FIELD VISIT RECOMMENDATIONS

Specialists should visit schools at least once per month to provide additional training/information to teachers and parents.

MOE should consider obstacles in general school environment when planning inclusive education (e.g. Class size).

Teachers working in special classes should have systematic training in skills and methodologies for teaching children with a range of disabilities. Short courses – 25, 30 better than no training, but 1 year certificate level training would improve quality of teaching and learning outcomes for children when they are in the special class and when they are integrated into the regular class.

Training can be distance education and part-time, with some compulsory practical component.

Regular class teachers should receive in-service training before CWD are included in their classes. Specialists support should be provided for Special Education Centres to help regular teachers in the classroom.

Ministry of Education and University Teacher Training programmes must ensure this training is provided and appropriate to the teachers needs.

Parents Club should be introduced in every school with CWD. Supports capacity building to new parents.

Develop a zoning system and network of area schools supporting particular CWDs collectively supporting all nine classifications of CWD. This will support.

Curriculum needs to be adopted to suit the needs of the individual. Alternatives must be spelt out to create a flexible system.

Assistive devices should be provided to individuals to support learning.

Each school accepting CWD must be provided specialists and experts to serve as resources to teachers.

Governments should be issued guidelines regarding physical

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Additional Comments:

Penny: Make sure teachers in special classes get special training more than just short trainings. Teachers in regular classes with CWD should receive in-service training before having children with disabilities attending their classes.

Mr. Malai: Encourage parent networking, parents clubs in schools with CWD, with a role more different than the usual PTAs, like sharing experiences with parents of children without disabilities.

K. Prayat: In Samsen college, I noticed that some boys travel 30 kms. to get to school. School teachers suggested a zoning system, dividing the schools and their location. CWD can go to one nearer schools. One school can accept blind children, the other can accept deaf children. But for autistic children, they should have special treatment so they can enjoy their schooling. Also recommend the formulation of a curriculum to suit the needs of the individual. Majority of the subjects they can learn but specific subjects they can’t. Like kicking the ball, how can those without legs kick a ball? Children with good grades but can’t write because he has no hands. So provide specific assistance depending on their individual needs. But we should provide experts or specialists in the area where CWD can easily access. Average teachers work 40 hours/week with 58 students per class; we cannot expect them to handle CWD. Also need to consider the safety/security of CWD.