to school, but do not appear to have the expertise or resources to conduct the necessary awareness raising in the villages which is needed to change this situation. It is also their role to stimulate and encourage the regular schools to accept more children with disabilities and yet they report that the schools won’t accept the children, in spite of legislation which requires them to do so. The schools also report that they do not get the support they need from the SECs. Some reported contact only once a year and others reported no contact.
• Attitude change must be a high priority

Measures to achieve serious attitude change must be carried out at all levels of the system. At present there are no sanctions or penalties for non-compliance with legal obligations to educate all children, including those with disabilities. Professor Wiriya, the first Thai blind professor in Thailand, at Thammasat University, Faculty of Law said that one of the most effective means of achieving attitude change in the community is to demonstrate the capabilities of children and youth with disabilities. This can be achieved by introducing work training into special and regular schools, or in the community, to demonstrate their capacity. Products made or grown can be sold in the community, demonstrating the hard work and worth of these young people. Khun Prayat expressed the need for participatory training to change attitudes, by allowing school personnel at all levels to experience what it is like to have a disability. Passive training and lecturing does not achieve this emotional engagement with the issue. Training should be carried out in the school setting.

• DPO action

DPOs have a critical role to play in advising government on policy and on implementation strategy. Their network of organizations and contact at grassroots level with the disability community puts them in a powerful position to influence families and the community and persuade families to send their children to school. They can act as the link between all the stakeholders. Special Schools, particularly for the blind, have traditionally been provided by DPO/NGO linked organizations. The strength of the model developed for blind students has influenced the attitudes of regular schools to the integration of students with disabilities. The quality of preparation and the level of support to the students has prevented the regular school from adopting an attitude and role which would see them adapting to the needs of any child, irrespective of the level of preparation or external support. As was stated earlier the role of teacher training in changing this is critical.

• Develop a flexible system

Ajarn Monthian, former lecturer at Rajasuda College, the president of TAB, the Thailand Association of the Blind said there was a need for a system which allowed students to move back and forth between special and regular schools. In practice this seldom occurs, other than for multiply disabled blind children who may return to the Blind school for further consolidation of Braille and other necessary skills for survival in the regular class. The point was made that there are not always qualified teachers at secondary level to teach all the curriculum subjects using Braille and if this is the case a student should not be limited by lack of access to subjects of choice. The Special schools will never have the capacity to serve large numbers of children, and students will better develop social skills in integrated settings.
37. Recommendations for input to the Guidelines for action to include children and youth with disabilities in school systems

a) What particular points would you like to see included in the Guidelines For Action to include children and youth with disabilities in the school system?

1. More Early Intervention
   More EI programmes should be provided so that all infants and young children with disabilities can have this opportunity. EI is critical to promote the maximum development of each child’s potential and to provide support to the family in their task of raising a child with a disability.

2. Education policy and strategy must be developed in consultation with the disability community, and strong partnerships formed between DPOs and government and community.

3. Educational policy should be based in legislation, well implemented and enforced, with strong commitment from government and adequate budgetary provision to allow effective and comprehensive implementation.

4. Creation of awareness about the rights to education of persons with disabilities must be undertaken at all levels of the system, including high ranking bureaucrats, provincial, area and district officials, schools, community and villages.

5. Planning must be long term, with a systematic action-oriented implementation plan. It is necessary to have a ten year time frame to make structural changes to the system, and to achieve adequate levels of teacher training to service the system. The system should strive to achieve quality and choice. A statement was made that rights are a reality and that includes the right to fail.

6. Establish work training programmes as part of the Special and regular school curriculum to demonstrate the capacity of children and youth with disabilities.

7. Utilize the affordable technology to enable PWDs to access to information and education and create barrier-free setting in schools and colleges.

8. Education not being limited to the three R’s functional skills should be promoted and implemented at all levels of education, depending on the potential of the individual.
SECTION 9. CONSULTANT INPUT

Recommendations for country actions to improve access to quality education

See recommendations under Section 8, item 36.

1. Policy and legislation provide a good framework for the development of an integrated education system but the legislation needs to be enforced, with incentives for compliance and penalties for non-compliance, for both schools who refuse to accept children with disabilities and for families who do not send their children to school.

2. The implementation of policy needs to be clearly articulated and comprehensive, with roles and responsibilities understood by all parties. There needs to be extensive support and advice to Area offices and particularly to SECs, in the early stages of implementation. It is necessary to identify problems and to generate solutions before disillusionment with the failure of the system to deliver what was promised becomes widespread.

3. Clearly an adequate budget to deliver the support per child and the materials and equipment is essential. If this needs to be phased in over a time period then a progressive plan should be developed that is clearly understood.

4. The most critical factor in the long-term success of the policy to include all children with disabilities in the education system is the provision of comprehensive and systematic teacher training to all teachers in the system so that they develop the skills and expertise to teach all children with disabilities who may enter the regular school. It is necessary to provide training in all regular teacher training as well as specialized training. The SECs should be strengthened so that they can increase their capacity to carry out short-term training for teachers and schools in their districts.

5. The provision of Early Intervention to children with disabilities from birth is one of the most progressive elements of the national policy. It has the capacity to significantly enhance the chance of success of disabled children on school entry. It is important to ensure that EI services are available on a comprehensive basis and not just to a fortunate few. The role of the SEC is critical in this regard and must have the resource capacity to provide home-based EI in the villages. This will increase the likelihood of families registering their children and sending them to school.

6. Simplification of the registration procedure would assist in more accurate data collection on the population of persons with disabilities, particularly for children and students of school age.
Recommendations for regional Guidelines

1. National policy enshrined in legislation, with a comprehensive and progressive implementation policy, and an incentives and penalty scheme to ensure and encourage compliance. Adequate resources must be made available to implement the critical components.

2. Clear definitions of categories of persons with disabilities, and consistency across Ministries concerned with disability issues. Simple registration procedures at local district or village level, with coordination between education and health, and other, service providers.

3. The teacher training system need to be developed so that it can provide all teachers in regular schools with the basic skills and attitudes to teach children with diverse abilities in the regular class. Specialist training must be available at many levels including short-term training that can be carried out in the school or in the Special Education Centres supporting the schools. There needs to be an adequate support system to regular classroom teachers. Where some teachers in a school have received training opportunities should be provided for in-school training of other teachers. Team teaching practices can achieve the same result with transmission of skills.

4. The monitoring and evaluation system should be transparent and should provide support and advice to all levels of the system in the early phase of transitional implementation of an integrated or inclusive education programme. Good models of implementation should be identified and mechanisms for sharing this information among a group of schools within a district or sub-district should be developed.

5. Development of CBR programmes is one of the most effective strategies for supporting and empowering persons with disabilities in their communities, and encouraging their full inclusion in all aspects of community life. This strategy will result in increased willingness of the community to accept children with disabilities on the same basis as other children are accepted, and will lead to increased willingness of parents to enroll their children in local community schools.

6. The underlying philosophy should move the school system towards an inclusive education system from an integrated or even a segregated system. The goal should be the development of a school where the focus is on training teachers to be competent to adapt their teaching to cater for diverse disabilities and abilities of students. A flexible school adapts to the needs of the child rather than insisting that the child must fit into the existing school structure with minimum modification.

7. To develop the existing Special Schools for children with disabilities to be a resource for materials, teacher training, parents consultation seminars, short course training for classes for children with severe disabilities, and supply with materials, including repair and maintenance of equipment by technician support.
38. Please nominate people that you would recommend to attend a Review Meeting to share information between the countries involved in this study and to assist with drafting the UNESCO Guidelines For Action.

39. Please specify and provide all the documents relating to your education system concerning the education of children and youth with disabilities, including documents on data, monitoring and review. Alternatively please advise where these can be obtained.

This would include documents on policy and legislation, regulations and directives and school level registration and assessment procedures, as well as statistical data, census questions, household or disability survey questions.

Key documents with data and statistics on persons with disabilities include:

APCD. Country Profile: Kingdom of Thailand. 2003
www.apcdproject.org/countryprofile/thailand/index.html


See Reference List in Annex 2
ANNEX 1
List of Acronyms
1. EFA (Education For All)
2. MOE (Ministry of Education)
3. CWD (Children With Dissabilities)
4. SCUK (Save the Children - UK)
5. DPOs (Disabilities Person Organization)
6. NGO (Non Governmental Organization)
7. APCD (Asia-Pacific Development Center on Disability)
8. IEP (Individualised Educational Plan)
9. CEP (Centralised Equipment Pool)
10. NECTEC (National Electronics and Computer Technology Centre)
11. MOU (Memorandum of Understanding)
12. OBEC (Office of Basic Education Commission)
13. GDP (Gross Domestic Product)
14. SEC (Special Education Centre)
15. SEAT (The School-based Management Model which is stand for :
   S = Students
   E = Environment
   A = Activities
   T = Tool
16. ESA (Education Service Area)
17. WHO (World Health Organization)
18. ICF (International Classification of Functioning, Disability and Health)
19. NSO (National Statistics Office)
20. JICA (Japan International Cooperation Agency)
21. NCCD (National Coordination Council on Disability)
22. CBR (Community –Based Rehabilitation)
23. CIR (Community Initiated Rehabilitation)
24. SH (Self-Help Groups)
25. KKBS (Khon Kaen Blind School)
26. CFBT (Centre for British Teachers)
27. DPI – Thailand (The Council of Disabled People of Thailand)
28. UNESCAP (United Nations Economic and Social Commission for Asia and the Pasific)
29. ETCB, the Educational Technology Center for the Blind
ANNEX 2
List all institutions visited
List all respondents interviewed
This may include information obtained from:

- Ministry or Directorate of Education.
- National Bureau of Statistics
- Ministry of Education Statistics and Monitoring section
- Head teachers or School Principals
- Teachers in regular schools with children with disabilities included in regular classes
- Children with disabilities in inclusive schools
- Non-disabled peers in same class as children with disabilities
- Family members of children with disabilities enrolled in inclusive schools
- Community members or local government officials in communities where there are inclusive schools
- University and/or teacher training college personnel engaged in training special education teachers and regular teachers who will teach in regular inclusive schools
- Representatives of organizations of people with disabilities

In addition, information may be obtained from:

- Head teachers at Special Schools
- Classroom teachers at Special Schools
- Students at Special schools
- Parents of children attending Special Schools
- Teachers and coordinators of inclusive pre-schools
- Children and family members of children attending inclusive pre-schools
- Parents of children attending early Intervention Centres
- People with disabilities in the local communities
- Students with disabilities attending inclusive secondary schools, and their parents
- Teachers at inclusive secondary schools
- University staff at Universities and Colleges where students with disabilities are enrolled in tertiary studies
- Students with disabilities enrolled at Universities and Colleges

1. Informants/respondents:

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Dr Benja Chonlatanon, OBEC MOE
Mr Narongsak Boonyamalik, MOE

Advisory Committee to the Prime Minister on Disability:
Professor Wiriya, Thammasat University.
Ajarn Monthian Buntan, World Blind Union, President Thai Association of the Blind
Khun Sathaporn, President Roi-Et Education and CBR Centre.
CBR

Organizations of People with Disability
Khun Prayat, Vice-Chair DPI
Khun Pharanee Louineau, Parents Association

NGO Service provider
Bangkok School for the Blind
Khun Thapanee, Coordinator, Roi-Et CBR Centre
2. List of institutions visited

Khon Kaen Blind School (Special School) NGO/CFBT

Khon Kaen Primary School – Integrated School (MOE)

Nong Ping Community School – Integrated school (MOE)
Muang District, Maha Sarakam Province

Maha Sarakam Sub-District Administrative Office
Local government administration

Roi-Et Education and Rehabilitation Centre for the Blind
NGO/CFBT

Wat-Pa-Rae-Rai Community School – Integrated school
Municipal School

Muang Roi-Et Community School – Integrated school (MOE)

Tawatburi Special Education Centre (MOE)
Tawatburi District, Roi-Et Province

Tawatburi School for the Deaf – Special School (MOE)

Baan Suang Yang Kururat, (MOE)
Community Primary School
Wittaya, Muang District, Roi-Et Province

Sopanoprachasan School (MOE)
Muang District
Basic Education (Primary and secondary Grades 1-9)
ANNEX 2
Reference material

Ajarn Monthian Buntan, First Vice President, World Blind Union; Member Advisory Committee on Disability to the Prime Minister, Kingdom of Thailand. Personal communication 2004.

APCD. Country Profile: Kingdom of Thailand. 2003
www.apcdproject.org/countryprofile/thailand/index.html


Dr Benja Chonlatanon. Executive Adviser in Special Education and Education for the Disadvantaged, Ministry of Education. Personal communication. 2004


Prayat, P. Vice Chair, DPI (SEA), Personal communication. November 2004

Professor Wirriya Namsiripongphan. Chair, Advisory Committee on Disability to the Prime Minister of the Kingdom of Thailand. Personal communication. 2004.


United Nations World Committee on Disability, 2001.


# Annex 3. Contact List – Thailand

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