

SECTORAL SURVEY  
ON  
SPECIAL EDUCATION IN THAILAND  
(EDUCATION FOR CHILDREN WITH DISABILITIES)

REPORTED OF  
OCTOBER - DECEMBER 1995

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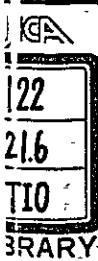
POONPIT AMATYAKUL  
MALIWAN TAMMASAENG  
PRAYAT PUNONG-ONG

RATCHASUDA COLLEGE  
(Post Secondary Programs for Persons with Disabilities)

MAHIDOL UNIVERSITY  
SALAYA, NAKON PRATHOM, THAILAND

DECEMBER 1995

Survey on Special Education in Thailand (Education for Children with Disabilities).





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# SECTORAL SURVEY ON SPECIAL EDUCATION IN THAILAND

(EDUCATION FOR CHILDREN WITH DISABILITIES)

Report of  
October-December 1995

## Abstract - Objective of Study

Thailand has undergone dramatic economic growth in the past ten years and with the new prosperity has come the need for improved opportunities in the education of its people. Today, more and more of the population is being educated at a higher level, in fact, the current National Plan has set a goal of educating a majority of the population to the 9th grade level. And because of this increased educational standard the inequalities of educational opportunities for people with disabilities have become magnified. Although there is an attempt to assist the disabled in gaining a chance to share in this economic growth, the resources for educational opportunities are limited and it appears that some segments of the population may have less access to the available services for the disabled. This study will look at the current situation in the distribution of the government and private foundation funds and assess the actual educational opportunities for the disabled throughout Thailand. It will make proposals to funding agencies and the government on the means to improve the impact of their services, while providing quality programs to this population.

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# PART 1

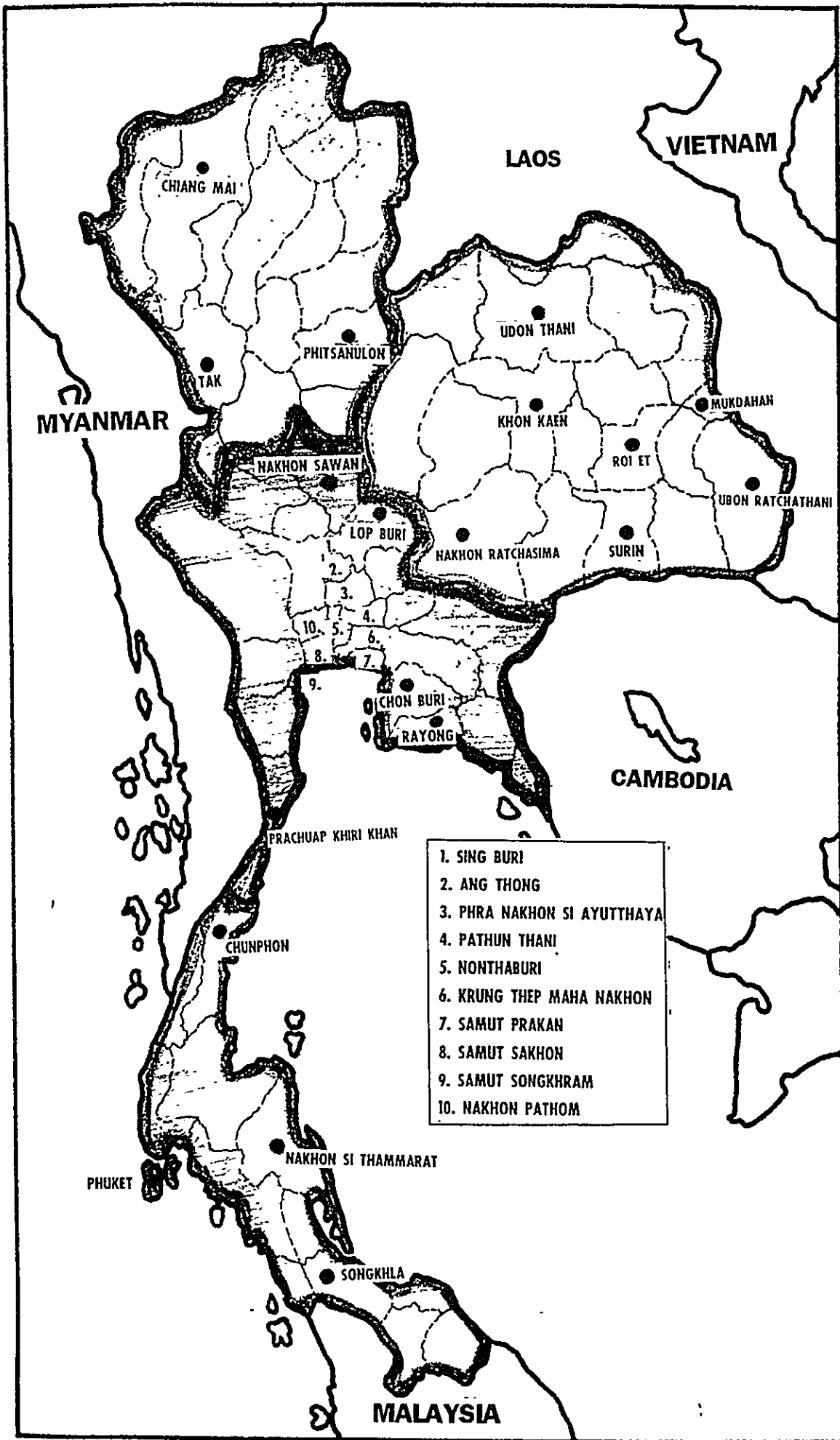
## General Overview

Thailand is located in Southeast Asia, bounded by Laos and Myanmar in the North, by Kampuchea in the East and by Malaysia in the South. It covers an area of 198,000 sq. miles. Geographically it is divided into four regions: the mountainous North; the fertile Central Plain; the semi-arid Northeast plateau and the peninsular humid South. Economically, socially and culturally each of these regions maintains a distinct identity based on long established customs and traditions as well as dialectal language differences. The capital city of Bangkok, located in the central plain is described as a separate entity, being the primary focus of industry, manufacturing, mass communications and government. While there is currently a move for more decentralized government, in actuality, a majority of the economic and legislative decisions for the Kingdom continue to be made in Bangkok.

At the present time, Thailand is governed by a constitutional monarchy with HM The King of Thailand as Head of State. Administratively, Thailand is divided into Central, Provincial and Local Administration levels. The Central Administration is located in Bangkok and it represents 14 Ministries (i.e. of Education, Ministry of Interior, etc.). Each of these fourteen Ministries is divided into classifications of "Departments" "Divisions" and "Sections". The Special Education programs are governed as part of the Department of General Education as a Division. It is the Provincial Administration which is responsible for governing the 76 Provinces in the Kingdom and the Local Administration which is involved in the affairs of the municipality, the urban and semi-urban districts within the province and the smallest division which is the individual village administration.

According to the last census (1990- Table 1) Thailand has approximately; 55 million people, most (81%) of whom continue to live in the rural areas of the kingdom. Thailand enjoys agricultural self-sufficiency and has a diversified economic base, with agricultural products continuing to be the largest income producing sector, followed closely by manufacturing and industry.





Map With 4 Parts of thailand North , Northeastern , Central and South



Table 1

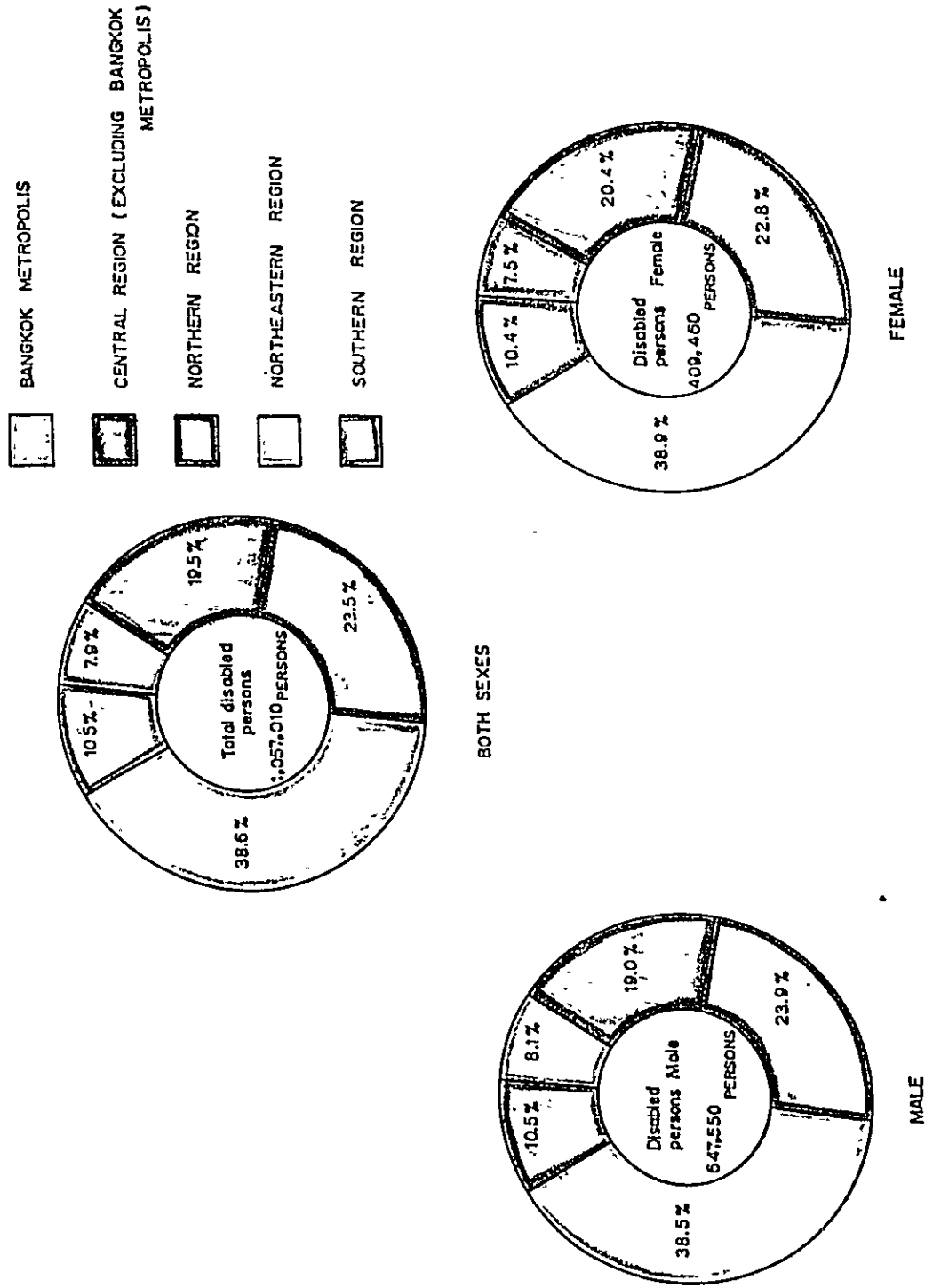
1990 Population & Housing Census  
 (From the National Statistical Office, Office of the Prime Minister)  
 (Last Survey 1990)

Province	Total	Male	Female
Total Pop.	54,548,530	27,061,733	27,486,797
Bangkok Area	5,882,411	2,831,602	3,050,809
Central Thailand	12,076,724	5,922,219	6,514,505
North Thailand	10,584,443	5,318,623	5,265,820
N.E. Thailand	19,038,497	9,513,691	9,524,806
South Thailand	6,966,455	3,475,598	3,490,857

In practice, Thais are socio-economically divided into three 'worlds'. The first is the well-to-do usually found living in the fast-growing urban areas (mostly Bangkok); although this 'first world' represents only approximately 9% of the population, it earns approximately 50 % of the country's income. The 'second world' is comprised of the newly developed middle class, who work in government positions or for private enterprises. These people represent approximately three-quarters of the population, with an increasing number aspiring to this 'world' everyday. Finally there is the 'third world' which includes the subsistence farmer, the poorly educated, lower income villagers, the disabled and other social and economic 'outcasts'. This group represents 18% of the population whose income is below 2,000 Baht/month (approximately USD \$80/month) and these people live primarily in the rural areas.

The disabled, who are usually part of this 'third world' represent approximately 1.8% of the total population. Most of the disabled, according to the Thai Government 1990 Census figures live in rural areas (see Table 2) which offer fewer opportunities for advancement given the relatively unbalanced structure of access to the advantages of those living in the large urban areas.

CHART 1 PERCENTAGE OF PERSONS REPORTED DISABLED BY SEX AND REGION



FROM REPORT OF THE HEALTH AND WELFARE SURVEY 1991

**Table 2**  
**Persons With Disabilities**  
 Report of the Health & Welfare Survey 1991  
 National Statistical Office, Office of the Prime Minister  
 (Number Reported in Thousands)

Region and Area	Population	Disabled Person			Percentage**		
		Total	Male	Female	Total	Male	Female
Whole Kingdom	57,046.5	1,057.0	647.6	409.4	1.8	1.1	0.7
Municipal Area	10,669.5	134.0	83.2	50.8	1.2	0.8	0.5
Non Municipal Area	46,377.1	923.0	564.4	358.6	2.0	1.2	0.8
Bangkok Area (Municipal Area)	6,503.8	83.2	52.6	30.6	1.3	0.8	0.5
Central Thailand (Not Including Bangkok)	12,194.0	206.3	122.8	83.4	1.7	1.0	0.7
Municipal Area	1,296.2	15.3	8.1	7.2	1.2	0.6	0.6
Non Municipal Area	10,897.8	191.0	114.7	76.2	1.8	1.0	0.7
North Thailand	11,016.0	248.1	154.9	93.2	2.2	1.4	0.8
Municipal Area	944.1	15.4	8.8	6.6	1.6	0.9	0.7
Non Municipal Area	10,072.0	232.7	146.1	86.6	2.3	1.4	0.8
Northeastern	19,648.2	408.5	249.0	159.5	2.1	1.3	0.8
Municipal Area	884.2	11.4	7.3	4.1	1.3	0.8	0.5
Non Municipal Area	18,764.0	397.1	241.8	155.4	2.1	1.3	0.8
South Thailand	7,684.6	110.9	68.1	42.8	1.4	0.9	0.6
Municipal Area	1,041.2	8.6	6.3	2.3	0.8	0.6	0.2
Non Municipal Area	6,643.3	102.3	61.8	40.4	1.5	0.9	0.6

Data adapted from Table 1 & 5 Page 12 & 18 of the 1991 report of the National Statistical Office.  
 \*\* Percentage calculated from persons in the same region and area

Of the group of potential special education eligible students, i.e. disabled persons aged 0-24 years, 25.2% of the total number of disabled at all ages were reported as living within a municipal area, while 39.3%\*\*\* were reported as living within a non-municipal area. ( See Table 3) This again, shows the uneven distribution of potential need, with a majority of the disabled either remaining in the smaller villagers where they were born, or returning to the poorer rural areas after leaving for some education at residential centers located in major municipal centers.

Table 3

**Percentage of Persons with Disabilities**  
 Reported by Age Group , Sex And Area of Residence  
 From Report of Health & Welfare Survey 1991  
 ( National Statistical Office, Office of the Prime Minister)

Age Group	Total			Municipal			Non Municipal		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
0 - 6	4.8	5.6	3.6	5.1	7.0	1.6	4.8	5.4	3.9
7 -10	4.2	4.1	4.2	4.8	4.9	4.5	4.1	4.0	4.2
11-14	6.0	5.7	6.6	3.2	4.1	1.8	6.4	5.9	7.3
15-19	11.6	13.0	9.4	5.5	5.4	5.7	12.5	14.1	9.9
20-24	10.9	11.1	10.6	6.6	7.8	4.5	11.5	11.6	11.4
25-29	8.4	9.4	7.4	8.6	8.9	8.1	8.3	9.0	7.3
30-39	14.7	16.4	11.8	19.5	20.1	18.9	13.9	15.9	10.9
40-49	9.8	10.5	8.8	11.4	12.9	9.0	9.6	10.1	8.8
50-59	9.5	8.7	10.8	10.1	8.5	12.8	9.4	8.7	10.6
60+	20.1	15.9	26.7	25.1	20.4	32.9	19.3	15.2	25.8
Total	100	100	100	100	100	100	100	100	100

Rewritten from Table 6 ,Page 19, Report of Health and Welfare Survey 1991,  
 National Statistical Office

The majority of the number of persons with disabilities are reportedly in the classification of either physically disabled or mentally impaired. In addition, a group of disadvantaged students (under the category of Other or Unknown) might include brain damaged or other lower incidence disabilities not otherwise listed. While the following table (Table 4) represents an overview of the incidence of the various disabilities by age group.

**TABLE 4**

**Number of Persons with Disabilities**  
**1990 Population and Housing Census**  
 Reported by the National Statistical Office, Office of the Prime Minister  
 (last official report 1990)

Area	Pop.	Blind	Deaf	MR	Physic.Disabi.
Whole Kingdom	54,626,762	26,369	30,244	44,365	44,771
Age 5-14	11,118,001	2,576	3,108	8,208	5,045
Age 15-24	11,247,494	4,459	6,507	17,851	7,492

Data adapted from Table 7 pg. 34-35 1990 Population & Housing Census - The National Statistical Office, Office of the Prime Minister, Thailand

#### BACKGROUND OF THE EDUCATIONAL SCHOOLS FOR THE DISABLED

Thailand had educated its people for over seven hundred years. According to Watson (1980 - Watson, Keith. Educational development in Thailand. Hong Kong: Heinemann Asia) there have been three influential educational periods during this time. For most of the early history of education, i.e. from the 13th through the mid-19th century, schooling was under the sponsorship of the Wats (Temples) or religious community. The monastic school provided an education to young Thai males with an emphasis on moral development and basic reading and writing skills.

In the mid- to late 1800's, King Mongkut (1851-1868) became interested in more practical aspects of education and allowed secular schools to be established and sent members of the royalty abroad to study. He was the first to allow foreigners to work in the schools in Thailand. His son, Rama V (1868-1910) furthered this interest in secular education, for both males and females, and made public education a reality. He established a Ministry of Public Instruction (which is now the Ministry of Education) and helped establish standard curriculum and textbooks. Because of these initiatives, some of the temple schools began to be gradually replaced by self-contained educational institutions under the supervision of the provincial and local governments. A Compulsory Education Act was passed in 1921, although exemptions were made for disabled children and those living far from schools until 1980 when these students were included.

Although the current National Plan calls for an increase in both the number of children attending schools and an expansion of the Compulsory Education system to cover grades Kindergarten to 9, a majority of Thai children have not gone to school more than the required six years. Higher education was, until recently, only available to either the wealthy or to males willing to live at the Wats (Temple schools) in order to continue their education. The monastic education practice is most common today in the poorer areas of the North and Northeast.

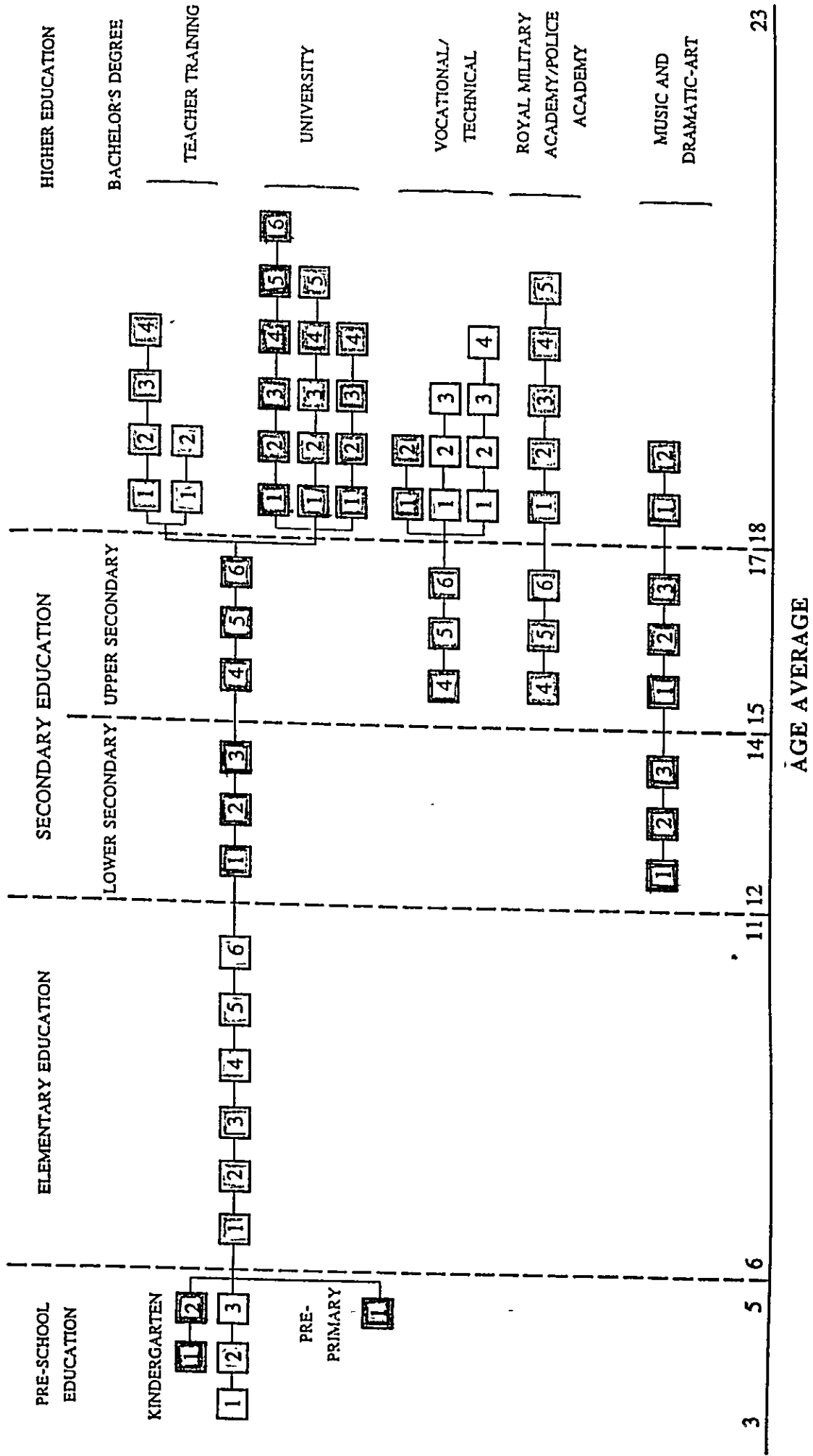
Some of the first educational programs aimed at developing the skills of persons with disabilities in Thailand were begun by individuals working either alone or with private organizations. This emphasis on private rather than public funding of educational programs was, in fact, a mixed blessing. On one hand, it provided educational opportunities not otherwise available for the disabled; however, on the other hand, it promoted a sense of inertia and lack of commitment to serve this special needs population on the part of the governmental educational system. Today, there is a new interest in providing programs for the disabled in Thailand as a result of a change in the laws regarding the rights of the disabled to access of information and education. In addition, as the country is able to develop economically, there are more financial resources becoming available to fund educational and skills development for people with disabilities.

Over the years, the Ministry of Education has managed to provide support for many of the special education schools in total or in part, by supplying needed teachers and equipment. However, most of the schools have continued with their alliances to their founding organizations and have developed separate identities based on their heritage. This splintering of allegiances, as well as the diverse historical backgrounds of the schools led to a rather uneven distribution of special educational services, with an often inconsistent policy for educational goals or expectations. In addition, there consistently have been areas of the country that have been under-served, given their population, and the availability of facilities and programs has not necessarily grown in response to the needs of special education children.

In 1952, the Special Education Division was founded as a part of the Department of General Education. As the Ministry of Education became more involved in special education, an attempt was made to keep statistics on the schools and number of students served, however there was not a compulsory education policy that particularly targeted the special education population. Thus many children with disabilities did not attend school. In addition, other populations were included in the funding of the Special Education Division of the Department that were seen as needing a special approach and teaching methods in education because of economic or social disadvantage. These children were served as special education children,



DIAGRAM OF THE NATIONAL EDUCATION SCHEME 1977 BY LEVEL AND TYPE OF EDUCATION



although in fact, their disadvantage was due to their being born to parents who were either leprosy patients or poorer members of the hill tribe populations.

### Education of the Blind in Thailand

The first formal special education program in Thailand was the School for the Blind in Bangkok which was begun in 1939 by Miss Caulfield, a blind American. Miss Caulfield had previously worked with the blind in Japan before starting her school in this country. This school became associated with the Thai Foundation for the Blind which is a private sector organization and later received some funding from the Thai Government, Ministry of Education. It was 21 years after the school was established that the Thai Government officially recognized this institution by issuing certificates to its graduates. The first program that integrated blind children into regular schools was established in 1956 by Brother John Mary of St. Gabriel School in Bangkok. This program for integration has slowly progressed, with increasing numbers of blind children being integrated into regular education schools.

The Foundation for the Blind continues to support other educational programs for students above the age of 15. These include a Skills Development Center in Nontaburi which trains older students in Orientation & Mobility Skills as well as giving training in Thai Traditional Massage. It supports a sheltered workshop (the Lighthouse) that prepares approximately 40 students per year for factory or wood working employment and a Woman's Vocational Training Center which trains blind women in home economic skills and Traditional massage courses. There is a separate facility, the Caulfield Memorial Library that produces textbooks and recreational reading materials in both Braille and large print for the Blind community as a whole. All of these facilities for the Blind are located in the Greater Bangkok Metropolitan Area and many of the outlying areas traditionally have been without support for rehabilitation programs for the Blind.

In 1978, Mr. Prayat Punong-ong, started a small project to educate the blind in preparation for integration into the public schools, this pilot project later was funded by the Christian Foundation for the Blind in Thailand (CFTB), founded by Mr. Punong-ong and it began to establish education centers aimed at integrating the blind students in the more rural areas of the Northeast into the regular educational programs and providing community based rehabilitation services. Mr. Punong-ong, who is himself a Blind Thai educator, was inspired by both his own experiences with the educational systems for the Blind, as well as a strong commitment to developing quality programs within the community,

The Educational Center for the Blind in Khon Kaen which was first established in 1979 includes a specially designed preparatory program that admits

approximately 30 Blind students between the ages of 5 and 18 each year. This program trains the students in basic Braille reading and writing skills as well as social skills needed for full integration into their local regular education school. The full training program takes between one and two years to complete, with about two-thirds of the students entering a regular education program at the end of each year. In addition to training the students, it also provides an intensive training for the regular education teachers for the local schools that will accept the Blind student into their classroom and the teacher returns with their student, as well as a Braille machine to be used in the classroom. Additional support is given to the regular education teachers by itinerant and resource teachers who receive a three to four month training in working with the Blind students in the community. As this Educational Center has developed over the years, it has expanded its services to include a residential component, a hostel for orphans and blind students who have come to study from long distances as well as a materials production center that provides educational materials to over 700 blind students annually from all areas of Thailand. It sponsors seminars and training courses in Integrated Education for educational supervisors from the Provincial Administration Level and aims to promote the principles of community based education and rehabilitation in previously unreached areas.

In addition to the larger Educational Center at Khon Kaen, other centers have been established in the Northeastern section of Thailand in Korat (Nakhon Ratchasima) in 1990 and Roi ET in 1994. An additional education center is scheduled to open in Lampang in the North in 1996. These centers provide opportunities for blind students to receive training and for community members to become familiar with the principles of integrated education. In addition, a new project aimed at early intervention for Blind and Low vision children provides the parents with information about teaching their own child appropriate skills for integration into the social and cultural community of their village. Also, a new program for preventing blindness in this poorest region of the Kingdom has recently been initiated with good success in getting information into the local communities regarding issues related to prevention.

One of the major successes of these programs for the Blind in the Northeast is their ability to manage extensive cooperation between the educational centers and the local schools. Through the 'pulling' of resources, more students are able to be served given the limited financial resources. Approximately 150 students, including integrated and special education students have been served by the Khon Kaen Center, 209 have been involved in programs through Korat (Nakhon Ratchasima) and 131 through the Roi Et program.

Other schools serving the Blind include the Chiang Mai School for the Blind in the North which was privately founded in 1961 and continues to receive both private and public funding. The school has recently introduced integrated education into their system and now handles 133 special education students

and 66 integrated students. The Surat Thani School for the Blind in the South of Thailand founded in 1984 is primarily government funded and now has about 116 students in full time special education and 26 students in integrated education. The oldest school in the Kingdom, the Bangkok School for the

Blind continues to be both private and government funded and serves approximately 211 special education students and 22 integrated students in its Kindergarten-9 programs

### Education for the Deaf in Thailand

The educational programs for the Deaf were started in 1951 by the Thai Government in cooperation with Khun Ying M.R. Sermsri Kasemsri and Khun Ying Kamala Krairiksh. Khun Ying M.R. Sermsri Kasemsri of the Ministry of Education studied at Hunter College in New York City during 1948-49 before going on to receive her MA at Gallaudet University, an institution of higher education for the Deaf and Hard of Hearing. She returned to Thailand and on December 10, 1951 began the first center for education of Deaf children. Initially, there were only five students, however within six months her enrollment had increased to over 50 students. This original educational facility for the deaf was in effect an experimental unit at Sommanatwiharn Temple School in Bangkok, which received no money initially from the government.

In 1953, Khun Ying Kamala Krairiksh who also had studied in America at Gallaudet University, was interested in bringing her knowledge to the Thai Hearing Impaired. Her position, as principal of the Dusit School for the Deaf (now named Setsatian School) lead the way for more extensive educational opportunities for the Deaf in Thailand. Originally this unit served only very few students, however today these programs for the Deaf have grown and now approximately 3525 hearing-impaired students are served in a variety of educational settings throughout the Kingdom.

There are six residential institutions for the Deaf, one residential school for the hard-of hearing, and two day schools with some boarders. Three of the nine schools are located in the Bangkok Metropolitan Area, where many of the students can also commute daily. The school for the hard-of hearing students is located in Chonburi, while other residential schools are located outside of Bangkok area.

The first school for the Deaf located out side of Bangkok was established in Khon Kaen, Northeastern Thailand in 1968, followed a year later by the School for the Deaf in Tak in the North (1969). A school serving the Deaf in the South of Thailand was founded in Songkha in 1973 and the Chiang Mai School for the Deaf was established in 1977. The most recent additions to schools for the Deaf in the South were the school in Nakhon Sritthammarat which was

founded in 1991, and the Prachuab Kirkhan School(Sote Thepparat) founded in 1993. The most recent addition to education for the Deaf is the school in Roi Et, which was opened in 1995. Another, is scheduled to open soon in the Central are, outside Bangkok in Nakhon Pathom.The Thai Government has scheduled schools for the Deaf to be opened in 1996 in Petchabun, Prajeenburi, Kanchanaburi, and Chaiyapoom.(see table 24)

Today, educational programs for the hearing impaired are separated into two tracks depending on the severity of impairment. While the deaf, in general continue to be served in isolated sites, the pupils in the hard of hearing programs are usually integrated in regular school compounds, with in self-contained classes or mainstreamed education on site as appropriate. The first programs for mainstreaming hearing impaired students was begun in 1975 at Phayathai School in Bangkok. Today there are about 9 integrated programs serving 428 students.

### Education for the Mentally Disabled in Thailand

The education programs for the Mentally Impaired were started by Mrs. Sataporn Suvannus and in 1959, these programs started almost the same time with those for the Physically Disabled which were first begun as programs attached to hospitals in the Bangkok area. Originally these educational programs were under the auspices of the Ministry of Public Health or Medical Schools and much later were among those that were incorporated by the Ministry of Education. Before being served through the Ministry of Education, mentally impaired students were served in programs that were governed by the medical community. Around the year 1962, the Bangkok Metropolitan Area Local Government assisted these students and started classrooms for slow learners or the mild mentally impaired that were housed in several schools located in the temples of the Bangkok area (see Table 26).Later on March the 5th. 1964 the first school for children with mental retardation, Rachanukul, was officially opened by H.M. the King of Thailand which is administered by the Ministry of Health today.

The second school for the Mentally Impaired was founded in Chiang Mai, originally by the Thai Military Medical Services and was housed at Kavila Military Hospital, on the outskirts of Chiang Mai. This school was then turned over to the Ministry of Education since October 1980. Today Kavila School continues to serve students from preschool to Grade 10.

In 1962, the Foundation for the Welfare of the Mentally Retarded was founded by HM the Queen of Thailand. This private foundation established three schools, the first was in Bangkok, Panya Wuttikorn,in the northern part of the Bangkok Metropolitan Area , (established 1977 ) this school served students from grade 1 to 6. The second school was Prapakarn (Lighthouse) Panya in the

western part of the Bangkok Metropolitan area on the Pin Klao Narkorn Chaisi Road. This was for students for preschool to grade 3.

The third school was in the South of Thailand in Songkla . This school, Songkla Patana Panya was established in 1986 and served young students from preschool to Grade 4. This school was turned over to the Ministry of Education in 1993.

Rachanukul is a hospital/school started in 1962 and officially opened and named by H.M. the King in the year 1964 which response to this need, but maintains its connection with the Ministry of Health. It has programs for the mentally impaired and those with multiple disabilities. It has a residential program for mentally and physically impaired for approximately 115 children, another 335 students are divided into two groups that attend this program are students that return to their homes in each day and a smaller group that live at the facility during the week and return to their families for the weekend.

### **Education for the Physically and Multiple Disabled in Thailand**

The first formal separate school for students with physical disabilities educated many of the children stricken with polio, as well as those with other physical handicaps. Schooling for the Physically Disabled began as an attempt to deal with the poliomyelitis epidemic that hit Thailand in 1950-1952. These children were housed in one of three major hospitals (Siriraj, Chulalongkorn or Pramongkutklow Hospital) and received tutoring in a 'bedside' program that served a group of 17-25 students in 1958. This school, which is totally funded through private donations was started in 1961, was The Srisangworn School for the Physically Handicapped which is named in honor of The Princess Mother of HM The King of Thailand. This is the only school in the Kingdom that offers general education classes for the physically disabled. There are plans to open another school serving this population in the Northeastern part of the Kingdom in the coming year.

Educational programs for the multiply disabled are in their infancy in Thailand. Students can be served at a home for Children with Multiple Disabilities. Traditionally these schools were under the auspices of the Department of Public Welfare, which is part of the Ministry of the Interior. In 1993, this department was transferred to the Ministry of Labor. This department has many institutions for children with multiple disabilities, a majority of these home are located in the Bangkok area, in Nonthaburi (Pak Kret) There are educational programs in these institutions, but they are not governed by the Ministry of Education. However, on some occasions, some teachers have been assigned to these sites by the Ministry of Education. In Pak Kret, Prachabodi School which serves 90 students from preschool to grade 6.

This school is in the process of being turned over to the Ministry of Education within the coming year.

The Saeng Sawang Foundation, established in 1979, and officially registered in 1985 was an NGO group that provided training and education for brain-damaged and aphasic children in Samut Prakan province, south of Bangkok. It does not have any government support.

Brain-damaged and autistic children usually are not able to be integrated because of the severity of their disability. Some of them are able to be controlled with medication, but the most successful program for autistic children is at the Satit Kaset School run by the Faculty of Education of the Kasetsart University in Bangkok area.

Many of the blind-deaf students have been served in either programs located at various isolated sites for the blind or deaf students, or on occasion have been moved to schools for the mentally and physically impaired.

There are more information on planning of special education arranged by the Department of General Education, Ministry of Education which included the budget of the short and long term plan on page 57-60 of this report.





## Plans for Special Education in Thailand

Today, special education in Thailand is in the process of developing a new identity. The current trend seems to be moving away from the early years of self-contained and isolated boarding schools for the disabled to the establishment of newer programs stressing integration and advanced education. However, it still must be understood that, teacher training , effective parental programs, special educational media productions, training in independent living and learning and application of adaptive technologies, are things that are essentially needed now in Thailand.

As most of the training of the teachers has been in response to various established programs (see page 45-48), there has only recently been attempts made to have a clearly stated National Policy on teacher training. The proposed study would conduct a needs assessment of the various special education programs and make recommendations for a clear National Policy that addresses the issues of this population. This Policy should also be consistent with the current Rehabilitation Law and the Seventh National Plan that has already provided some guidelines for policy development in this area.

Regionally, there has been a step at proposing smaller de-centralized centers for distributing information and services about special education; and, in fact, in certain parts of the kingdom, strong programs for serving the needs of the Blind have been rather successful. In the Northeastern and the Northern part of the kingdom, Mr. Prayat Pung-ong of the Christian Foundation for the Blind and has developed an outstanding range of programs focusing on training and integration of the Blind into local educational programs. These programs far exceed any other integration programs in other parts of the country.

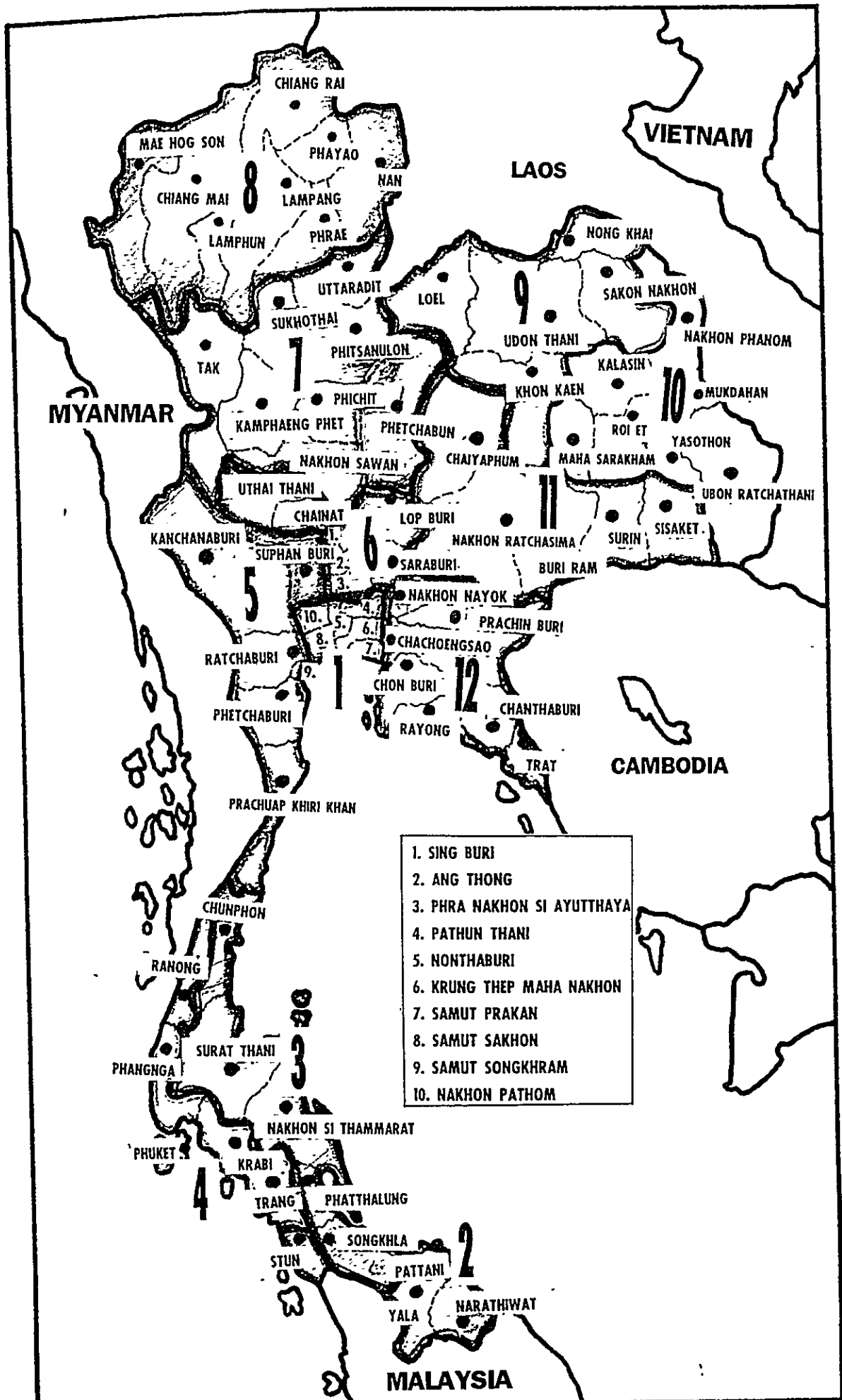
Other regions are beginning to be served through Thai government intervention programs and financial assistance is being given to develop new facilities on a limited basis. Currently there is a proposal for regional special education centers to be developed, and there is a need to look at both the feasibility and effectiveness of implementing this policy given the information gathered from this study. A review of the needs and the current programs could target areas in which this funding would be most effective in producing positive change in the educational level of a significant number of under-served students.

Table 5, next page , lists the 12 educational regions which are funded through the Thai Government. Within each of these regions. there are several provincial and local agencies responsible for the budgeting and allocation of funds for the programs in their school.

**Table 5**  
**Educational Regions of Thailand**  
(Bangkok is not included)

Region	Location	Provinces of the Region
1	Central (Bangkok Suburb)	Nonthaburi, Prathum Thani, Nakhon Prathom Samut Prakarn & Samut Sakhon
2	South (Far south near Malaysia)	Pattani, Narathiwat, Yala & Satun
3	South (south east )	Chumphon, Nakhon Si Thammarat, Phatthalung Songkhla & Surat Thani
4	South (south west on the Andaman Sea)	Trang, Phuket, Phangnga, Krabi & Ranong
5	Central (south west of Bangkok near Myanmar)	Kanchanaburi, Prachuap Khiri Khan, Ratchaburi Samut Songkhram & Supan Buri
6	Central	Chai Nat, Nakhon Si Ayutthaya, Lop Buri, Sara Buri, Sing Buri, Ang Thong & Uthai Thani
7	North	Kamphaeng Phet, Tak , Phichit, Nakhon Sawan* Phitsanulok, Phetchabun, Sikhothai & Uttaradit
8	North (Far North)	Chiang Rai, Chiang Mai, Phayao, Lamphun, Nan and Mae Hong Son.
9	Northeast (Far North-East near Laos)	Khon Kaen, Loei, Sakon Nakorn, Nong Khai and Udon Thani.
10	Northeast	Kalasin, Nakhon Phanom, Maha Sarakham, Roi Et, Ubon Ratchathani, Yasothon, Mukdahan.
11	Northeast (lower Northeast near Kampuchea)	Nakhon Ratchasima, Chaiyaphum, Buriram, Srisaket and Surin
12	Central (East of Bangkok)	Chon Buri, Chantaburi, Chachoengsao, Trat Sra Kaew , Pracheenburi and Rayong

\* Note: Nakhon Sawan is normally considered as the upper most province of central Thailand but in the educational classification it is located in the Lower North Area.(region no.7)



Map of Thailand With 76 Provinces and 12 Education Regions

With the Thai government and Thai non-profit groups working together, many special education programs have received funding. In the past, however, the funding has been assigned to specific local programs, such as providing funds for a particular school building, or providing food for students boarded in a special education facility. However, it is mostly small local infrastructure projects that are funded, rather than educational programs.

The locale and region of the particular programs for the disabled in Thailand is shown in Table 6. This table looks at the current configuration of programs as well as the proposed establishment of more special education programs by the Thai Government.

Table 6

Government Sponsored Schools of Special Education  
Thailand 7th National Plan 1992-1996

Year	Province	Section/Thailand	SP/Ed. Pop	Remarks
1992	Nakorn Sawan	North Central	Deaf+M.R.	Dual Program
1993	Pitsanuloke	North(lower)	Deaf+M.R.	Dual Program
	Nakon Ratchasima	N.E.	Deaf+M.R.	Dual Program
	UbonRachathani	N.E.	Blind+Deaf+MR	Mixed Program
	Surin	N.E. (lower)	Deaf+M.R.	Dual Program
	Mookdaharn	N.E.(upper)	Deaf+M.R.	Dual Program
	PrachuabKirikhan	South	Deaf	
	Chumporn	South	M.R.	
	Songkla	South	M.R.	
1994	Lopburi	Central	M.R.	
	Rayong	East	M.R.	
	Phuket	South	M.R.	
1995	Nakorn Prathom	Central(West)	Deaf	Under Construction
	Suphanburi	Central(West)	M.R.	"
	Karilasin	N.E.	M.R.	"
	Roi-Et	N.E.	Blind	"

Continued on next page

Table 6 (Continued)

Year	Province	Section/Thailand	SP/Ed. Pop	Remarks
1996	Chaing Rai	North	M.R.	7th National Plan
	Prae	North	M.R.	"
	Pichit	North	M.R.	"
	Nan	North	M.R.	"
	Petchabun	North	Deaf	"
	Chachaengsaow	Central (East)	M.R.	"
	Prajeenburi	Central(East)	Deaf	"
	Kanchanaburi	Central(West)	Deaf	"
	Petchaburi	Central (West)	M.R.	"
	Chaiyapoom	N.E.	Deaf	"
	Khonkaen	N.E.	Physically Disabled	"

Information From Division of Special Education, Department of General Education Min. of Ed.,  
Interviewing Mr.Pitoon Kongkasuriyachai & Mrs. Puwadee Kao Fai, October 1995.

By the end of the 7th National Plan, the educational programs for students with disabilities will have been increased greatly because of a proposed increase in funding for both number of schools and teachers. In 1996 the a government sponsored Special Education Center will be established at each of 6 Teacher Colleges in Bangkok and in 6 other provinces. The scheduled changes in the 8th National Plan, call for the program to be increased in specific areas that are discussed in Part 4 of this report (Budget Plan,Table 33-35 ,page 59-60).

### Overview of Schools and Teachers in Special Education

An overview of the number of schools and their current staffing ratio is given in Table 7 below. These programs are grouped by both disability and geographic location. Both the estimated need and the number of programs available can be determined by comparing the figures in this table with those of the Government Census figures to get an estimate of under-served students in each region of the country. This will be discussed in more detail below when more extensive results from the surveys of each region are discussed.

**Table 7**  
**Teachers in Special Education Program**  
 From Section of Special Education  
 Department of General Education, Ministry of Education  
 October 1995

Program & School	Site of School		Number of Teacher in Sp.Ed. Program				
	Province	Region	Total	Ph.D.	Master	Bechelor	Certificate
<b><u>School for the Deaf</u></b>							
Setsatian	Bangkok	Central	49	1	2	45	1
Thong Mahamek	Bangkok	Central	45	-	4	41	-
Sote Nontaburi	Nontaburi	Central	36	-	1	35	-
Sote Cholburi	Cholburi	Central	38	-	3	35	-
Sote Theparat	Parchuab Kirikhan	Central	10	-	1	9	-
Sote N.Prathom	NakonPrathom	Central	1	-	-	1	-
Sote Pattana	Cholburi	Central	8	-	-	4	4
Pratamnak	Bangkok	Central	7	-	2	5	-
Sote Tak	Tak	North	45	-	-	45	-
AnusamSunthorn	Chaing Mai	North	31	-	1	28	2
Sote Khon Kean	Khon Kaen	N. E.	51	-	1	47	3
Sote Songkla	Songkla	South	39	-	1	35	3
Sote Thungsong	NakonSritammarat	South	17	-	2	14	1
<b><u>School for Blind</u></b>							
Bangkok School	Bangkok	Central	41	-	3	31	7
School of the Blind	Chaing Mai	North	22	-	2	19	1
Ed.Ctr. of Blind	Khonkaen	N.E.	4	-	-	3	1
RedemptistSchBlind	Cholburi	Central	18	-	1	6	11
South Sch. of Blind	Suratthani	South	17	-	-	17	-
Ed.Ctr. of Blind	Korat	N.E.	8	-	-	8	-
Ed.Ctr. of Blind	Roiet	N.E.	7	-	-	7	-
<b><u>School of Physically Disabled</u></b>							
Sri Sangwan	Nonthaburi	Central	33	-	1	24	8
Redemptorist Sch. of Physical Dis.	Cholburi	Central	17	-	-	7	10

Continued on next page

Table 7 (Continued)

Program & School	Site of School		Total	Number of Teacher in Sp.Ed. Program			
	Province	Region		Ph.D.	Master	Bechelor	Certific
<b><u>School for Mentally Retardation</u></b>							
Panya Wootthikorn	Bangkok	Central	14	-	2	10	2
Rachanukul	bangkok	Central	24	-	2	21	1
Suksapiset Lopburi	Lopburi	Central	8	-	1	7	-
Suksapiset Suphan	Suphanburi	Central	4	-	-	4	-
Kawila Anukul	Chang Mai	North	44	-	2	41	1
Susapiset Udon	Udon Thani	N.E.	3	-	-	3	-
Suksapiset Phuket	Phuket	South	8	-	7	1	-
Chumporn Panyanukul	Chumporns	South	12	-	2	9	1
Songkja Patana Panya	Songkja	South	14	-	1	10	3
<b><u>Classroom for Mentally Retardation</u></b>							
Prapakarn Panya	Bangkok	Central	13	-	1	7	5
<b><u>School Of Dual Programs</u></b>							
<b><u>(Deaf + M.R.)</u></b>							
Suksapiset	Nakorn Sawan	Central	11	-	1	10	-
Suksapiset	Rayong	Central	6	-	1	5	-
Suksapiset	Pitsanulok	North	6	-	-	6	-
Suksapiset	Ratchasima	N.E.	12	-	-	12	-
Suksapiset	Mookdaharn	N.E.	6	-	-	5	1
Suksapiset	Surin	N.E.	11	-	-	11	-
<b><u>(Blind+M.R.+Deaf)5</u></b>							
Suksapiet Ubol	Ubol Ratchathani	N.E.	24	-	1	23	-
<b><u>Classrooms for Children with Brain Damage &amp; Behavioral Disorders</u></b>							
Saeng Sawang Inst.	Samut Prakarn	Central	55	-	2	13	40
Yuwaprasart Hosp.	Samut Prakarn/Central				Hospital Classroom		
<b><u>Classrooms for Children with Multiple Disorders (not registered as school)</u></b>							
Prachabodee	Nonthaburi	Central	10	-	1	9	-
Home of Children with Multiple Disorders	Bangkok	Central	16	-	-	6	10
<b>Total</b>			<b>844</b>	<b>1</b>	<b>49</b>	<b>678</b>	<b>116</b>

Note: This Table shows the distribution of teachers working in schools of Special Education. There are more teachers in mainstreaming program shown in Table 27 & 28, page 41 & 42 of this report.

There is a proposal to examine the feasibility of setting up regional special education centers by the Thai Government. The information gathered in this study should be useful in assisting the government look at the efficacy of this proposal, given the range of needs of the disabled.

As social programs begin to follow the patterns of economic growth, an opportunity is presented to move efficiently into well designed special education programs that can build on the experiences of the past, while moving comfortably into the goals of the future.



## PART TWO

### OVERVIEW OF PROGRAMS BY LARGE GEOGRAPHIC REGIONS

#### 1. Southern Thailand

Southern Thailand has 14 provinces located on a peninsula which is connected to the northern part of Malaysia. In the southern-most provinces, i.e. Pattani, Yala, Narathivas, Satun, and Songkla most of the people are Muslim. In the other 9 provinces the primary religion is Buddhism. The economical status of this area is quite prosperous when it is compared to that of the north and north-eastern sections of Thailand.

Data Collected in December 1995

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#### Schools for Special Education in South Thailand

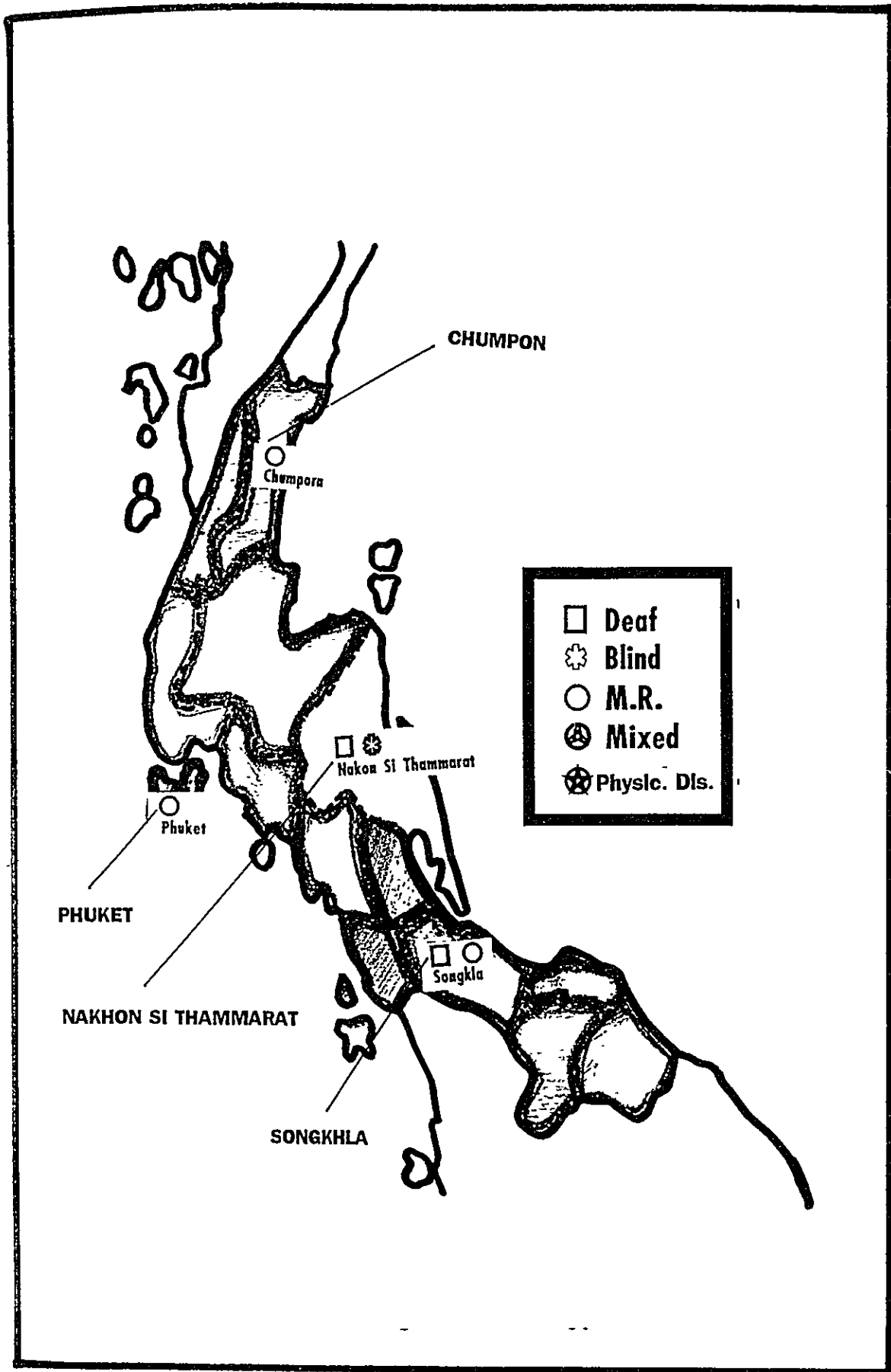
The first school for the children with disabilities in this region was a school for the Deaf established in 1973 at Amphur Hat Yai, Songkla followed almost a decade later by the first school for the Blind founded in Nakorn Sri Thammarat in 1984.

The second school for the Deaf was established at Amphur Thungsong, Nakorn Sri Thammarat in the year 1991, followed by three schools for the Mentally Impaired founded respectively in Chumporn in 1992, in Songkla in 1993 and Phuket in 1994. However, there is not a school for persons with Physical Disabilities in this region and there does not yet seem to be one planned to be established for the south, despite urging for the availability of special education programs according to the 8th National Plan(1997-2001).

#### Statistics of Persons with Disabilities in Southern Thailand

The National Statistical Office reported in 1990 that the total population of Southern Thailand was 6,966,455, of whom there were 110,900 reported to be disabled (10.5 % of the whole Kingdom) and most of them (102,300) lived outside the municipal area which is traditionally a less advantaged region, with many more of the people suffering from poor health and with a lower economical base.

The table below gives an estimate of the total number of person with disabilities by age living in the southern part of Thailand. (This table looks at



Map of South Thailand With Schools of Special Education

both the large number of disabled children of school age, as well as the number of disabled adults living in this part of the Kingdom.

**Table 8**  
**Population of Persons with Disabilities in Southern Thailand**  
Last National Report 1991

Age		Number of Disabled	%
0-6	Preschool	14000	3.60
7-10	Primary	4000	3.60
11-14	Secondary	9000	8.12
15-19	Intermediate	13200	11.90
20-24	Post Secondary	12100	10.91
25-59	Working Age	47600	42.92
60+	Retirement Age	20900	18.85

\*Data adapted from the 1991 report of the National Statistical Office, Bangkok Thailand.

The table below gives a more in-depth look at the number of disabled in each age group by type of disability for southern Thailand. There is not accurate data available on the estimated number of blind children in this region.

**Table 9**  
**Age Group and Types of Disabilities in Southern Thailand**  
Last National Report 1991

Age Group	Blind	Deaf	MR..	Physically Disab.	TOTAL
0-6 Pre School	no report	700	1600	300	2600
7-10 Primary	no report	900	1380	1300	3580
11-14 Intermediate	no report	2200	2000	5400	9600
15-19 Secondary	no report	2400	5400	4500	12,300
20-24 Post Secondary	no report	3000	5000	8400	16,400
25-59 Working age	100	6700	3200	2000	12,000
60+ Retired Age	2900	6300	700	17300	27,200

## Special Education Programs in the South of Thailand

As part of this project, Ratchasuda developed a survey form to estimate the needs of the disabled in various sections of the Kingdom. The following tables reflect the results of this survey.

**Table 10**  
**Schools of Special Education in Southern Thailand**

Collected by Ratchasuda College November 1995

### Schools for the Disabled receiving Thai Government funding

School	Type	Students Classroom	Teacher	Annual Budget		
				1993	1994	1995
Songkla	Deaf	345/30	39	-	11,346,700	11,811,648
Nakonsri.	Blind	116/10	17	3,250,295	3,698,000	-
Nakonsri.	Deaf	230/14	19	1,695,620	3,422,497	2,514,310
Phuket	M.R.	64/5	8	-	9,407,900	8,358,619
Songkla	M.R.	172/5	14	213,036	1,571,095	16,973,276
Chumporn	M.R.	120/12	15	No	Reported	
Total of the South		1047/76	127	-	-	-

### Discussion & Comments

The Principle Investigator, Dr. Poonpit Amatyakul, visited school sites in the South of Thailand and interviewed the staff at the schools. According to the results of these meeting, he proposes the following information be considered when making decision regarding funding needs:

#### Teacher's Comments:

Most of the schools which were interviewed and visited as part of this project had teachers who were educated to the bachelor degree level in education: however, very few of the teachers had received specialized training in either special needs children or had a degree in special education. Many of them expressed a desire to learn more skills related to the adaptive technologies available for teaching the disabled students. Teaching media and equipment were reportedly severely needed.

Teachers in the Schools for the Deaf were concerned about their ability to teach more abstract ideas to their Deaf students. They felt they needed more assistance in learning methods for teaching mathematics and elementary

science to the Deaf and asked for information regarding teaching techniques for the Deaf in these areas.

Teachers in the School of the Blind, felt the need for additional training in adaptive technologies and also in specialized training in Orientation and Mobility.

In addition, they expressed concern about their level of competence in using Braille to read or write materials for their students. Many of them are not adequately trained in the use of Braille. In addition, they felt there was not enough adaptive equipment, i.e. Brailers, Computers with speech synthesizers, etc. available for student use.

### Parental Training Program

Parental programs were officially established in every school but many failed to get an appropriate level of cooperation from most parents of the disabled students. This difficulty in involving the parents in their student's education is the result of attitudes still held by many of the Thai population. As in most of Asia, teachers are very respected, and parents feel more comfortable allowing the teacher to make decisions for their child. In part, parents, especially parents of disabled children, feel that they are unable to learn or understand the level of intervention necessary for educating their child. Also, many of these families are poor and live far away from the school, which makes access to school facilities difficult. As most of these schools are also residential schools, many of the Blind and Mentally Impaired children reside full time at school.

### Early Intervention Programs

Although parents may be willing to send their disabled child to school, most schools in South of Thailand indicated that the number of children registered to attend school was much higher than those that actually attended at the time the school is opened. Many of the school officials felt that this was because the prospective students was poorly trained in the necessary self help skills needed for optimal student performance. Early intervention for children with disabilities seems to be an urgent need in this area of the country.

### Special Needs for the South

Southern Thailand, especially the most southern area of four provinces, Pattani, Yala, Narathivas and Saturn are the home of many people of the Islamic faith. As there are not many schools for the disabled in these provinces, it is suggested by several educators that schools for children with disabilities should be established in this Islamic area too. This would help the students who might have difficulty with the cross-cultural aspects of attending a non-Muslim residential boarding school.

## 2. Northern Thailand

Northern Thailand has 16 provinces, which are divided into 2 education regions (Region #7 and # 8, see table 5) this part of the Kingdom is bounded by Myanmar to the west and the Republic of the People of Laos to the east. Education region number 7 is located at the lower part of this area with 8 provinces, they are : KamphaengPhet, Tak, Nakhorn Sawon, Phichit, Phitsanulok, Phetchabun, Sukhothai and Uttaradit. Education region number 8 is located in the upper northern area with 7 provinces all are close to the famous area of the Kingdom called the "Golden Triangle". They are: Chiang Mai, Chiang Rai, Phayao, Lamphun, Lampang, Prae, Nan and Mae Hong Son. The people in the more northern section of this region tend to speak a language, Khaam Muang, which is somewhat closer to Laotian than to the language spoken in Bangkok. There are also many children of ethnic minorities living in this area who speak one or more of the languages of the hilltribe people.

In November 1995 there were 5 Special Education schools in the North as shown in the following table and one center for the Blind which is scheduled to open in the year 1996 in Lampang Province.

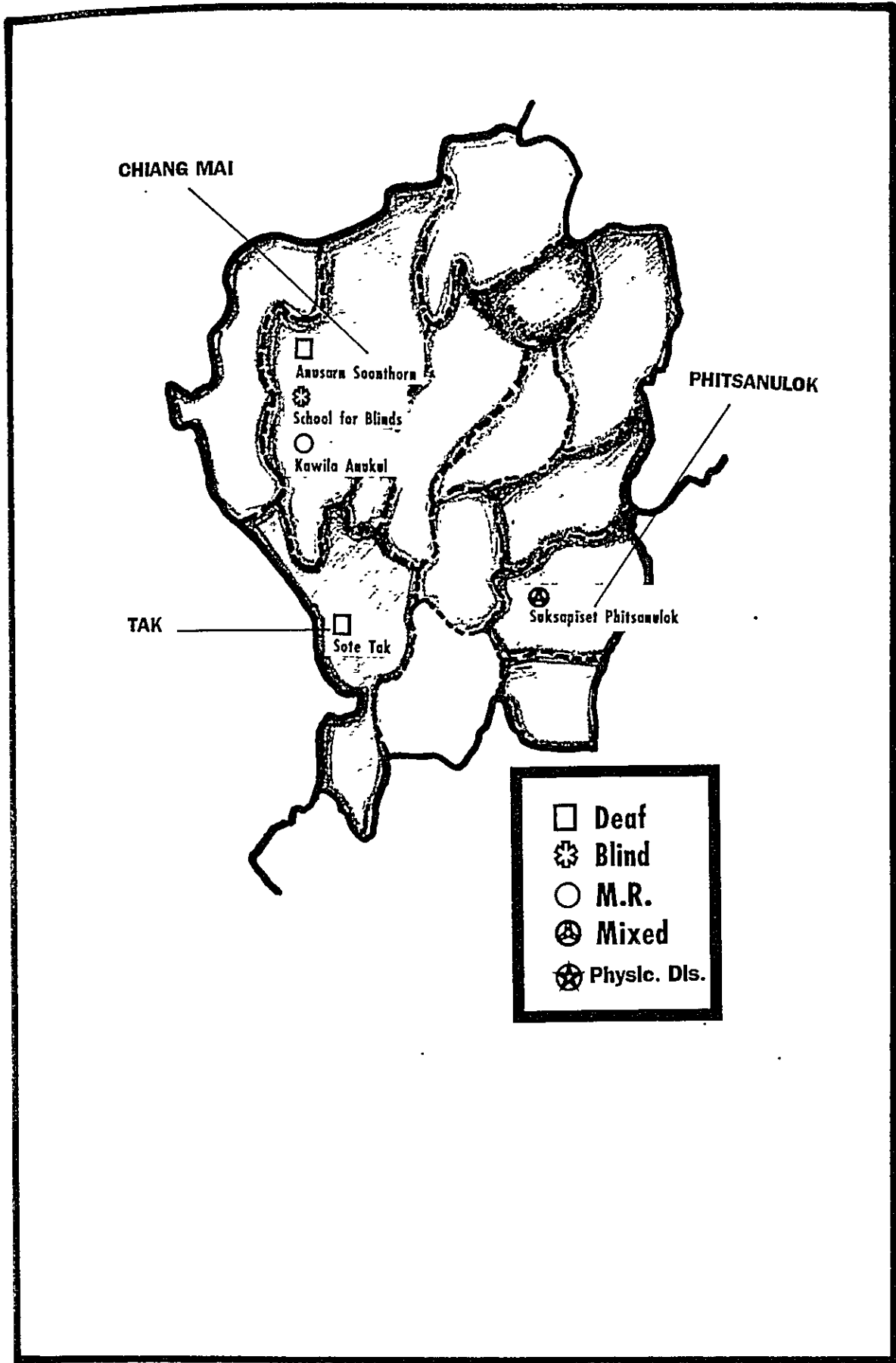
### Statistics of Persons with Disabilities in Northern Thailand

The report from the National Statistical Department, Office of the Prime Minister in 1990 and 1991 indicated that the total population of the Northern region was 10,584,443, of these, 248,100 were reported to be disabled. The Table below looks at the number of disabled by age group reported in this region.

**Table 11**  
Age Group and Number of Persons with Disabilities in Northern Thailand

Total Population	10,584,443	%
Persons with Disabilities	248,100	2.34*
Preschool age 0-7	16,000	6.45#
Primary School age 7-10	3,600	1.45#
Intermediate School age 11-14	9,900	3.99#
Secondary School age 15-19	20,800	8.38#
Post Secondary age 20-24	26,200	10.47#
Working age 25-59	118,100	47.60#
Retired age 60+	53,700	21.64#

\* Percent of total population - # Percent of Group with Disabilities



Map of North Thailand With Schools of Special Education

**Table 12**  
**Age Group, Number & Types of Disabilities in Northern Thailand**

Age Group	Population	Blind	Physically Disabilities	Deaf	M.R.
0-6	16000	1700	8900	none	3600
7-24	60500	1700	24900	11400	10400
25-59	118100	4400	60900	23900	6000
60+	53700	5400	19200	17800	8200

**Table 13**  
**Schools of Special Education in Northern Thailand**

School	Type	Students/Teacher	N.B.
1. Anusarn Soonthorn	Deaf	324/38	grade 1-9 Only
2. Kawila Anukul	M.R.	412/42	grade 1-9 Only
3. School for Blind	Blind	133/22	50 % are preschool age
4. Sote Tak	Deaf	433/44	grade 1-9 Only
5. Suksapiset Phitsanulok	Dual	40/3	newly opened in 1995
Total Students		1342/149	

Note Reported by geographical region. Not including Nakhon Sawan Province.

### Discussion and Comments

#### Early Intervention Programs

According to the Census statistics for 1990, the population of preschool age of children with disabilities is 16,000 in the north. Of this number there are approximately 1700 blind children but only one school at Chiang Mai that provides a preschool program for the blind. There were 70 blind or low vision preschool-aged children in this program during the year 1995. This represents 4.1 % of the preschool children receiving this level of early intervention. For the pre-schooled aged deaf and the pre-school aged mentally impaired child, there is no preschool program or early intervention education available in the North. According to the Government figures there are 8900 preschool aged children who are physically disabled, but for whom there is no educational program.



## School Programs for the Disabled in the North

The total number of all students with disabilities attending school in the North according to Ratchasuda's data for Northern Thailand was 1342 during the year 1995. It is estimated that in the age range from 7-24 (Primary to Post secondary) there are 60,500 disabled students. This means only 2.22 % of the total number of disabled children in the North were able to attend a school sponsored by the Thai government.

For the Deaf, there are 11400 young deaf children age 7-24 in this part of Thailand but with only 2 schools for the Deaf ( with 386 students and Chiang Mai with 324 students) it means that only 6.2 % of the Deaf are attending school.

In the North, according to the data from the census, there are 24,900 physically disabled children of school age (7-24 years) but there is no school for Physically Disabled, (although a small number of these children may be served individually with other disabilities.)

According to the 1990 Census, the total number of Mentally Impaired population in the North is 3600 at preschool age level and 10,400 for school age (7-24 years). The North has only 2 schools for the Mentally Impaired (one is in Chiang Mai and another one is in ) Only 2.9 % of the Mentally Impaired are enrolled in educational programs in the North. It is possible that the sections of the North of Thailand may have a disproportionate number of mentally impaired because two of the provinces, i.e. Prae and Nan have had problems of Iodine deficiency and hypothyroidism, which contributes to increased numbers of mentally impaired children.

This study also found that "the opportunity of the disabled children in the north of Thailand are 3.88 % for the blind, 4.49 % for mentally retardation , 13.75 % for the deaf and nothing at all for the physically disabilities.

### 3. Northeastern Thailand

Northeastern Thailand is the largest geographic area of the Kingdom. It is bounded by Laos on the north, Kampachea on the east and on the west by the Northern and Central regions. There are 19 provinces which are arranged into 3 educational regions (Region 9, 10 and 11 which are the upper, middle, and lower northeastern respectively) which is shown in Table 5. This region of the Kingdom, according to the 1990 report of the National Statistical Office has a population of 19,038,497. This makes this the most populated of all of the regions. This is also economically the poorest part of the Kingdom, with a large rural population that makes access to medical and educational facilities difficult. There are several spoken dialects in this region, which differ significantly from those in other areas of Thailand. The people residing in the upper regions of the Northeast tend to speak a language somewhat closer to Laotian, while those in the lower part of this region speak a language closer to the Khmer (Cambodian) language.

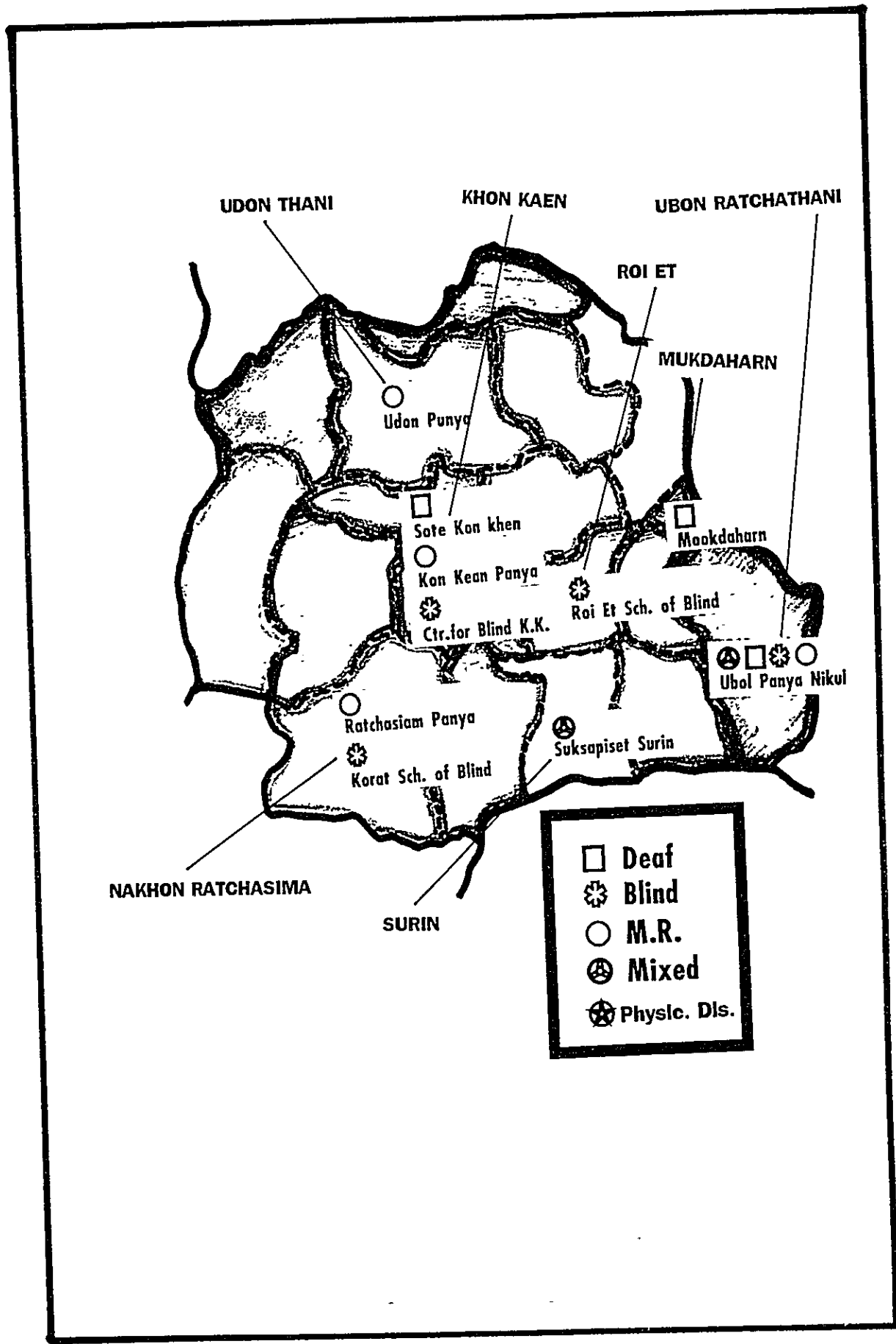
Data collected in November 1995

According to the National Office of Statistics, Bangkok, there were 408,500 Disabled person living in this region of the Kingdom. This makes up 38.6% of the disabled in all of Thailand, which is slightly higher than would be predicted given the population overall. It is suggested that there might be a greater number of 'preventable disabilities' in this region, as the ability to access good prenatal care and medical information is hindered by the comparative isolation of the inhabitants.

Table 14  
Population Reported in Northeastern Thailand  
1991 reported by the national statistics

	Population	Male	Female
Total Population	19,038,497	9,513,691	9,524,806
Disabled Person	408,500	249,000	159,500
Live in Municipal	11,400	7,300	4,100
Non Municipal	397,100	241,800	155,400

////////////////////////////////////  
% of Disabled Population is 38.6 % of the Kingdom



Map of Northeastern Thailand With Schools of Special Education

**Table 15**  
**Age Group of Persons with Disabilities in Northeastern Thailand**

Age	Disabled	School Level	%
0-6	21,500	= Preschool	5.26
7-10	25,600	= Primary School	6.27
11-14	31,700	= Intermediate School	7.76
15-19	55,000	= Secondary School	13.46
20-24	48,900	= Post Secondary	11.97
25-59	148,900	= Working age	36.45
60+	76,900	= Retirement	18.82

**Status of Schools for Special Education in Northeast Thailand**

National Statistics reported on persons with disabilities within educational age levels is as follows :

**Table 16**  
**Age Group and Types of Disabilities in Northeastern Thailand**  
National Statistic Last Report 1991

Age Group	Blind	Deaf	M.R.	Physicly Disab.	TOTAL
0-6 Pre School	300	4,200	5,500	5,400	15,400
7-10 Primary	900	5,600	3,300	10,900	20,700
11-14 Intermediate	N.R.	10,200	4,400	10,900	-
15-19 Secondary	1,100	6,400	9,100	25,300	41,900
20-24 Post secondary	N.R.	11,300	6,500	4,700	-

NR = No statistic reported

The number of schools for special education in the Northeastern Thailand have increased dramatically in the past 5 years. The Sote Khon Kaen is the first school for the Deaf in this part of the Kingdom, established almost 25 years ago as a boarding school. This school employs teachers using sign language more than the oral method. In the past 4 years the Ministry of Education began to increase the number of schools of special education in this area starting at the big provinces such as Nakon Ratchasima (Korat) , Ubol Ratchathani, Udonthani and in other provinces such as Roi Et, Mahasarakham, Srisaket, Surin and Mookdaharn.

National Statistics Census Reports of 1991 indicated that there were a large number of disabled persons in this area of the country, this information prompted the opening of three schools for the mentally retarded, where in the past there had been no program for them. In addition, today there are some schools which have dual or mixed programs ie. deaf+ M.R. (Surin) or Deaf+ M.R.+Blind (Ubol Panya Nukul) which is not well accepted by several groups of educator and associations of the disabled person. This concept will be changed in the near future. Programs for the Blind in this region are primarily served through the Christian Foundation for the Blind which has also assisted the Ministry of Education in Laos which sent some school teachers to be trained at Khon Kean. Blind students in this area have been integrated into regular school program more than any region of the country. Table 16 shows the list of schools of special education in this area.

**Table 17**  
**School of Special Education in Northeastern Thailand**  
 Report of December 1995

School	Type	Students	Remarks
1. Sote Khon Khen	Deaf	375/37	Pre School - Grade 9
2. Ctr.for Blind,K.K.	Blind	40/4	Private School
3. Korat Sch. of Blind	Blind	120/8	
4. Roi Et Sch.of Blind	Blind	37/7	
5. Suksapiset Surin	Mixed Deaf	109/8	Program M.R.+Deaf
	M.R.	12/1	
6. Ubon Panya Nikul	Mixed M.R.	237/15	Mixed with 3 Disabilities
	Deaf	22/4	
	Blind	35/4	
7. Udon Panya	M.R.	37/3	
8. Ratchasiam Panya	M.R.	154/12	Program M.I + Deaf
9. Khon Khen Panya	M.R.	100/8	
10. Mookdaharn	Deaf	102/6	
11. 9 Schools with Integrated Program for Blind		65	Supported by Christian Foundation
All 19 Schools in the N.E.		1,445/117	= 12.35 : 1

The opportunity for disabled children to attend school in northeastern Thailand are : 10.08 % for the blind, 2.40 % for the Mentally retardation, 2.09 % for the deaf and zero percent for the physically disabled.

## 4. Central Thailand

Central Thailand is a large flat plain, known as the rice growing area of the country. There are 23 provinces in this area which is divided into 4 educational regions as shown on Table 5 and Map number 2. People in this area speak the official middle Thai dialect. It is also the area where the people have traditionally had more opportunities to study than other sections of the Kingdom because this region surrounds the area around Bangkok which is the capital of the country. Educational Region 1 is comprised of 5 large provinces in suburban Bangkok area. Region 5 and 6 encompass provinces west and south of Bangkok and are bounded by Myanmar and the Gulf of Thailand. Region 6 also is famous as an area of old historical sites, important in the royal, religious and military development of Thailand. Region 12 is southeast of this area and is included here, although technically it is considered in the Eastern section.

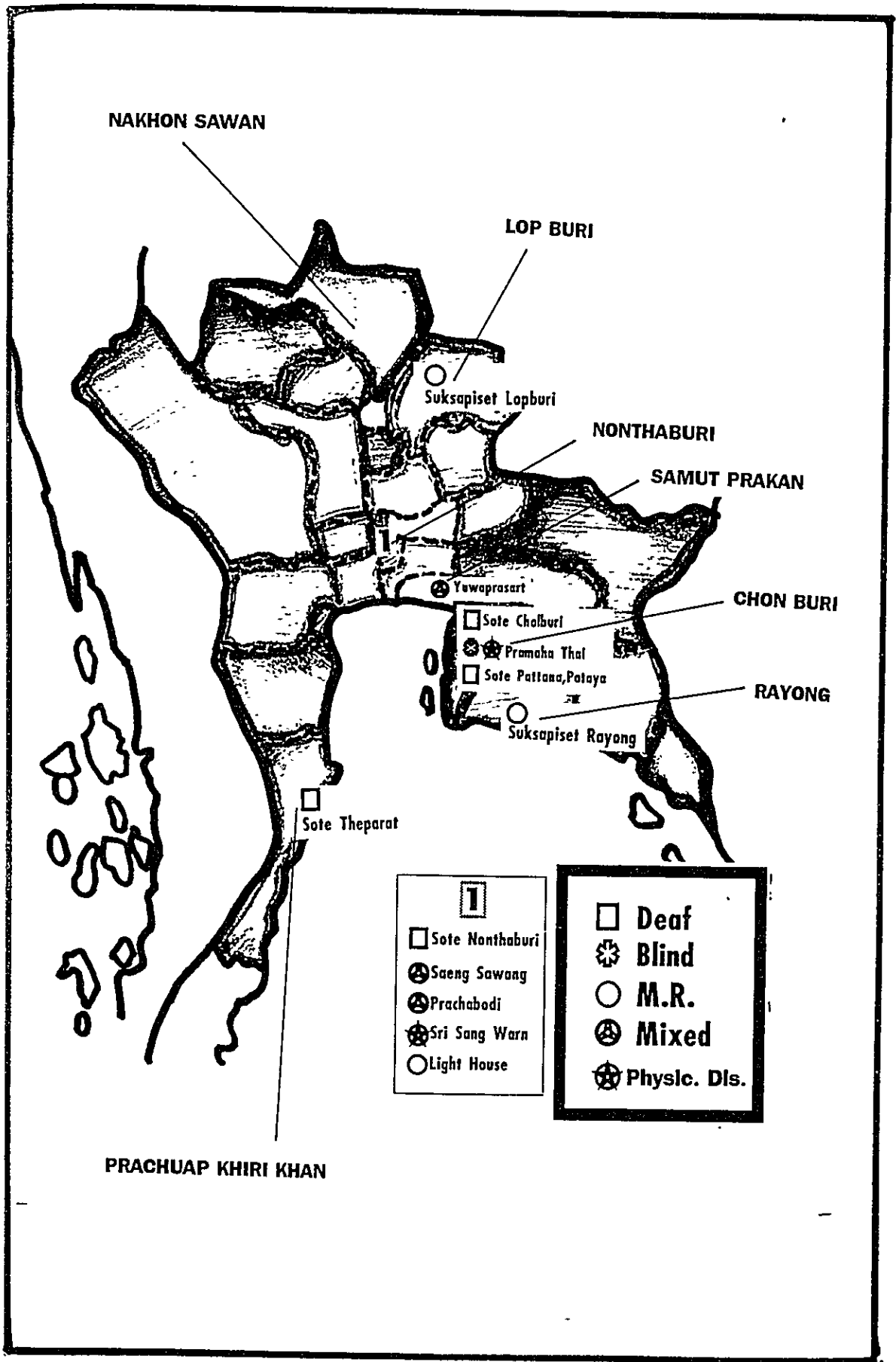
Population of Central Thailand is shown on the following data:

**Table 18**  
**Age Group & Population of Persons with Disabilities in Central Thailand**  
Last National Report 1991

Age Level	Disabled Persons	%
0-6    Preschool	5800	2.81
7-10    Primary School	6900	3.34
10-14    Intermediate	12000	4.94
15-19    Secondary	30300	14.69
20-24    Post Secondary	24300	11.78
24-59    Working Group	145,500	70.53
60+    Retired	41600	20.16

Data adapted from the 1991 report of the National Statistical Office, Bangkok, Thailand.

The total population of Central Thailand is 12,076,724 of whom most live in rural and semi-urban areas. The number of persons with disabilities in this region is 206,300 which is 19.5% of the total number of disabled people in the Kingdom.



Map of Central Thailand With Schools of Special Education

**Table 19**  
**Age Group and Types of Disabilities in Central Thailand**  
 Last National Report 1991

Age Group	Blind	Deaf	M.R.	Physic. Disab.	Total
0-6 Preschool	N.R.	3200	400	2300	N.R.
7-10 Primary	N.R.	2300	1600	2400	N.R.
11-14 Intermediate	N.R.	1600	2000	3700	N.R.
15-19 Secondary	900	2900	6900	15200	25,900
20-24 Post Secondary	N.R.	5400	3800	11600	N.R.
25-59 Working age	5900	10000	6500	39700	62,100
60+ Retired	4400	6300	N.R.	25600	N.R.

N.R. = No Statistics reported

**Table 20**  
**Schools of Special Education in Central Thailand**  
 Update December 1995

School	Type	Students/Teachers	Remarks
Sote Nonthaburi	Deaf	351/34	Government support
Sote Cholburi	Deaf	354/39	" " "
Sote Theparat	Deaf	70/4	" " "
Sate Pattana, Pataya	Deaf	45/8	Catholic Church Foundation
Suksapiset Rayong	Deaf+M.R.	28/4	Government Support
Nakon Sawan	Deaf+M.R.	80/9	Government Support
Prapakan Panya	M.R.	70/13	N.G.O. Private Foundation
Suksapiset Lopburi	M.R.	15/3	Government Support
Redemptorist School	Blind	90/20	Catholic Church Foundation
Saeng Sawang Institute	Central Disabilities	160/55	N.G.O. Private Foundation
Prachabodi	Multiple Disabilities	92/10	Dept. of Public Welfare, Ministry of Labour
Yuwaprasart	Central & Behav. Disabled	250/Nurses	Hospital Care, Ministry of Health
Sri Sang Warn	Physically Disabled	257/33	Private Foundation+ Gov. Support
Redemptoris Vocational School (Adult)	Physically Disabled	145/13	Catholic Church Foundation
<b>Total</b>		<b>1757/245</b>	



The percentage of the school-aged Blind in programs is unknown however, for the Deaf, 8.20% attend educational programs and of the Physically Disabled, 1.7 % attend school.

### Discussion & Comments

This area of Thailand has a large number of programs for the disabled, with a majority of the programs offering residential programs. From this and from other projects supported by either private Thai Foundations or NGO's has grown a wide range of options for the disabled in this area. One of the provinces in the Central Region, Nontaburi has become home to many of the programs for all disabled, both school and sheltered workshop programs. The area of Nontaburi known as Pak Kred is known as a home of disabled of all ages in Thailand. This section has a large area of several hundred acres which provides care for disabled children, some of it as schooling, but a majority of it as residential care with an emphasis on vocational training and daily life skills development.

There are programs here for the more severely impaired children, who need full time care because of their multiple disabilities. (see Table below). These programs were originally under the Department of Public Health (Ministry of the Interior) and recently have been turned over to the Department of Public Welfare which is a section of the Ministry of Labor. Because the full time support of the children with multiple disabilities is more costly than other disabilities, the emphasis is sometimes placed on physical care, rather than education. Also, as these programs are not directly funded by the Ministry of Education, the consistency of the curriculum may vary from site to site.

Other Schools, outside of the Nontaburi area, have received governmental support for isolated budget items, such as building funds or special teacher training. As mentioned earlier, those schools which receive both private and public funding may have varied needs from year to year based on private or NGO Foundation allotments.

#### Mainstreaming

At the vocational level, some of the special educational schools have expressed a need for an expansion of government sponsored sheltered workshops outside of the Nontaburi area. This would allow older students to continue to live in their community rather than move to Nontaburi to get additional training.

#### Early Intervention

Early Intervention for the Deaf children is available through Redemptoris, Sote Pattana Pattaya, in Pattaya City. This school has a small program for 45 children

from the age of 3 in 5 classrooms, and of the 8 teachers, only half have a Bachelor's degree and the rest have less education. Only one of the teachers at this school has a degree in special education. According to reports, there is a problem with crowding and they can not expand the number of classroom in the current building. In addition, there is not enough private funding to upgrade the skills of the teachers. This is the first school for early intervention for the Deaf outside of Bangkok area. This program started in 1982 and continues to be supported by private funding.

Redemptorist school for the Blind, a separate school located in a different village, has early intervention for Blind from preschool to kindergarten. In the same school, there are classes that go to Grade 7. There are 62 preschool student enrolled in three classrooms with two teachers per room. There is a building project in process now.

Preschool training is also available at Chonburi School for the Deaf which has two classrooms for 20 students. These students are mostly hard of hearing, however, again there is some problems with the level of teacher training.

There is not an early intervention program for the physically disabled, nor is there an early intervention education program for the mentally impaired.

Samut Prakan province has a hospital program for the autistic and brain damaged children located at Yuwaprasart Hospital. There are some homes for these children in Pak Kred, Nontaburi and in Chonburi near Bangkok which house children when they are discharged from the hospitals which are shown in the following table.

**Table 21**  
**Schools & Homes of Children with Multiple, Brain & Mental Disabilities**  
**in Central Thailand**

Schools & Home	Students Number	Remarks
Pak Kred Nonthaburi Area:-		
-Prachabodi School of Multiple Disorders	92	Preparatory Classes for young children
-Ban Nonthapoom, Home of Multiple Disorder	593	Department of Public Welfare
-Ban Fuang Fa, Home of Disabled Children	467	" " "
-Ban Rachawadi, Home of Brain Damage & M.R.	935	" " "
Pratumthani Area:-		
-Ban Kunk Vi Tee Children (Psychic.)	304	Home for boys with mental dis.
-Ban Kung Vi Tee Children (Psychic.)	134	" " girl " " "
<b>Total</b>	<b>2,525</b>	

## 5. Bangkok Region

### Geography

Bangkok is on the Chao Praya River in the lower central area of the country. It is located in a low plain area and has many canals (klongs) that were once used extensively for travel. It has been called the 'Venice of Asia' because of its beautiful waterways. Bangkok is the capital of the Kingdom of Thailand and the center of all governmental, financial and legislative offices. It has experienced rapid urbanization in the last 20-30 years and is now a very modern city, struggling with the woes of overcrowding, traffic congestion and industrial growth. It continues to be the home of most of the wealthiest Thais, as well as many of the very poor.

Bangkok has a long tradition of offering educational opportunities for the disabled, in part because the care and schooling of the disabled has been a project of interest for the Royal Family for several generations. The first school for the disabled (The Bangkok School for the Blind) was started in the city more than 50 years ago. Today there are 8 schools in the greater Bangkok Metropolitan area offering education and training for the disabled. Many additional schools are located in Region 1 on the outskirts of the city. These are included in the statistical figures for the Central area.

Table 22  
Population of Bangkok Region

Population of Bangkok (1990 Census )=	5,882,411
Disabled Population =	83,200
% of Bangkok Pop Disabled =	1.414 % of Bangkok
% of Disabled =	7.90 % of the whole Kingdom

Table 23  
Age Group and Types of Persons with Disabilities in Bangkok Region

Age Group	Total	Blind	Deaf	M.R.	Physically	Psycho.
0-6 Pre School	3900	N.R.	500	1900	800	N.R.
7 -10	3900	N.R.	400	N.R.	1500	N.R.
11-14	2800	N.R.	N.R.	220	N.R.	N.R.
15-19	3500	N.R.	500	N.R.	600	800
20-24	3700	N.R.	N.R.	600	2000	200
25-59	46,400	300	8200	3500	23,200	5300
60+	19,000	700	6200	N.R.	10,900	200

National Statistical Office 1991

## Schools for Special Education in Bangkok Area

Bangkok, with the longest history of Special Educational services of any of the regions, also has the greatest diversity in types of programs and funding sources. As mentioned earlier in this report, the original founders of many of these schools were private individuals who later founded private organizations to support their programs. Most of the schools that were privately funded in the past continue to pay alligence to these founding orgaizations, although many now depend on a combination of private and public funding for their facilities and programs.

**Table 24**  
**Schools sof Special Education in Bangkok Region**  
Up date December 1995

School	Number Student/Techer	Number Classroom	Financl Support
<b>Deaf :</b>			
Setsatian	357/46	34	Gov. Special Education
Tung Mahamek	377/46	37	" " "
Pratamnak Suankularb	62/7	7	Private + Gov. Aid age 0-5
<b>Blind:</b>			
Bangkok Sch.of Blind	211/37	20	Foundation + Gov. Aid
<b>Mental Retardation:</b>			
Rachanukul	350/24	19	Foundation + Gov. Aid
Panya Wuttikorn	148/14	14	Foundation + Gov. Aid
Prapakarn Panya	70/13	10	Private Foundation
<b>Multiple Disorders</b>			
Home for Multiple Disorders (Training Center not School)	60/16	12	Christian Foundation
<b>Physical Disabilities</b>	None	None	
<b>Integration classrooms : ( see more information on page 39-43)</b>			
Deaf	2 primary schools	1 secondary school	
Blind	3 secondary schools		
Slow Learner	21 primary schools		

## Discussion & Comments of the Bangkok Area

The information from the Census Survey of 1990 seems to be particularly unreliable for information about Bangkok. So the ability to make decisions based on this data is limited. Many of the areas of disability have no report on file with the census bureau. Informal estimates put the current population of Bangkok at approximately 8 million people. The information regarding numbers of students and programs was collected as part of the Ratchasuda survey and is considered the most accurate information to date in this area.

There is an early intervention program attached to Suan Dusit Teacher College is sponsored as part of a teacher training program. This is a demonstration project that includes special preschool educational programs for 98 preschool children of various disabilities (50% are Deaf, 25% Blind and 25% Mentally Impaired) This Center for Special Education provides teacher training for 140-160 college students each year specializing in special education.

There is program for early intervention for the Blind at school for the blind in central Bangkok and also the the Ratchapat Suan Dusit College of Teacher.

The program for early intervention of the preschool Deaf child is available at Pratumnak Suan Kularb School which is a preschool program, it serves only children under the age of 6. Most of the students live with their parents or guardian in the nearby areas.

Rachanukai is a hospital/school that is governed by the Ministry of Health. It has programs for the mentally retarded and multiple disabilities. It has a residential program for mentally impaired for approximately 115 children, another 335 students are divided into two groups that attend this program are students that return to their homes in each day and a smaller group that live at the facility during the week and return to their families for the weekend.

## Overall Discussion

The following tables lists the schools in all of the regions that are planned or in existence as of the news special education project of the 7th National Plan. These programs are funded totally through the government budget which includes the cost of educating the special needs children as well as the costs of providing schools for the 'disadvantaged children' who may need special residential schools as traditionally they have come from families far from school facilities or from families that face discrimination because of poverty or disease.

Table 25

**Establishment & Planning, Schools of Special Education  
Thailand 7th National Plan 1992-1996**

Year	Province	Region	Program SP/Ed.	Remarks
1992	Nakorn Sawan	North Central	Deaf+M.R	Dual Program
1993	Pitsanuloke	North(lower)	Deaf+M.R.	Dual Program
	Nakon Ratchasima	N.E.	Deaf+M.R.	Dual Program
	UbonRachathani	N.E.	Bl+Deaf+MR	Dual Program
	Surin	N.E. (lower)	Deaf+M.R.	Dual Program
	Mookdaharn	N.E.(upper)	Deaf+M.R.	Dual Program
	Prachuab Kirikhan	South	Deaf	
	Chumporn	South	M.R.	
	Songkla	South	M.R.	
1994	Lopburi	Central	M.R.	
	Rayong	Central-East	M.R.	
	Phuket	South	M.R.	
1995	Nakorn Prathom	Central(West)	Deaf	Under Construction
	Suphanburi	Central(West)	M.R.	"
	Karllasin	N.E.	M.R.	"
	Roi-Et	N.E.	Deaf	"
1996	Chaing Rai	North	M.R.	7th National Plan
	Prae	North	M.R.	"
	Pichit	North	M.R.	"
	Nan	North	M.R.	"
	Petchaboon	North	Deaf	"
	Chachaengsaow	Central (East)	M.R.	"
	Prajeenburi	Central(East)	Deaf	"
	Kanchanaburi	Central(West)	Deaf	"
	Petchaburi	Central (West)	M.R.	"
	Chaiyapoom	N.E.	Deaf	"
	Khonkaen	N.E.	Physically Disabled	"

Information From Division of Special Education, Department of General Education, Min. of Ed.  
Interviewing Mr.Pitoon Kongkasuriyachai & Mrs. Puwadee Kao Fai , October 1995.

Table 26

**Schools of Special Education**  
**Classrooms for Children with Disabilities in Thailand**  
**Report of Division of Special Education, Department of General Education**  
**Ministry of Education, November 1995**

Type & Schools	Area		Student/Teacher Ratio	Class Rooms	Remarks
	Province	Regions			
<b><u>School for Deaf</u></b>					
Setsatian	Bangkok	Central	357/46	34	Ministry of Education
Sote Tungmahamek	Bangkok	Central	327/46	37	" "
Sote Cholburi	Cholburi	East Central	354/39	34	" "
Sote Nonthaburi	Nonthaburi	Central	351/34	37	" "
Sote Theparat	Prachaub	Central	70/4	6	" "
Sote Pattana Kinder.	Cholburi	Central(Pre School)	45/8	5	NGO+Church Founda
Pra Tamnak Suankularb	Bankok	Central(Pre School)	62/7	7	Local Government
Sote Anusarnsoontorn	Chuang Mai	North	324/33	32	Ministry of Education
Sote Tak	Tak	North	433/44	32	" "
Sote Khonkhen	Khonkaen	N.E.	375/37	30	" "
Sote Songkla	Songkla	South	345/42	30	" "
Sote N.Sritammarat	Tungsong	South	190/14	12	" "
<b><u>School for Blind</u></b>					
Bangkok School of the Blind	Bangkok	Central	211/41	20	Foundation of the Blind
Northern School of the Blind	Chaing Mai	North	133/22	16	Ministry of Education
Khon Kean Ed.Ctr.of Blind	Khonkaen	N.E.	40/4	4	Christian Foundation
Redemptoris School of Blind	Cholburi	East	90/20	10	Catholic Church.NGO
South School of Blind	Suratthani	South	116/17	11	Ministry of Education
Korat Ed.Ctr.of the Blind	Nokon Ratchasima	NE	120/8	12	Christian Foundation
Roiet Ed.Ctr.of the Blind	Roiet	N.E.	37/7	7	Christian Foundation
Lampang Ed.Ctr.of the Blind	Lampang	N.	Under Construction	-	Christian Foundaton
<b><u>School for Mental Retardation</u></b>					
Panya Wootthhikorn	Bangkok	Central	148/14	14	Private School
Rachanukul	Bangkok	Central	350/24	19	Ministry of Health
Suksapiset Lopburi	Lopburi	Central	15/3	3	Ministry of Education
Kawila Anukul	Chaing Mai	North	412/42	36	Ministry of Education
Suksapiset Phuket	Phuket	South	64/8	5	" "
Chumporn Panyanukul	Chumporn	South	120/15	12	" "
Songkla Patana Panya	Songkla	South	172/14	15	" "
Udon Panyanukul	Udon	N.E.	100/7	No report	" "
<b><u>Classroom for Mentally Retardation</u></b>					
Prapakan Panya	Bangkok	Central	70/13	10	Private foundation

Continued on Next Page

Table 26 Continued

Type & Schools	Area Province/Regions	Student/Teacher Ratio	Class Rooms	Remarks	
<u>School of Dual Programs (Deaf+M.R.)</u>					
Suksapiset Nakorn Sawan	Central (deaf 40 M.R. 40)	80/9	9	Ministry of Ed.	
Susapiset Rayong	Central-East	28/4	3	" "	
Suksapiset Pitsanulok	North	40/3	4	" "	
Suksapiset Ratchasima	N.E.	154/12	9	" "	
Susapiset Mookdaharn	N.E.	40/3	4	" "	
Suksapiset Surin	N.E.	Deaf M.R.	109/8 12/1	6 1	" "
<u>School of Mixed Program (Blind+ Deaf+M.R.)</u>					
Ubon Panya Nukul	N.E.	Blind	35/4	4	" "
		Deaf	22/4	3	" "
		M.R.	237/15	15	" "
<u>School of Physically Disabled</u>					
Sri Sangwarn ,Nonthaburi /Centra		257/33	22	NGO+Government	
Redemptorist Vocational - Pattaya /Cholburi		145/17	15	NGO -Church	
School for the Disabled	East of Central				
<u>Classrooms for Children with Central &amp; Behavioral Disorders</u>					
Sathabun Saeng Sawang	Samut Prakarn/Central	160/55	15	NGO Foundation	
Yuwaprasart Hospital	Samut Prakarn/Central	250/Nurses	11	Ministry of Health	
<u>Classrooms for Children with Multiple Disorders (not registered as a school)</u>					
Pak Kred Nonthaburi Area					
-Prachabodi School of Multiple Disorders	Mixed	92/16	-	School for 3 Homes Below	
-Ban Nonthapoom,Home of Multiple Disorder	Mixed	593	-	Dept.Public Welfare	
-Ban Fuang Fa,Home of Disabled Children		467	-	" " "	
-Ban Rachawadi, Home of Brain Danage & M.R.		935	-	" " "	
Prathumthani Area:-					
-Ban Kunk Vi Tee Children (Mental)		304		Home for boys with mental diso	
-Ban Kung Vi Tee Children ( Mental)		134		" " girl " " "	

INTEGRATION - MAINSTREAMING PROGRAM  
OF SPECIAL EDUCATION CHILDREN IN THAILAND

Overview

Infomal educational integration has occurred with small numbers of children in Thailand for a number of years, later in 1957 the fomal program was established with the slow learner children in Bangkok area (Interviewed, Mrs.Sathaporn Suvannus, 1995) , however in the last 10 years there has been a more formal approach to developing quality integration programs.



Mr. Prayat Punong-ong, founder of the Christian Foundation of the Blind in the Northeast section of Thailand has worked for many years to develop outstanding integration programs for the Blind. His program consists of a preparatory segment which can run for one to two years in which the child lives in a residential setting. This program trains the blind child in daily living skills, effective learning skills and the use of various adaptive equipment needed by the Blind to function competitively in the regular school environment.

At this point, Mr Prayat Punong-ong is starting to open Educational Centers in more areas of the North and Northeast and train various officials in the techniques of successful integration.

The integration of the Deaf is part of a long term project started at the Suan Dusit College of Teacher in Bangkok by Mrs. Bencha Sangmahli and Dr. On-anong Yen-Utok in the year 1969. This first group of integrated Deaf children were of preschool age and consisted of a mix of half non-Deaf and half Deaf children in the classroom. Some of the teachers were trained in early intervention programs abroad, at the John Tracy Clinic in Los Angeles and in a deaf program at Tel Aviv. Later, some of the children from Suan Dusit were integrated at the Phayathai School (grade 1-6 started in 1973) in Bangkok area.

The Prathamnak Suan Kulurb School (in the area of the Grand Palace of Bangkok) was established in 1981 by HRH Princess Sirindhorn who has a long term interest in the disabled. This school started with 16 children in two classrooms and 2 teachers who had B.A. degree in special education (deaf program). Today there are 7 room with 62 children and 7 trained teachers, 5 with BA in Special Education and 2 with MA in Special Education all with majors in Deaf education. Students from this school continued their studies in two main systems, the oral system at other primary school such as the Paya Thai school or the Bangkok School for the Deaf which used sign language.

Ratcha Vinit Primary School was the next integration site with a similar program to the one at Phayathai school, followed by Pibul Prachasan which is a secondary school of mixed programs where young deaf, blind, physically disabled can attend at the secondary level. There are no formal programs for Integration of the Deaf outside of the Bangkok area. The Government is making an attempt to start program of integration of the Deaf in areas which already have a school for the Deaf to offer support services to local schools interested in integrating Deaf students into their regular classes. Tables 27 and 28 show the 1995 report of students integrated in schools all over the country.

**Table 27**  
**Schools with Integration (Mainstreaming) Programs**  
**of Bangkok Area (up date December 1995)**

Area & School	Progrm	Student	Teacher	Note
<b><u>Bangkok Area</u></b>				
<b><u>School Under Supervision of Ministry of Education</u></b>				
Rachapat Suan dusit	Deaf-Blind-M.R.	98	17	Pre School
Pra Tamnak Suan Kularb	Deaf	62	7	Pre School
Phayathai	Deaf	99	8	Primary
Samsen	Deaf	16	-	Primary
Ratchavinit	Deaf	25	2	Primary
Wat Chawmon	Deaf	6	1	Primary
Piboon Prachacsan	Deaf	127	13	Secondary
Chinoros	Blind	13	2	Secondary
Thep Lee La	Blind	3	1	Secondary
Santirat Wittayalai	Blind	7	1	Secondary
Ban Bang Kapi	M.R.	No Report	1	Primary
Wichutit	M.R.	No Report	1	Primary
Wat Way Tawan	Slow Learner	70	5	Primary
Wat Chana Songkram	" "	20	1	Primary
Wat Hnang	" "	65	2	Primary
Darakam	" "	27	2	Primary
Piboon Prachasan	" "	103	11	Secondary
<b><u>School Under Supervision of the Bangkok Metropolitan Area (Local Government)</u></b>				
Wat Tasanaroon Suntari	Slow Learner	43	2	Primary
Prathom Bang Kae	" "	60	6	Primary
Way Hongj Ratana Ram	" "	19	2	Primary
Prathom Non Zee	" "	81	3	Primary
Wat Maha Boot	" "	34	2	Primary
Wat Don Yannawa	" "	8	1	Primary
Wat Suwannaram	" "	12	1	Primary
Soon Ruam Nam Jai	" "	8	1	Primary
Samsen Nok	" "	41	1	Primary
Wat Lard Prao	" "	15	1	Primary
Ritthi Wittaya	" "	72	1	Primary
Wat Nimman Noradee	" "	21	1	Primary
Wat Jang Ron	" "	66	2	Primary
<b><u>Private School</u></b>				
Jantayanond Kindergarten	Autistics	30	12	Primary
Supawan Primary School	"	3	2	Primary

**Table 28**  
**Schools with Integration (Mainstreaming ) Programs**  
**Out side Bangkok Area (1995)**

Area & School	Program	Student	Teacher	Note
<b><u>North Thailand</u></b>				
Chit Aree,Lampang	Deaf	34	3	Primary
Ho Pra,Chaing Mai	Blind	3	3	Primary
Wattano Thai Payap	Blind	6	-	Secondary
Nan Welfare School	M.R.	18	1	Primary
<b><u>North East Thailand</u></b>				
Sakol Nakorn Welfare	Deaf	11	2	Primary
Sanam Bin	Blind	9	-	Primary
Kon Kean Kindergarten	Blind	9	1	Pre School
Thesaban Suam Sanook	Blind	6	-	Primary
Ban Kham Hi	Blind	9	1	Primary
Thesaban Sri Than	Blind	9	-	Primary
Ratchasima Wittaulai	Blind	6	-	Secondary
Kaen Nakorn Wettayalai	Blind	2	-	Secondary
Kalayanawat	Blind	3	-	Secondary
Leoi Welfare School	M.R.	50	3	Primary
Panom Tuan Welfare	M.R.	48	5	Primary
Non Somboon Welfare	M.R.	80	8	Primary
<b><u>Central Thailand</u></b>				
PanomTuan,Kanchanaburi	M.R.	48	5	Primary
Prachabodi,Nonthaburi	Mult.Handi.	No Report	No Report	Primary
<b><u>South Thailand</u></b>				
Wat Thalay Sorn	Blind	8	1	Secondary
Suratthani Welfare	M.R.	5	-	Primary
<b>Integrated Program for Chronically and Hospitalized Children</b>				
6 Hospitals in Bangkok and				
5 Out of Bangkok area		391	25	Primary + Secondary

Physically Disabled children who are more severely impaired are often given bed-side instruction until they are capable of living in less restrictive setting. After these children are released from the hospital they often are given training in a residential setting where there are few opportunities for full integration. The few children who are able to be integrated are these who are not wheelchair bound, but can ambulate independently. There is no school for Physically

Disabled in Bangkok. The only school available for this group of children is named "Sri Sangwan" and is located outside of Bangkok. This is a boarding school with relatively good access for wheel chair students, however it only provides instruction to Grade 9 at this time.

The Mentally Impaired enrolled in the Rachanukul program (see Table 30) have been integrated into some of the regular education programs in the area(see the next table) They are usually integrated until they are of secondary school age and then they are transferred into vocational programs. At this point there are two programs for integration of the Mentally Impaired, in Chiang Mai in the North of Thailand.

Brain-damaged and autistic children usually are not able to be integrated because of the severity of their disability. Some of them are able to be controlled with medication, but the most successful program for autistic children is at the Satit Kaset School run by the Faculty of Education of the Kasetsart University in Bangkok area. This has been a successful program, but is considered as a rather expensive alternative as the staff used in the setting are all Masters degree teachers.

Post secondary mainstream programs for students with disabilities in Thailand is still in its infancy. Today only a few of the Blind students taking the National Exams (1-3 students per year) were able to pass the National College Entrance Examination to public universities. In the past 2 years there were 2 or 3 Blind students who finished a B.A. degree in Law, Education and Computer Technology, while only one deaf students got his B.A. in Applied Arts. Another two Deaf students received degrees Home Economics. At the open universities, the Ramkhamhaeng and the Sukhothai Thammathirat as well as in the Teacher Colleges some Physically Disabled (wheel-chair user) students were reported to have finished their B.A. degrees in Education, Social Sciences and Humanities.

## PART 3

### Teacher Training in Special Education

In 1993 the National report on Education Statistics, Office of the Prime Minister stated that there were 40,630 schools in the Kingdom providing education to the students of Thailand in the areas of General Education, Vocational-Technical Training and Teacher Training. In addition, there are over 15 Universities that provide higher education at the Bachelor's, Master's and Ph.D. in Education. The Ministry of Education (MOE) is responsible for the General Education, Vocational and Teacher's Colleges, while the Ministry of University Affairs is responsible for the Universities. Teachers may be trained in programs located either at the Teacher's Colleges or in the Educational Departments of the Universities. Most of the teachers trained in Thailand are trained in the Teachers Colleges and, therefore, are under the supervision of the Ministry of Education. There is a specific name of all teacher colleges under the supervision of Minister of Education called " Satabun Ratchapat" located in 36 major cities all over the country.

Same report in 1993, there were 13.5 million students enrolled in all of the schools from preschool to secondary school. Of that number, 10.2 million were students in General Education, 0.7 million were enrolled in Vocational Technical Schools and another 0.256 million were in Teachers Colleges. For older students who might want to return to school or get additional basic training, there are non-formal education courses that are usually sponsored by private foundations that provide non-formal education to another 2.36 million students. Through these non-formal education courses, students might receive specialized certification in such areas as 'business-office skills', typing or computer data entry.

Table 29  
Statistics of Teacher and Area of Employment  
National Statistics 1993

Teachers	Area of Employment	%
545,880	General Education	91.45
35,826	Technical School	5.94
7,097	Teachers College	1.18
14,850	Non-Formal Education	1.43

In 1993 there were 603,353 teachers in Thailand. Of these, 86.3% were in the direct service of the Thai Government and another 13.79% were privately funded. Table 28 showed the breakdown of the number of teachers by area of employment

The educational background of the teachers in the above areas is overwhelmingly at the bachelor's level. with 74.9% of the teachers having a Bachelor's degree. In addition there were 1.7% who had a degree above a Bachelor's level and 15.1% who had an Associate's Degree. Among the teachers who had been teaching for several years, there were 8.3% who had a degree under an Associate's level.

As mentioned earlier, there are two Ministries that govern the training of teachers. The Ministry of Education which has the power to grant Certificates, Associate Degrees and Bachelor Degrees in Education and the Ministry of University Affairs which has the power to grant Bachelor Degrees, Master Degrees and Ph.D degrees in Education. A majority of the teachers in the public schools have received their degrees through the Teacher Colleges which is under the Ministry of Education.

Among the Universities under the supervision of the Ministry of University Affairs , The Srinakarin Wirote University is the biggest University that granted the Degree in Education from Bachelor to Doctoral levels more than any University all over the kingdom. Srinakarin Wirote has several campus' located in three parts of the country.They are Srinakarin Wirote Prasarnmitr (Bangkok), Srinakarin Wirote Prathumwan (Bangkok), Srinakarin Wirote Songkla (South) and Srinakarin Wirote Mahasarakham (Northeast). Other Universities that granted degree in education are among Chulalongkorn University (Bangkok) , Naresuan University (Phitsanulok, North), Burapa University (Cholburi, East Central), Prince of Songkla University (Pattani , South) , Khon Kaen University (Khon Kaen,Northeast) ,Chiang Mai University (Chiang Mai , North).

Srinakarin Wirote Prasanmitr in Bangkok is the only University in Thailand that grants a Master's degree in Special Education (Deaf, Mental Retardation and Gifted Child Programs).and also a Master's Degree in Related Programs in which teachers can study and go back to work in schools as specialist in various fields of intervention. There are programs in special education in Speech Pathology , Speech Therapy and Audiology,( sometimes called Master in Communication Disorders) through Mahidol University at the Faculty of Medicine and Ramathibodi Hospital in Bangkok. In 1996 Ratchasuda College (Disabled Program) of Mahidol University will provide the Graduate Studies in other related fields as mentioned in the section of Ratchasuda College on page 48.

In Thailand there are 53 Teacher Colleges, of which 17 are specifically designed for training in Physical Education. There are 36 which provide General Teacher Education curriculum, however only 6 of these offer training in Special Education courses. As of 1995, the following Teacher's Colleges offer Bachelor's Degrees in certain areas of Special Education:

**Table 30**  
**Teacher Colleges with Special Education Programs**  
**Update December 1995**

Area of the Kingdom and School (Program Major)	Age of Program Year	Areas of Specialty
Bangkok-Ratchapat Suan Dusit	26	Special Education
	4	Blind Major
	26	Deaf Major
	3	M. R. Major
South-Rachapat Songkla	2	General Special Ed
	1	M.R. Major
North- Ratchapat -Chiang Mai	2	General Special Ed.
	2	Deaf Major
	2	M.R. Major
Planning Blind Major in 1996		
North-Phiboonsongkram College of Teacher, Pitsanulok	2	General Special Ed.
	1	M.R. Major
Northeast- Ratchapat- Korat	2	General Special Ed.
	1	Blind Major
Northeast-Ratchapat Mahasarakam	4	General Special ed.
	3	Blind Major
	Planning M.R. and Deaf Major in 1997	

In addition, a separate University in Bangkok, Srinakarin Wirot, offers special day and evening programs in Special Education. Through this program, graduate students can earn a Master's Degree in Education of the Deaf and Education of the Mentally Impaired. This University has offered programs for teachers of the Deaf for almost 10 years and majors for education of the

Mentally Disabilities for the last 3-5 years. This programs usually serves 74 graduate students, with 169 completing their Master's Degree since its inception 10 years ago. In addition, the University provides 'short-course training' for Bachelor level teachers who need more information about education of the special needs child. It has training 210 teachers in this short-course summer program since its inception.

### Short Course Teacher Training in Special Education

Short course training in special education for teachers has been done in Thailand for several decades by individual schools of special education. It started even before the government had established the Teacher's College programs in Special Education over 30 years ago. Back in those days all teachers in schools of special education were graduated first from the regular education programs of the Teacher Colleges (since there were no formal training programs in special education.) Later, short course training was offered in this specialty area which might consist of 2 weeks of lectures and demonstration. As an incentive to special education teachers, about 30 years ago the Ministry of Education provided teachers who had passed this training an extra 300 Baht per month.

Today this kind of short course training is still being done, but in larger groups with target teachers who is willing to work with the disabled students in both schools of special education programs and with the integrated program. Training is being sponsored officially by the Ministry of Education (Department of General Education and/or the Department of the National Primary Education Commission) and by the Srinakarin Wirote University (which also offers a master degree program in Special Education) After the training (which consists of a 200 hour training often given during 4-6 weeks during summer) all teachers would receive the addition of 1200-2000 baht per month to their regular salary (depending on their current rank). Table 30 shows the number of teachers completing short course training in the past 9 years.



Table 31

Short Course Teacher Training in Special Education  
1986-1995

Training Place	Year	Number of Teachers Trained
Srinakarin Wirote University	1986	68
Srinakarin Wirote University	1990	27
N.P.E.C. Min. of Education*	1992	25
Srinakarin Wirote University	1992	25
Dept.of Gen.Ed.,Min.of Education	1993	166
Srinakarin Wirote University	1994	39
N.P.E.C. Min.of Education*	1994	39
Srinakarin Wirote University	1995	51
Dept.of Gen.Ed.,Min.of Education	1995	84
<b>Total Teachers</b>	<b>9 Years</b>	<b>578</b>

N.P.E.D. = National Primary Education Commission Department, Min. of Education

**Ratchasuda College, Mahidol University**

Higher Education & Training Teachers in related field of Special Education

Ratchasuda College which is part of Mahidol University is located at the Salaya campus, will offer courses leading to a Master's degree in Rehabilitation Service Development for Persons with Disabilities beginning in 1996. This master degree program will meet with the need of the nation for the development of education for special education teachers in several fields such as in the Access Technology, Rehabilitation Counseling Services and Rehabilitation Service Administration. In addition it will sponsor short and long term courses for teachers wishing to improve their skills in the adaptive technology for the disabled. It plans to offer another in Research and finally a Masters in Media Production for Special Education.

Construction of buildings of Ratchasuda College is now growing rapidly. The Educational Media Production Center, Educational Resources Center, Disabilities Information Center and Research Center are in the process of development.

In 1995, Ratchasuda began to work with two very specialized programs with seminar workshop. One was in Thai Sign Language of 5 different areas and another was the advanced level of "Braille Grade II". Moreover, basic research

projects concerning the person with disabilities were conducted here since 1993.

### Ministry of Education Plans

The Thai Ministry of Education has approved a budget to build Special Education Centers in each of these 6 Teacher's Colleges (see Table 30 and more details in Part 4 of this report) with an emphasis on developing programs for training teachers to work with students in all disabilities. This large scale building project is scheduled to provide each of the Teachers Colleges with 8 million baht for the first of two years to build the facility for special education and another 8 million baht the second year to purchase equipment and supplies.

In 1995, there are now 33 special education schools which are sponsored by the Thai Government, of which 29 are fully operational and 4 are still in the process of registering students and hiring teachers. In the fully operating schools, there are 574 teachers, of whom most (91.6%) have Bachelor's degrees, 4.5% have additional training above the Bachelor level and 3.8% of the teachers have less than a Bachelor's degree.

As of December 1995 there were 56 teachers of the Blind, 406 teachers of the Deaf, 23 teachers of the Physically Disabled and 136 teachers of the Mentally Impaired that were given financial support by the Thai Government budget. There are additional teachers in the schools who are paid by private funding or foundation support.

There are 5926 students enrolled in special education schools in 1995. The following table shows the ratio of students to teacher in the schools:

**Table 32**  
**Disabled Students and Teacher Ratio**  
**Report of December 1995**

Disability Area	Student/Teacher Ratio				
	Kingdom	South	North	Central	Northeast
Blind	8.76/1	6.88	6.04/1	4.5/1	10.36/1
Deaf	8.93/1	9.91	9.83/1	9.5/1	10.13/1
Physically Disabled	12.34/1	N.R.	N.R.	8.7/1	N.R.
Mental retardation	11.21/1	6.92	8.96/1	6.0/1	13.84/1
Overall-All Disabilities	9.54/1	-	-	7.4/1	-

An informal evaluation of the content of the training programs of the Deaf and Blind students vs. the training of the Physically Disabled and Mentally Disabled suggests that the Blind students and the Deaf students are in programs that tend to follow the standard curriculum approved by the Thai Government while those in the other two programs are likely to be involved in training that stresses daily living skills and simple vocational training rather than more formal education. Hence the large discrepancy in the ratio of student to teacher in the last two programs entries above.



## Part Four

### National Policy and Budget Planning

The National Planning Committee met with the Government Cabinet on March 21, 1995 and presented a review of its policy regarding their future plans for developing special education programs in Thailand. This policy was approved in the following areas related to various special education issues:

#### 1. Philosophy

The National Planning for Special Education endorses the following philosophy:

First, It is a right of every person to have access to education, without regard to disability. It is a basic human right to be given the same opportunity to be educated as any other person in the Kingdom.

Second, It is of the utmost importance to offer access to needed services and education as soon as a disability is found, with the first priority being to teach the child the skills needed for independent living and learning.

#### 2. Target Activities

The first target of this plan is to increase the educational services available to children in the 0 - 19 year old range. This can best be accomplished by providing more programs and classrooms available for integration of the special education child. In addition, there should be an increase in the number of non-formal education programs serving the special education student.

There should be at least one school in each of the 76 provinces that would provide either general education or vocational education to this group of students.

The sequence of Educational services should be arranged in the following levels:

A.Early Intervention - Available for all Disabilities, either as a preschool program or through local schools offering training, both in school and to parents of disabled children.

B. Kindergarten - Provide standardized education for each disability for 2-3 Years

C. Primary Level - Regular Education Classroom setting with resources available, as appropriate for each disability Vocational training as appropriate  
Special schools for Learning Disabled, Mentally Impaired or Brain Damaged children

D. Secondary Level Regular Education Classroom setting with appropriate resources and support, introduction to Technical School Training and Vocational Training and additional schools for slow learners

E. Post Secondary Level Technical School and University level

### 3. Strategy

There should be appropriate education offered for all students regardless of disability that will allow them to learn effectively. Schooling should be arranged into various levels of intervention, ranging from isolated site special schools for each disability, to integration into the local schools through the use of either a full integration program with resource teacher support or a partial integration program that allows for integration for certain non academic areas. In addition, there should be an expansion of services available to the special education students, with an increase in the number of schools of special education, increased student enrollment in non-formal education programs and integration classes available to the special education student as well as appropriate vocation training as needed.

#### 3.1 Expanding of Services

The Thai Government accepts the concept that special education students should be treated fairly in terms of their education. In this vein, the Committee indicated that their primary initiative was to increase both the number of special education students attending school and also to improve the quality of schooling of special education students. One way this could best be accomplished would be by aligning the special education programs with the compulsory education plans. In other words, the recent goal of the 7th National Plan which was to increase the number of students attending school from the previous goal of Grade 6 to Grade 9. This goal should also be extended to the special education schools. Compulsory education for all students (and therefore free government school education) has now been expanded to Grade 9. If this applies to special education students as well, this would mean increased budget allotments for the special education schools to cover the cost of the additional years of schooling.

Because of the increased time demands needed to accomplish certain academic tasks, education for children with disabilities must be encouraged until Grade 12 (Mathayom 6). This is especially true at schools for the Deaf where many Deaf students are not able to easily be integrated into the mainstream program

like the Blind and the Physically Disabled because of the high cost of translators and interpreters. Extension of educational programs for the Deaf from Grade 9 to Grade 12 is very necessary since this level is the Pre-University level. Today there are only 2 schools in Thailand for the Deaf that provide programs up through the 12th grade and there are not enough classrooms available at this point to handle the projected number of students attending at this level in the coming years.

In order to plan for the proposed increase in the number of schools and teachers needed to handle the increased enrollment of special education children, the Government Cabinet put forth a three step time frame in which to accomplish this task.

### **3.2 Administration Development**

To support the expansion of services mentioned above, the Thai Government and the Ministry of Education has developed an Administration Developmental Plan. This was started in the year 1995 as an immediate or urgent plan (1995-1996) that supported the building of specialized "Centers of Special Education" in 6 teacher colleges throughout the country (Table 29). They also plan to increase enrollment in these colleges to a goal of educating more than 500 Special Education teachers and another 500 resource teachers as well as funding the new development programs in Administration on Special Education.

### **3.3 Academic Development**

In the area of Academic Development Planning, the Government and the Ministry of Education have plans to increase and improve teacher training programs through out the Kingdom. In addition, there are now new scholarship programs available as well as funding for research and development projects in this area. Special education Seminar projects for teachers, parents and persons in related fields of services are now being planned.

### **3.4 Cooperation Plan Development**

In order for this plan to be most successful, there needs to be coordinated cooperation between the various agencies and schools providing special education services. A liaison person knowledgeable about each area should be employed to work with this committee in making good use of its funds and energy.

The concept of the rights of all humans to share in the experience of community life should be promoted. This means that the community and the family must support the individual student in accomplishing tasks, either educational or in their daily life that is commensurate with their ability in all areas.

There should be a spirit of cooperation and collaboration among the organizations working with the disabled and the Thai Government. There should be a means of providing access for all organizations to information about developments in the area of special education, various plans and new technology that might be of interest to educators.

### Comment National Policy on Special Education in Thailand

The goal of promoting the education of all special education children could best be accomplished by: 1. increasing the range of services available, 2. by encouraging the academic community to provide research and training in this area and 3. by employing administrators skilled in special education.

One of the first means of increasing the range of services available, is to establish Centers throughout the Kingdom that would be able to identify and assist special education children. These Centers would be staffed by professionals able to accurately identify various disabilities and make referrals to either specialists or various programs as appropriate. In addition, these Regional Diagnostic Centers would offer assistance in developing local early intervention programs and counseling programs for both the student and their family.

As primary education for all children, regardless of their disability, becomes a reality in Thailand, the education of the community to accept the skills and abilities of the disabled needs to be promoted. The acceptance of the disabled person, within their family and community should be encouraged through media campaigns and by educating the various officials in the local government about the abilities of the disabled.

Academic support is crucial to the educational success of the special education child. Through making educational assess technology available and providing the special education child with the adaptive equipment necessary for



supporting them, the students will be able to study at the highest level possible given their intellectual ability.

Developing an integrated system of special services will make the implementation of special education services effective. Having a clear policy for service delivery and accountability will allow the student and educator to attend to the task of education rather than paperwork.

Providing the Academic community with funding for research and development in the area of special education will increase the effectiveness of various programs and provide information about the areas of need for the disabled. In addition, providing funding for a Resource Center which can provide adequate assessment of the individual's strengths and areas of weakness will be crucial to developing the most effective educational plan for the student. In addition, the Resource Center can also be responsible for supplying the special education student with equipment or access to various adaptive devices that will make learning at an optimal level possible.

The development of an appropriate curriculum for the special education student will mean that matching the students strengths with the style in which information is presented will allow the student to be successful in school. In addition, attention should be given to developing skills in both academic and 'out-of school' endeavors so that the student is able to develop social skills necessary for developing appropriate daily living skills in the community.

More teachers need to be specially trained to educate the disabled effectively. Teachers colleges and Universities should be encouraged to develop high level programs in special education. Teachers who are currently teaching in the special education schools should be encouraged to upgrade their skills through short course training during the summer months or through additional workshops and seminars.

In response to the National Rehabilitation Act, schools and other institutions engaged in the education of student, either regular or special education students, should be required to provide physical access to buildings or sites by removing architectural barriers. This would allow more access for the physically disabled to obtain much needed services and education.

While many areas of administration are being reviewed in consideration of possible cut back of staff, the number of administrators in the area of special education needs to be increased. This need should be made clear to the Cabinet which would exempt this area from any compulsory cutbacks of staff.

In addition to increasing the number of administrators appropriately trained in special education program administration a standard evaluation system should be developed to help eliminate possible problems in evaluating the effectiveness of a teacher's work while also clearly measuring the amount of academic growth of each student. This could be accomplished by a standard system that would look at yearly growth in various areas as established for each student, regardless of disability. For example, all special education students can be evaluated in understanding of mathematical concepts, while one student might have a goal of mastering accounting techniques, another might need to master basic addition concepts. Both would be evaluated from their current level of functioning with reasonable goals written to be accomplished by the end of the year.

The Government needs to provide an adequate budget to support these activities, and the schools need to work with either a liaison or their own NGO's to make the best use of all funding.

Resource teachers need to be financially supported by either the national or local government to provide assistance to both students and teachers of integrated students in regular education schools. The cost effectiveness of integrating a special education student has been well established and the crucial part of a successful integration is successful support of the regular education teacher who has a special student in their class.

Teacher Colleges and other educational institutions involved in the training of special education teachers should be provided funds to purchase appropriate equipment and other educational support materials to effectively train good teachers of special education.

### **Special Education Planning - Ministry of Education Report 1995**

The Ministry of Education has approved a three stage planning system for implementation of special education programs. The first stage, plan 1 is an emergency plan for the end of the 7th National Plan (1995-1996) The second stage, plan 2 is planning for the 8th National Plan (1998-2001) and the third stage is a look at long term future plans for special education in Thailand. The 3 plans are as follows:

**Plan 1**  
**Urgent or Immediate Plan**  
*End of 7 th National Plan (1995-1996)*

This will be to implement the policies from the 7th National Plan, as well as make recommendations for the National Budget from 1997-2001. The goal of this first plan is to increase the number of special education students enrolled in programs and receiving services from an estimated 7,242 students (in 1991) to 35,728 students in the next two years. This is almost a five-fold increase in the number of students, with a majority of this increase being estimated as enrolled in the non-formal education component of the department. Its goal is to increase the number of special education students in special schools from 4,992 to 6,178 (an increase of 1186 students). This would be accomplished by the pre-approved building of additional schools in various regions of the country (see Table 6 and 24)

**Plan 2**  
**The 8 th National Plan 1997-2001**

This plan has three major areas of emphasis:

**The First Goal** , the expansion of educational services throughout the Kingdom. This would involve the expansion of the number of special education schools serving students in various regions. This building plan has already been approved and is in the process of being implemented at this time. The expansion of the non formal education programs to serve special education students is still in the planning stage. This will make a much wider range of services available to the older student who might not otherwise be willing to return to a more traditional full time school setting. In addition, these programs will offer training in vocational and work related areas that will increase the disabled students ability to maintain or increase their employment opportunities. The final area of expansion of services is in the area of physical education. Through allocation of funding in this area, special education students will now have the opportunity to participate in sports and other applied arts as part of their educational plan.

**The Second Goal** of the proposed 8th National Plan is for the development of effective Service and Cooperative Systems. Through these goal, Centers for Special Education will be established in various parts of the Kingdom. Major cities will have centers that will provide teachers with adaptive technology information,as well as other sources of information available to the students.

Through this plan a large number of resource teachers and special education teachers will be trained to serve in both the special education schools as well as in the non-formal education programs.

The training of the local personnel in special education will upgrade the skills of existing work groups. Through short term courses and additional training in special education experienced staff can use their skills and increase their effectiveness by learning about new developments in education of the disabled.

One area that continues to need improvement is the development of a system of providing service to the schools. By reviewing the various laws and rules governing the local schools, adjustments and recommendations can be made for eliminating a great deal of the non crucial paperwork needed to accomplish even simple tasks. By giving more power to the individual schools in various decisions regarding their budget, time and money will be saved and children will be given service without long waits for approval from agencies far removed from the local school.

The final area in the development of effective service systems is the planning and implementing of a public relations campaign designed to promote the abilities of the disabled. This could be targeted at the local level and would entail enlisting the area of community leaders and teachers in educating the public about the many strengths of the disabled. It also would be helpful as more special education students are educated through the non-formal education system to promote the skills and employability of the disabled.

The final area of the 8th National Plan is for the expansion and development of academic training. Through this goal, teachers will be able to take both short and long courses in training and skill development in teaching the disabled. In addition, there will be scholarships available for both students and teacher to pursue higher educational opportunities both here in Thailand and abroad. This development of academic training expertise will provide funding for workshops, seminars, conferences and other training opportunities. It also will provide funds for on-going research in the area of development of outstanding programs in special education.

### Plan 3 Future Plan Long Term Planning beyond the Year 2001

The final section of this plan is the third stage which looks at long term planning for the future of special education in Thailand beyond the year 2001. Its goal is listed as followed:

1. To expand the opportunity for the disabled to be educated in all parts of the Kingdom. Therefore, education should be available everywhere rather than only a few areas, far from students home community.
2. It aims to provide vocational funding for listed programs, either through the non-formal education system or develop special vocational training center for more technical skills.
3. It will provide support for continued mainstreaming in the schools as well as in the work place.
4. Through public information and actual experiences, more people will begin to accept the disabled into their community and daily life.
5. The goals for the future include a move to de-centralization of power, which would allow greater decision making at the local level. Each province would be appointed a special education specialist that would report to the regional directors who in turn would report to the Ministry of Education in Bangkok. This would hopefully allow for a more equal distribution of funds and a sense from all parts of the Kingdom that their needs are being addressed by the Government.

Finally, there is a proposal to upgrade the status of the Division of Special Education to a Departmental Level within the Ministry of Education. This would allow for greater flexibility in budget decisions and would also reflect the increased responsibility being granted special education as this almost ten fold growth of students and staff begins

### Budget Planning - Ministry of Education Report 1995

As mentioned above, planning for Special Education Program by the Ministry of Education was set up to cover the cost of three phases of development- ,Plan 1, the Immediate or urgent plan (1995-1996), Plan 2 , the 8th National Plan (1997-2001) and Plan 3 the future plan (beyond the year 2001). The Ministry of Education in 1995 submitted the planned budget to the government which was accepted in principle by the government cabinet in March 1995 as shown on Table 31 to 33.

The Ministry of Education plans to promote programs of study for children and teachers of special education. The budget, which covers at least another 6 years with the total budget of  $886.10 + 2410.58 = 3296.68$  millions baht is the largest ever for this area of education. It is hoped that the government will continue to support these plans financially despite any change in political party rule.

**Table 33**  
**Government Budget Plan for Special Education**  
 (1995-2001)  
 (Number Reported in Million Baht)

Planning	Urgent or Immediate 1995-1996	8th. National Plan 1997-2001
Expanding Services	487.870	1,083.000
Administration Development	260.970	1,248.640
Academic Development	68.630	78.940
<b>Total Budget</b>	<b>886.100</b>	<b>2,410.580</b>

**Table 34**  
**Details Budget of the Immediate Plan 1995-1996**  
 (866.110 million baht)

Planning	Million	Note
<b>1. Expanding Services</b>	<b>487.870</b>	
-Build 19 new schools of sp.ed.	151.170	19X40 = 760 children in the 1st year for 8 private schools
-Support Private schools of sp.ed.	9.640	
-Support Mainstream Project	122.110	
-Support Non Formal Education	23.320	
-Support Sport and Arts Programs	181.640	FESPIC GAME 1996 + 14 Swimming Pools in Schools
<b>2. Administration Development</b>	<b>260.970</b>	
-Build 6 Center for Special Ed.	164.450	build at 6 teacher colleges
-Plan to hire new teachers	75.600	575 Sp.Ed. + 576 Resource Teachers
-Admin.work & P.R.	20.920	
<b>3. Academic Development</b>	<b>68.630</b>	
-Teacher Training Program	32.200	
-Scholarship Program	8.200	
-Research & Development	2.500	
-Seminar Projects	6.090	

Note: This plan is accepted in principle by the Government Cabinet since March 1995

**Table 35**  
**Details Budget of the 8th National Plan 1997-2001**  
(2,410.580 Millions )

Planning	Millions	Note
<b>1. Expanding Services</b>		
	<b>1,083.080</b>	
-Budget for 32 Schools of Sp.Ed.	274.020	maintenance cost for schools of spe. ed.
-Support Mainstreaming Program	501,340	
-Support Non Formal Education	68.950	
-Games-Arts Support	239.070	
<b>2. Administration Development</b>		
	<b>1,248.640</b>	
-Support Special Ed. Centers	457.280	1448 personnel + 5465 teachers for sp.ed
-Budget to hire more teachers	704.950	
-Admin.Budget , P.R. and etc.	86.410	
<b>3. Academic Development</b>		
	<b>234.890</b>	
-Support Teacher Training	78.940	
-Development Teaching Project	64.340	
-Support Scholarship	64.950	
-Research & Development	4.800	
-Seminar Projects	21.860	

Note : This plan was accepted in principle by the government cabinet in March , 1995  
Information of Ministry of Education 1995

