THAILAND Country Recommendations

I. Recommendations on policy:

TH1.1 THAILAND

TH1.1.1 Educational administrators, schools and teachers should consider abilities and cater for the needs of CWD when preparing curriculum and teaching plans, school facilities and when assessing accessibility.

TH1.1.2 Parents of CWDs should be considered as partners to cooperate with the school on the IEP and implementation of their child’s programme.

TH1.1.3 Education Ministry should make choices available for parents of children with severe disabilities to be able to follow a home-based education programme until a suitable programme is available at a SEC or Special School, with transportation available. This is a transition measure, acknowledging the right of all children to education. It should be reviewed within the next five-year government plan.

TH1.1.4 Government should develop an appropriate process to follow the education and inclusion of CWD.

II. Recommendations on Legislation:

TH1.2 THAILAND

TH1.2.1 The Ministry of Education must ensure that all measures included in education legislation and regulations must be enforced at all levels of the education system, by all stakeholders.

III. Recommendations on Budgetary Policy and Financing:

TH1.3 THAILAND

TH1.3.1 Budget allocation must be based on accurate data on the number of CWD, taking into account the type and severity of disability, and implications for necessary support resources.
TH1.3.2 Recommended that Government use 10% of tax from various sources to be allocated for CWD Education.

TH1.3.3 GO should provide financial support to CWD’s family according to the severity of disability and need for support.

**Topic Two: Implementation Strategies, Administrative Procedures and Education Providers for Children with Disabilities**

**I. Recommendations on education provision to children and youth with disabilities:**

**TH2.1 THAILAND**

**Implementation Strategies**

**TH2.1.1** Government should provide financial and other resources to support Early Intervention and family support for young CWD (0-6 years). This support should be available for the family or other caretakers.

**TH2.1.2** GO should provide financial and other resources to support education of CWDs and YWDs in the regular school, with reference to the level and degree of need for support (Assistive technologies, well trained teachers appropriate materials, etc.)

**TH2.1.3** *All categories of CWD should be able to attend any regular school, and will be accepted in the regular school, no matter what disability they have.*

**TH2.1.4** GO in partnership with DPOs, parents’ organizations, and the community should all establish awareness in the general community and among all stakeholders in the education service, that PWD are capable of achieving in the same way as other people.

**Administrative Procedures**

**TH2.1.5** The Government should conduct detailed survey to determine numbers of PWDs in order to plan budget support for their education.

**TH2.1.6** GO should provide support to schools which include CWD and also support to families, through Special Education Centre and from schools.

**TH2.1.7** GO must conduct awareness and training for administrators and teachers to improve their knowledge about disability and to develop positive attitude to CWD in regular school.
TH2.1.8 a) Go should build on the strengths of the Special Education Centres by increasing their resources and capacity to promote inclusive education. This includes enabling them to appoint more teachers and other professionals.

b) Go must provide necessary support personnel (SPE teacher, OT, PT or helper), who can help CWDs in the school and SPE Center as needed.

c) Go should look at the implications of the present system of short term teacher contracts, for the development of inclusion in Thailand, and for the need to develop a pool of permanent skilled teachers.

TH2.1.9 Go should provide awareness training to ensure that all personnel involved in any aspect of education and support to CWD and their families is strongly committed to their work with CWD and their families.

Education Providers for Children with Disabilities

TH2.1.10 Both Government and NGOs should be education providers to children and youth with disabilities, and provision of education should be coordinated by Ministry of Education.

TH2.1.11 Go should provide more support for hostels in rural areas to enable more rural CWD to attend regular schools.

II. Recommendations on administrative and implementation steps:

TH2.2 THAILAND

See Policy Section

Topic Three: Education System structures for children with disabilities

Recommendations for education of children with disabilities in the school system:

TH3.1 THAILAND

(Acronyms: EI - early intervention; SEC - Special Education Centres)

COMMENT: Special Education Centres are not schools. It is a centre to rehabilitate and support children with disabilities who are not in school while special schools are schools which provide education for disabled students using standard curriculum provided by the MoE; PENNY: There’s a difference between Special Schools and Special Education Centres. SEC is more than just a resource centre. It helps in assessing and integration of CWD into regular schools. It serves to assess and support integration of CWDs into the regular schools.

Comment: On the direction of the Thai government's policy, whether it is working for special education or inclusive education: the responsibility is divided by department. The Special
Education Department supports inclusive education in regular schools, but does not have responsibility for the management of these schools. Thailand also states that it has a system of integrated education moving towards inclusive education. It has special schools but CWDs are moving to regular schools. Special Education Center supports the inclusion into regular schools, usually through the Special Education Centres. Thailand is in the process of moving towards inclusive education.)

TH3.1.1 The Ministry of Education should provide more resources to Special Education Center, should include a team of people (Physical Therapists, Occupational Therapists, Speech Therapist, EI specialist) who can provide EI to child and family in SEC and home-based.

TH3.1.2 GO should provide adequate trained Therapist for special school to meet needs of deaf, blind and intellectual handicap (all categories of disabilities).

TH3.1.3 Schools which educate deaf children should provide training in sign language to parents of deaf children so that they can communicate with them at home.

TH3.1.4 Special Education Centres should provide training in EI to parents of young CWD from 0-6 years, and to teachers in the nursery and pre-school centres, particularly in the rural areas.

REGULAR SCHOOLS
TH3.1.5 The Ministry of Education should provide adequately trained teachers, materials, teaching methods and activities

TH3.1.6 GO must ensure that all regular teachers have training to enable them to teach children with disabilities in their regular classes with appropriate knowledge of adapted and flexible curriculum and flexible teaching methods.

TH3.1.7 GO should provide assistant teachers to help in classes which have CWD.

TH3.1.8 Personnel from SEC should provide support to teachers in regular classes and schools.

TH3.1.9 GO should provide adequate budget to ensure the necessary resources in terms of assistive devices, technologies, etc.

EARLY DETECTION AND EARLY INTERVENTION
TH3.1.10 The Ministry of Education should provide more resources to Special Education Center - may include a team of people (PT, OT, Speech Therapist, Early Intervention specialist) who can provide EI to child and family in SEC and home-based.

TH3.1.11 GO extend training programmes to provide more experts in EI.
TH3.1.12 GO should work with NGO to extend EI and pre school to all CWD.

TH3.1.13 In every regular inclusive education school, there should be resource teachers with the ratio of at least 1:10 (i.e. one resource teacher for every 10 CWD).

Topic Four: Teacher Training and Professional Development

I. Recommendations for teacher training and professional development:

TH4.1 THAILAND

TH4.1.1 Teacher training programs will utilize examples of good practice on video, CD and other technologies, so that students may get a clear understanding of inclusive education, which is still a relatively new concept in Thailand, and may see examples of good practice.

TH4.1.2 a) GO should continue pre-service and in-service basic training that consists of:

- Short courses 1-day, 3-days and 15-days
- 1 year Certificate training for Special Education, taught on weekends
- 2 year Masters Degree in Special Education, can be studied full-time or part-time

b) GO should provide scholarships or allowances to all teachers who attend in-service training.

c) If possible GO should consider providing this training with some teaching cover and day or full-time release.

TH4.1.3 GO should increase availability of short-term training, 1 and 3 day training.

TH4.1.4 GO should allow parents, village community worker, volunteer, CBR worker to sit in and attend short-term training.

TH4.1.5 GO should provide a new mobile service with trained personnel to visit village level to raise awareness, and teach village level community to find out-of-school children and mobilize community support for families of CWD, YWD, and to link family with nearest SEC. This mobile unit should work closely with CBR and other community workers and all link to SEC for all follow-up action necessary to ensure CWD receives EI, pre-school or school education, with

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support to family. It should also use media and loudspeaker to attract attention to its message. *(COMMENT: This is an innovative idea but where should it be placed? Village volunteers and NGOs (village level) to fill the gap as special education centres are under-resourced.)*

**TH4.1.6** Teacher training for all regular teachers, (pre-service and in-service) needs to have a very practical skills component to ensure teachers have the skills and competencies to teach children in their classes with diverse abilities.

**TH4.1.7** Rajapat Universities and/or SEC should formulate plans to enable schools to exchange examples of good practice in the teaching of children with CWD so that teachers will teach each other, including assisting each other with problem solving.

**TH4.1.8** SEC and Ministry of Education should institute a programme for teachers from one school to visit other schools in their own or other districts and provinces to see good practice to exchange ideas and to learn from them. This programme could be extended to local, regional and international level.

**TH4.1.9** Present system of GO community training should include training to community volunteers on the issue of disability, particularly to find out-of-school children and to provide support to families and to link them to support services and education.

**TH4.1.10** GO should look at a system of Teacher Awards for teachers who do outstanding work in the field of inclusion. This must include evidence of classroom practice.

*Comment from Khun Prayat: Teacher training today must include a strong component on technology and devices for the success of education for CWD.*

**TH.4.1.11** Monks can also assist in awareness-raising at the community-level for the education of CWD, if we can give them the necessary information and strategies to convince the parents to send their children to school.

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**Topic Five: Monitoring and Evaluation**

(No Thailand-specific input)

**Topic Six: The role of DPO, community and family involvement in education provision**
TH6.1 THAILAND

COMMUNITY
TH6.1.1 Heads of schools and GO officials should approach religious leaders and ask them to persuade parents to send their children to school.

NETWORKS
TH6.1.2 Government should recognize the important role of the families of CWD and the heavy responsibility they carry. Support for families of CWD should be a priority for government policy.

TH6.1.3 The Ministry of Education should work with the Ministry of ICT and related Ministries to establish local networks so that families, DPOs, schools and communities can get information.

TH6.1.4 Hospitals, SEC’s, DPOs, Parent support groups and social workers should visit families as soon as possible after the child is diagnosed with disabilities. They should be able to give advice to families.

TH6.1.5 Schools should provide information for parents about what resources are available for their child and which organizations can help them.

TH6.1.6 Parents, teachers and the hospitals should collaborate to ensure that information about each child is shared.

REPRESENTATION OF PWD IN PUBLIC LIFE
TH6.1.7 There should be partnership between GO and DPO’s at all levels of government and society.

TH6.1.9 Government should establish quotas for representation in government and all sectors of administration.

TH6.1.10 PWD should particularly be represented within ministries concerned with public services.