

Part 5

Conclusion and Recommendations

This study was completed from October to December 1995, while the last available report from the Office of National Statistics was done in 1991. In the process of this study, efforts were made to update the information from the Census Bureau, as well as compile information that may have been omitted from that report.

Overview Conclusion

Although Thailand has had special education programs since 1939 (56 years) supported by both private Foundations and the Ministry of Education, there are estimates that only about 5.37% of the children with disabilities are attending school (as reported in 1993).

It is roughly estimated, from this study, that Thailand has a disabled population of 1,057,010, of which 26.6% (n=281,162) are in the age range of 0-19 years. This study found that there are 6617 students enrolled in 33 special education schools in the Kingdom, while 2047 are in mainstreamed programs. Overall, therefore, 8864 students are attending school at this time which is 3.08% of the eligible population of disabled students. This percentage is lower than the previously estimated estimate of 5.37%.

Of the 8864 students attending school, 44.25% of them are attending schools for the Deaf, while 22.59% of the enrolled students are in the Mentally Impaired programs, 10.15% are in programs for the Blind and 4.6% of the currently enrolled students are attending programs for those with Physical Disabilities. Children with Multiple Disabilities, Brain Damage or Autism comprised less than 2.9% of the enrolled students.

If these figures are calculated again, considering the percentage of each of the disabilities that are attending school, the results are even more dramatic. Of the whole disabled population in the age range of 0-19 years (n=281,162) the percentage attending schools for the Deaf is 1.36%; for the Mentally Retarded 0.69%; for the Blind=0.31% and for the Physically Disabled 0.14%. Needless to say, the efforts on behalf of the special education children have not been entirely successful in the past 56 years.

Teacher/Student ratios are shown in TABLE 7. Of the 1000 teachers working with the disabled, 844 are employed in special schools as a whole, there are

8.6 students per teacher which is an acceptable ratio according to most educators of special education children.

The number of adequately trained teachers of special education students who are under the Ministry of Education is increasing, however, many of those employed by the special schools still have not received enough training for their current positions. In part, this lack of training of teachers is a reflection of the few number of teacher training programs specializing in the education of disabled children in Thailand. As of 1995, there are six teacher colleges providing programs in special education; however, four of these six have only instituted these programs within the past two years.

Teachers who wish to study special education at the graduate level have had only one program available, at Sri Nakarini Wirrote University in Bangkok. This University offers a Master's Degree Program with a specialty in the teaching of Deaf or the Mentally Impaired or Gifted children. This graduate program has been in existence since 1974, and has graduated 169 teachers with Master's degrees in special education. In addition, about 6 years ago this University instituted a series of graduate level Short Course Training Program in various areas related to special education. There have been 210 teachers, to date, who have completed the Short Course Training Workshops at the University, most of these teachers are now working in special education teaching programs throughout the Kingdom. However, according to the statistics gathered by Ratchasuda College as part of this project, there are only 49 teachers currently working within the special education system that hold Master's Degrees. Although, some of the 169 teachers trained during the last 20 years may have retired or moved to other areas, there still remains a question of the current placement of the majority of these Master's level teachers. Is it possible that there is a pool of highly trained professionals in special education that is not being adequately employed in their area of expertise? It is suggested that further investigation should be done in this area, so that as many of the qualified teachers of special education as possible are properly employed.

The schools, as discussed earlier, are funded through various sources, both private and governmental. While many of the schools, particularly the schools for the Deaf, have a majority of their budget provided by the Thai Government, local donations have also been a necessary part of the funds needed to support the school. Often, however, donations are ear-marked for specific areas, such as providing food or dormitories for the students, while budgets for teacher training and workshop fees are often not adequately covered by this budget. Since this project has pinpointed areas of training that need to be addressed, as well as new programs that are opening in the coming years, funding should be available to encourage further teacher training in each of the specialty areas.

Of the 74 Non-Government Organizations (NGO's) that support the disabled in various ways, only 15 of them (21.62%) actively support educational programs for the disabled. (SEE APPENDIX 1) Among the NGOs working with the disabled, five are working with the Blind, four with the Deaf, one with the Mentally Impaired and one with the Physically and Multiple Disabled. The others are working with more than one area of disability.

Recommendation

Policy of the Ministry of Education

As mentioned earlier, the funding for special education programs is under the same budget as the 'Welfare Schools'. That is, other populations are included in the funding of the Special Education Division of the Department that are seen as needing a special approach and teaching methods in education because of economic or social disadvantage. These children are served as special education children, although in fact, their disadvantage is due to their being born to parents who were either leprosy patients or poorer members of the hill tribe populations.

Although Thailand has had special education programs for over 50 years, run both by the private Foundations and the Government, there are still only about 5.37% of all special education eligible children attending school - Review Year 1993 or an estimated 3.08% from this study. The reason for this low enrollment is multifold, but at least eight of the following reasons have been proposed as obstacles in the past that should be addressed in order to increase the number of students in the future.

1. The current statistics regarding the number of special education students, and their age and geographic distribution given by the National Statistical Office Census are inadequate and unclear.

Recommendation: Develop a survey form and methodology that targets this population and in cooperation with the Statistical Office and the Ministry of Education, develop a method of collecting a more accurate estimate of the number of special education eligible children in each disability and region. Particularly target areas in which no information is available, or appears to be very unreliable.

2. The objectives of the current special education plan have not been clearly stated for all areas. There is not a 'standard measure' for evaluating the academic progress of the students in the special education programs.

Recommendation: Develop a 'standard' measure of minimal accomplishment, such as the National exams that are given to all regular education children in Thailand. These exams can be designed to measure academic accomplishments, without emphasizing disabilities if done thoughtfully. (For example, written exam material for the exams can be made available in Braille for the Blind - however the content area of the material remains at the same level as expected of regular students)

3. There is not enough cooperation between the work of the NGO's in this area and the work of the Government. There is frequently a splintering of alliances, and unclear understanding of each person's role in providing educational opportunities for the disabled student.

Recommendation: Increase cooperation between the NGOs and Government by clearly defining needs and budget requirements that would allow the Government to more effectively make financial contributions to programs.

4. There is a weakness in cooperation among all groups that work with this population, whether it is the NGOs, the Government, or the institutions and the community, parents and children (as consumers).

Recommendation: Develop (and fund) a liaison position at each institution that would be able to make recommendations on needs, given all the various organizations - either public or private that provide assistance to the school.

5. The current Law and Rules of the Ministry of Education are cumbersome and require a great deal of bureaucratic intervention in order to accomplish relatively simple tasks.

Recommendation: Establish a policy for increasing Government efficiency by eliminating un-necessary paper work. Allow more autonomy at the local or individual site level for most tasks.

6. The manpower in special education is not adequately trained, nor are there enough teachers available for the population.

Recommendation: Increase the availability of teacher training. Provide a deadline for the upgrading of skills of inadequately trained teachers who are now working. Provide more special education teacher training programs at Teacher colleges throughout the country. Require all teachers to complete a specific number of hours of 'up-graded skills training' each year with reports to be made on this training and tied to their salary increases.

7. There is not a carefully structured teaching curriculum that has been developed for use with children with disabilities.

Recommendation: Establish a National Committee to develop an appropriate curriculum for the disabled. Include special education professors as well as outstanding staff that are working in the institutions at this time. Attempt to develop a curriculum that is feasible and effective and maintains high standards of accomplishment for the students and teachers.

8. There is currently little access to adaptive technology for special education, by either the students or for the preparation of instructional materials.

Recommendation: Provide regular workshops for staff to learn about the adaptive technology available for teaching the disabled. In addition, encourage the various institutions to work with the Ministry of Public Health in using funding available through the Rehabilitation Act that could buy equipment for the use of students.

Ratchasuda Teacher Survey

Responses - December 1995

See Appendix II for full report and tables

As part of this project, many of the teachers currently working in schools for special education in Thailand were asked to complete a survey form (see Appendix for detailed information). Teachers (N=446) who responded to the survey developed by Ratchasuda College, gave the following comments:

A majority of those surveyed (70%) felt the current curriculum for special education students needed to be reviewed and possibly rewritten to reflect the present demands of the educational system.

Almost half of those surveyed (55%) indicated they would like to change job assignments if it were possible to find a better task.

A slightly lower percentage, i.e. 53% (presumably those who planned on staying within their current assignment) wanted to upgrade their skills in educating the special child.

Of the problems teachers reported as obstacles to their optimal job performance, the most frequently reported concern was the lack of appropriate equipment for educating the special needs child. (48.88%). In addition, the special tools, such as CCTV, large print or Braille books, hearing aids with wire loop systems, etc., needed for teacher support in the classroom were not adequate according to 43.72% of the respondents.

In terms of personal difficulties, some of the teachers reported they felt a need to improve their teaching skills (28.02%) In addition, 24.21% were concerned that they lacked an appropriate level of advice or the guidance of a mentor to help them in their job. Another 13.23% felt that there was not good evaluation of their teaching efforts being made by their institution. In addition, of those surveyed, 11.88% felt they did not understand special education students (presumably these were among those hoping to transfer jobs if possible)

Recommendation: *Advanced training in the use of adaptive technology for special education students should be made available through either full graduate programs or Short Training Courses or individual workshops as appropriate. In addition, programs to develop good teaching skills adapted to the special needs child should be given regularly throughout the Kingdom. Graduate programs aimed at developing the administrative skills of the program leaders would include training in educational evaluation as well as training in effective ways to encourage staff and teachers in their jobs.*

Family Programs & Early Intervention Programs

Programs for counseling families of special education children are not well established in Thailand. In addition, early intervention home based programs are just beginning in some areas (such as for parents of blind children) and are mostly being funded through individual NGO projects. There is not a coordinated program throughout the Kingdom for home training of the young disabled child. Also, although some school programs offer day training for younger (preschool aged) special needs students, this level of intervention tends to be centered around programs for the blind or mentally impaired and has not been extended to all disabilities.

Recommendation: *The first part of this project should be aimed at locating the younger disabled child. This could be done through the local health care facilities or through the local government administrators of education and/or health programs. A trained (local area) counselor could then be assigned to each family with a disabled child to help them access the appropriate services available to them. A coordinated program of early intervention that employs the resources of both NGO and government projects should be developed. A program of both home and school based early intervention would be very effective at providing a continuum of service to the child, enabling them to begin their formal school with many of the pre-learner skills needed to start a successful integration program or full time special education school*

Special Education Media Production Centers

Regional Centers for the Disabled are not well established throughout the Kingdom. At this time there are two centers for the Blind, the Caulfield Library in Bangkok and the Khon Kaen Center at Ban Kum Hai that produce books in Braille, talking books and study materials for the Blind. There are no centers for providing adapted media service to the Deaf or Physically Disabled.

Recommendation: *The Government, working with NGOs as appropriate, should begin a project to establish immediately, Regional Media Production Centers in each of the 12 Educational Regions. This should be the first step in the process of a goal of having a regional center in each of the 76 provinces in*

the Kingdom. These Centers should be able to assist the Blind and low vision students by providing access to print material and provide the Deaf with access to auditory material. The physically disabled should be assisted on an individual basis with adaptive equipment designed to assist them in accessing information and providing support for transport or modifications of public areas to remove architecture barriers.

Cultural Barriers to Assimilation of the Disabled into the Society

Many of the Disabled now living in Thailand have reportedly indicated they feel as if they often are treated as second class citizens. In fact, there are strong cultural traditions in Thailand that suggest that the circumstances in this life may be related to those of the person's past life. This stigma of 'personal blame' is common in many cultures, however, in Thai cultural there is a reluctance to change circumstances as they are, perhaps in the fear that they will need to be repeated again in the future life.

Recommendation: While the concept of Karma as contributing to the existence of a disability can not be disputed in a culture so universally accepting of this concept; a slight change in the sense of 'acceptance' of this Karma would encourage the disabled to work at making this a better life. By helping the community encourage the young disabled child to study and gain knowledge, the child can set a goal of attaining enough education to assist other disabled people and/or establish a life that would serve as an example of someone who, while accepting their disability, can go on to contribute to the society. Parents, community and religious leaders can assist in making this change possible through media campaigns and training in general information about the disabled. In addition, counseling for attitude change can be initiated with the family and friends of the disabled child through the Regional media centers. (See above)

Research and Development in Disabilities

There has not been extensive research done in the area of special education programs or the situation of the disabled in Thailand. In part, as a developing country, Thailand was encouraged to put an emphasis on economic growth. However, as it has begun to reach this goal of greater economic security, Thailand is now looking at areas of social growth which may have lagged behind in the current changes that have taken place in other spheres.

Recommendation: The first stage of this recommendation has already begun, that is, to establish more colleges and educational institutions offering programs in special education. Research can be coordinated through these institutions, as well as through private Foundations. Graduate level programs

in special education will generate a pool of potential researchers who are completing their education requirements. In addition the government, universities and foundations should work together to sponsor annual National and International Conferences on Special education issues. This would provide a means of disseminating information about model programs and current research in each of the disability areas.

Recommendations for Education of the Visually Disabilities (Mr. Prayat Punong-ong)

The objective of the REHABILITATION ACT (Appendix 3) passed in 1991 is to provide education and government services as well as to encourage other sectors to provide employment opportunities for the disabled because they are recognized as bonafide citizens of the Kingdom.

Today, the primary legal responsibility for the education of the visually disabled is under the control of the national government in the government sponsored special schools. However, there remains some difficulty in actually instituting these directives. Although the parliament has passed laws guaranteeing education to all (including the disabled) the working out of these laws and the setting of policies that can be put into practice has failed because of the various and often conflicting interpretations of the Rehabilitation Law by the different departments charged with the task of providing educational services for the Visually Disabled. On the other hand, the Non-government Organizations that have been providing programs for the Blind for more than 50 years, have clearly identifies the needs and strengths of the visually disabled and developed effective programs. However, because of the various funding restrictions, the NGOs have not been able to reach the country's 200,00 Visually Disabled citizens and the help of the governmental sector is urgently needed.

One means of providing service to the Visually Impaired that would build on the experience of the NGOs, would be for a collaborative project to be instituted by a team of experts representing the NGOs and the Thai government. Together this team could work to mold a policy that would provide quality educational programs while minimizing the duplication of services. The involvement of the NGOs would ensure financial stability, given their proven longevity in this area , and would help in the development of appropriate programming given their history of serving increasing numbers of Visually Disabled in a cost effective way. In addition, the experience of the NGOs in developing model programs could serve as a marker or standard of service delivery. In other words, while the Thai government needs to be active in defining the extent of their involvement in the education of the Visually Disabled , it can put its energy into are as of this project in which it will be most needed and most effective and can consult

with the various NGO's in the areas in which it has not yet made significant strides. For example, there is a critical need for a valid estimate of the number of Visually Disabled Thai Citizens in various areas of the country. While there has been an attempt by the National Statistic Office to estimate the number of disabled throughout the Kingdom, the estimates of the number of Blind or Visually Disabled is notably lacking in the publication of their results (see Tables 16,19 & 23) A thoughtful,well prepared survey could be developed that would provide reliable estimates of the number of Visually Disabled, the extent of their impairment (and therefore the level of service needed for particular areas) and the means of contacting the Visually Disabled in each section of the country to notify them of relevant programs available in their area. This would truly open up equal access to all Visually Disabled rather than the few that are now in the system.

As the Rehabilitation Act of B.E. 2534 has indicated, the government has now accepted responsibility for the education of all children through Grade 9. Therefore, the financial responsibility of educating the Visually Disabled child falls with the Government. While many of the educational programs up until this point have been funded by the NGOs (with a portion of the funding of some programs coming from the Government) the transfer of financial responsibility should be done in a careful way to ensure the continued success of model programs and to maintain those that provide quality education in a costs effective means. The Thai Government could assume the costs of basic education while the NGOs could continue their involvement in these areas, by assuming the costs of socialization and extracurricular activities needed by the Visually Disabled in order to make their integration into the mainstream society a success.

A basic evaluation of the cost of educating a student in either a full time residential school or through a fully integrated program needs to be done by the government. In this way, it will likely become clear that it makes good financial sense, in the long run, to develop programs for integrating the Visually Disabled into community schools rather than removing the Visually Disabled from the society by isolating them in segregated sites. Not only will a greater number of students be served, but the community at a whole will be given an excellent opportunity to actually have meaningful contact with Visually Disabled students and the problems of acceptance into the community slowly, but surely will be moderated.

While the residential schools will still be necessary as centers for preparing the Visually Impaired for integration into the community educational programs, the emphasis of their involvement with the students will be changed from one of 'warehousing' Visually Impaired students, to one of providing short term residential programs and long term resource support services for successful educational integration. These schools also will serve as 'Extension Centers' and will be responsible for educational material development,

maintaining a Braille and Large Print book library, and as a center for adaptive technology demonstrations. In addition, the teaching staff can serve as resource teachers to the community schools, provide in-service training to the regular education teachers who are providing the daily educational programs for the Visually Impaired students and give technical advice to the community schools on the current level of adaptive technology available to the Visually Disabled.

As the community begins to fully integrate the Visually Disabled students, out-reach programs can begin to be instituted that would provide training for family members of the Visually Disabled infant so that early intervention through the local community would ensure adequate stimulation of the child, thereby shortening the time needed for preparation of the Visually Disabled student for integration into the community.

For the older students, these 'Extension Centers' can also serve as a fellowship center as well as a place for sharing information and experiences that would assist younger students.

Recommendations for the Education of the Deaf (by Dr. Poonpit Amatyakul and Dr.Maliwan Tammasaeng)

Education of the Deaf has been under the auspices of the Thai Government for many years, and although there are some NGOs working in this area, much of the financial support for educational programs is through local government or agencies within the Kingdom. Although there has been some training in sign language for the teachers specializing in Deaf education, there has not been a formal teacher training program stressing the use of Thai sign language in daily communication as well as in education.

There are several very influential educators who have worked in education for the deaf in the past, however, there is now a need for the Deaf people themselves to be involved in the development of vocational and technical training projects for the older students. As more non-Deaf teachers become fluent in the use of sign, the communication gap that now exists between the students and teachers will begin to close. Opportunities for gainful employment will increase as the ability to train the students using interpreters, or other Deaf assistants is emphasized.

In terms of curriculum development for the Deaf student, there needs to be an increased emphasis on reading and writing skills, as written (and spoken) language is not the primary form of communication for the Deaf student. Because there has been little research in the methods of teaching Thai language skills to the Deaf, these are continual problem areas, that adversely effect even the most skillful Deaf student from competing as successfully as

expected in both academic and work environments.

There also needs to be a concentrated effort to employ interpreters and provide interpreter training to many assistants who will be able to work full time with the Deaf, both in school when learning job skills in the work place, as well as in some official communication such as at the hospital clinics, courts and other important public meetings.

The school's encouragement of students to use the computer to communicate and to develop good computer skills, will ensure greater access to general information and wider the base of knowledge available to the Deaf community as a whole. At this time, as might be expected, members of the Deaf community have relatively little contact with the non-Deaf community because of the difficulties in finding a common 'language' for communication. Learning computer skills will not only improve the written language skills of the Deaf but allow a level of communication to evolve that had not previously been possible.

Recommendations for Education of the Mentally Impaired (by Dr.Poonpit Amatyakul)

Although there have been programs for the Mentally Retarded in Thailand since 1962 , the emphasis has been more on custodial care rather than education or training for gainful employment of the M.R. student. The educational needs in this areas are most urgent as many of the professionals in the medical community are still not fully aware of the abilities of the mentally disabilities. Unfortunately, many of the doctors nurses and parents of the M.R. in Thailand tend to treat the mentally disabled as if they have a neuropsychiatric disorder, which is, in truth, a very different disability. As the move toward acceptance and independent living in the community becomes a reality with the other disabilities, perhaps the understanding of the abilities of the mentally impaired will be acknowledged

Teachers trained in strong behavioral modification programs will be able to use their skills in task analysis and reinforcement techniques to make significant changes in their student's ability to gain vital life skills and basic educational skills. The new programs for teacher training in special education should have special training areas for the mentally impaired that will train teachers in optimizing the mentally impaired student's potential to learn specific tasks.

Dr. Chawala Tian Thanu, Director of the Rachanukul Hospital in Bangkok reported that at this time there are more than 600 children in need of trained

teachers to benefit from their placement. In addition, many of the children who are not in a special school, still could profit from either a home-based or day school early intervention program that might help them become better integrated into their community.

Trained teachers who can help the mentally impaired develop skills for work either in a sheltered workshop, or a closely monitored vocational setting are urgently needed. In addition, employers in the community who are willing to work with these programs should be encouraged to accept trained mentally impaired students into the work place, as these students tend to make good workers with a minimal amount of problems once they are properly trained.

Vocational training for older mentally impaired students needs to be established in other parts of the Kingdom. These will need to be staffed by both fully trained teachers as well as members of the community who will be able to assist will programs for 'on-the-job' training.

Recommendations for the Education of the Physically Disabled (by Dr. Poonpit Amatyakul)

Of all the disabilities in Thailand, it is the Physically Disabled child who has the fewest opportunities for advancement in the educational area. Although there has been a program for the physically disabled since 1965, there is still only two special schools (supported by the Foundation and partly by the Government) for this disability in the Kingdom which are located outside of the Bangkok area.

Many of the less impaired children would be able to attend the local school, however, architectural barriers are now a major deterrent to the child's participating in the local school's educational program. If both schools and other public institutions could remove these barriers, many more of these children could be educated, without major educational intervention. The Rehabilitation Act (Appendix III) possibly could provide the financial assistance necessary to make schools wheelchair accessible, however many of the local educators are unaware of both the procedures to apply for this funding and the children are often kept at home, so there is no knowledge of the extent of the need for this intervention in each local area. As suggested earlier, Regional Diagnostic Centers would be essential in locating the physically disabled students, and through the use of a trained counselor would be able to plan an educational program appropriate for each student. Local schools could prepare the needed access and teaching, for the most part could be done within the community.

For children with more severe physical disabilities, training in wheelchair use, as well as more advanced orientation and mobility courses could be taught locally. However, there are not a pool of trained teachers in this area. The new teacher college programs in special education will need to train more professionals to handle the needs of this very large group of students.

In addition, access to appropriate adaptive technology is urgently needed. Computer training needs to be incorporated into vocational training programs that can be established in each of the provinces, as this is an area that would benefit all of the disabled, each in a different, but very necessary way.

.....

Bibliography

1. 1990 Population and Housing Census (1994), National Statistical Office, Office of the Prime minister, Thailand, Ak -Sorn Thai Printing Co. (Thai with English/Thai Tebles & Figures)
2. Watson, Keith (1980). Education Development in Thailand, Hong Kong: Heinemann Asia.
3. Report of Health and Welfare Survey 1991 (1993). National Statistical Office, Office of the Prime Minister, Thailand, Ak-Sorn Thai Printing Co.(Thai with English/Thai Tables & Figures)
4. History of Special Education in Thailand (1966). Supervisory Unit,Department of General Education, Ministry of Education. Publishing Department,The Teacher Council o Thailand. (Thai)
5. Prayat Punong-Ong (1991). 13 years of Christian Foundation for the Blind in Thailand.Under the Patronage of H.M.the King.Klung Nana Wittaya Printing.(Thai)
6. Prayat Punong-ong (1995). The Disabled and the Thai Rural Economy: Christian Foundation of the Blind in Thailand,Presented at the Asia Pacific Review on Disabled Person,Bangkok September 1995
7. Sathaporn Suvannus (1995) Interview on History of Education in Slow Learners and Mentally Retarded Children.
8. Charles Reilly and Sathaporn Suvannus (1992) Education of Deaf People in the Kingdom of Thailand. Brelje H.W. Global Perspectives on Education of the Deaf.
9. 1992 Report on Educational Statistics (1995): National Statistical Office, Office of the Prime minister and Office of the Permanent Secretary for Education Ministry of Education.Thailand Ak-Sorn Thai Printing Co.(Thai with English/Thai Tables and Figures)
10. 1993 Report on Educational Statistics (1995) : National Statistical Office, Office of the Prime minister and Office of the Permanent Secretary for Education, Ministry of Education ,Thailand , Ak-Sorn Thai Printing Co. (Thai with English/Thai Tables and Figures)
11. Special Education in Thailand (1994) Report of Division of Special Education,Department of General Education, Ministry of Education, Thailand.(THAI and English)

12. Persons with Disabilities a Demographic Study (1993) Institute of Population. Mahidol University. (Thai)
13. Study of Preschool Deaf Program: A 10 Years Follow Up of Students at the Pra Tam Nak Suan Kularb School under patronage of H.R.H.Princess Sirindhorn (1995): Pra Tam Nak Suan Kularb School.
14. Thailand National Plan of Special Education (1995) Office of the Permanent Secretary ,Ministry of Education, July 1995 Report. (Thai)
15. Report on Special Education and Education of the Welfare Schools, Meeting (1995) Division of Special Education, Department of General Education, Ministry of Education. B.P.Grand Tower Hotel, Songkla, 10-14 July 1995 (Thai)
16. Report of Seminar :“Future Plan on Post Secondary Education for Persons with Disabilities”(1995) Ratchasuda College (Disabled Program). Mahidol University. Thailand . February 27-28 , 1995 (Thai)
17. Non Government Organization Supporting Programs for Persons with Disabilities(1993) List of Name, Addresses and Functions, Department of Public Welfare, Ministry of Labor, Thailand. Thammasat University Press, 1993 (THAI)
18. Puwadi : A Statistical Report on Mainstreaming of Young Deaf and Blind Primary School Children during the year 1992-1994 (1994),Division of Special Education, Department of General Education, Ministry of Education, Thailand (THAI)
19. Apichat Thammultri (1993) A Study of Factors Related to Supervision Program of the Integrated Education Program for Visually Impaired Students at Primary Level in Northeastern Region in Thailand. Master Degree Thesis,Silpakorn University (Dept.of Curricum & Instruction)

.....

APPENDIX

- Appendix I Non Government Organization
Working with Education of
Persons with Disabilities
5 pages with 3 Tables
- Appendix II Ratchasuda Survey of Special Education
Teachers (Preliminary Report)
10 pages with 3 Tables
- Appendix III Kingdom of Thailand Rehabilitation of
Disabled Persons Acts ,B.E.2534 (1991) and
Ministerial Regulation B.E. 2537(1994)
Number 1,2 and 3 22 pages
- Appendix IV Abstracts of 5 Seminars & Meetings on
Special Education in Thailand
(1993-1995) , 8 pages
- Appendix V Resume of Investigators
2 page
- Appendix VI Acknowledgement
1 page
-

APPENDIX I

Non Government Organizations Working for Persons with Disabilities (Update December 1995)

TABLE 36

Type Of Work	No	%	For Education Purpose
Blind	15	20.27	5 = 6.76 %
Physically Disabled	14	18.92	1 = 2.70 %
Deaf	7	9.46	4 = 5.40 %
Brain + Behavioral Dis.	5	6.76	1 = 1.35 %
Mental Retardation	4	5.40	1 = 1.35 %
Psychological Disability	2	2.70	
Leprosy	15	20.27	
Veteran	5	6.75	
General Disabilities	7	9.46	** 4 = 5.40 %
Total	74	100.00	16 = 21.62 %

** There are 4 private foundations that provide education support for more than one type of disabilities, they are Ratchasuda, Redemptoris, Chaing Mai Handicapped Foundation and the St. Gerald Foundations

Table 37 16 Foundations Provide Educational Programs For Children with Disabilities

Blind

1. Thailand Caulfield Foundation for the Blind under Patronage of H.R.H. Princess Sirindhorn. Established 1980 dedicated to Mrs. Caulfield G. Office : 1424 /268 Soi Daroonwittaya, Prachasongkroh 16th Road, Dindang , Bangkok. 10400 Tel. 276-1411 ,275-3104 Fax.275-3104 - Support Education, Occupation, Research for the Blind in Thailand
2. Foundation for Education of the Blind in North Thailand, Established 1960 Office: School for the Blind in North Thailand (Chiang Mai) In 1981 school was turned over to the Ministry of Education. Support Education for Blind. Tel. 053-278-009

3. Thailand Foundation for the Blind under Patronage of H.M. the Queen

Established in 1939.

Office: Bangkok School of the Blind ,420 Ratchavithree Road,
Bangkok 10400 ,Tel 246-0070, 248-2365 Fax.248-1369

This foundation has several working projects :

-Bangkok School for the blind (1939), 420 Ratchavithree Road
Phayathai ,Bangkok 10400

Tel. 246-0070 , 246-1431 , 248-1367-8

-Center for Development Skill & Vocational Training for the
Blind Male, 87/2 Tivanond Road,Bang Talard, Nonthaburi.
Tel. 583-7722

-The Caulfield Library of the Blind , 87/1 Tivanond Road ,
Bang Talard, Nonthaburi. Tel. 583-6518

-The Vocational Center for Blind Females ,42/26 Soi Sri Satian,
Rai King , Sampran, Nakorn Prathom.73160 Tel. 420-1856

-The Vocational Center for the Blind of Ban Mai,69/43 Soi
Pramaha Karoon,Tivanond Road, Pak Kred , Nonthaburi .
Tel. 583-7327

4. Christian Foundation for the Blind in Thailand under Patronage of H.M. the King. Founded in 1978.

Office : 214, Mu 6, Pracharak Road, Muang , Khon Kaen 40000

This is the biggest, great success foundation that provides education
at all educational levels for Blind all over the country.

Tel. 043-239-499 Fax 043-243-448

-Khon Kaen School for the Blind. Ban Kam Hi Tel 043-242098,
043-239499

-Korat School for the Blind, Nakorn Ratchasima Tel. 044-213581

-Mahasarakham Educational Center for the Blind (1996)

-Lampang Educational Center for the Blind

-Mainstreaming program for the Blind all over the Kingdom

-Production of Teaching and Educational Media for the Blind

-Khon Kaen Library for the Blind

-Home for Blind and Multiple Disabilities , Bangkok. Tel 519-0782

5. Foundation for the Employment Promotion of the Blind.Established 1993

Office : Yen Arkard Road, Bangkok,

Tel. 292-0239 to 40 , Fax. 292-2177

-Plan to establish school for Educational/ Vocational Training.

Deaf

1. Foundation for the Deaf under Patronage of H.M. the Queen. (1952)

Office : Setsatian School of the Deaf, 137 Rama V Road Bangkok.

Tel. 243-6695 Fax 243-6695

-Supporting Education for the Deaf, Teacher training of the Deaf

2. **Anusarn Sunthorn Deaf Foundation of Chiang Mai. (1979)**
 Office : Anusarn Sunthorn School for the Deaf in Chiang Mai,
 12-14 Witchayanont Road ,Muang, Chaing Mai 50000
 Tel.053-236-872 , Fax 053-251-037
 -Support education for the Deaf, and the Anusarn Sunthorn
 School of the Deaf
3. **General Prem Tinsulanonda's Foundation for Deaf Education,(1986)**
 Office Anusarn Sunthorn School of the Deaf , Chaing Mai
 Tel.053 221-457
 -Provide education for the deaf at the Anusan Sunthon School
 for the Deaf (North Thailand) Tel 053-221-457
4. **General Prem Tinsulanonda's Foundation for the Deaf of Songkla (1987)**
 Office : 171 Kanjanavanich Road ,Had Yai, Songkla Tel. 074-212-516
 -Support School of the Deaf (south Thailand)

Mental Retardation

1. **Foundation for the Welfare of the Mentally Retarded of Thailand under the Patronage of H.M.the Queen. Founded in 1962.**
 Office : 4739 Dindang Road, Payathai, Bangkok 10400. Tel.245-2643
 245-3954 Fax. 246-8329
 This Foundation supports work at the following:
 -Panya Wuttikorn School for M.R. in Eastern Bangkok region Tel
 589-5762
 -Prapakan Panya Center for M.R. in Western Bangkok region Tel
 448-6604
 -Center for Young Mental Retarded Children in Klong Toey,
 Bangkok.
 -Pre school and intervention for the young M.R. at Bang Khean,
 Bangkok.
 -Center for M. R. of the North , Nong Phung, Sarapee,Chaing Mai.
 Tel 053-321-011
 -Center for M. R. of Northeastern Thailand, Udon Thani
 -Center for M. R. of Southern Thailand at Songkla.
 -Songkla Patana Panya School for M.R.which was recently turn
 over to the Ministry of Education. Tel-074-333-992
 -Panya Wuthikorn Sheltered workshop and Vocational Training
 for the M.R. in Nonthaburi.
 -Panyakarn Vocational Rehabilitation Center in Nonthaburi.

Physically Disabled

1. **Foundation for the Welfare of the Physically Disabled under Patronage of H.R.H. Princess Mother of H.M.the King. Founded in 1955**
 Office : 78/11 Tivanond Road,Pak Kred, Nonthaburi 11120
 Tel 583-9596-7 Fax. 583-6681

- Supporting the following work:
- Center for Physical Disabilities of Pak Kred , Nonthaburi.
- Sri Sangwan School for Children with Physical Disabilities, Pak Kred Nonthaburi. Tel 583-9596-7 ,962-4847

.Multiple Disabilities

1. Saeng Sawang Foundation , established in 1970 and registered in 1985
Office: 55 Soi Santisook, Sukhumvit, Prakanong, Bangkok 10110
Tel.391-6809 , 390-2250 ,Fax. 390-2250
-Support education for multiple Disabilities (pre-school to grade 6)
-Sathabun Saeng Sawang located in Samut Prakan, west of Bangkok.Tel. 391-6809

Foundations with Multiple-functions

1. Ratchasuda Foundation under patronage of H.R.H. Princess Sirindhorn ,
Founded in 1992
Office : 135/111-115 Salaya Nives ,Mahidol University @ Salaya,
Puttamonhol 4th Avenue , Salaya ,Nakorn Prathom ,
73170 Thailand
Tel. 889-2201-4, Fax 441-0325 providing the following
services :
-Providing Master Degree courses and teacher training in Special
Education Technology, Counseling, Research and Education
Media Production.
-Providing post secondary education for persons with disabilities
-Training of teachers' skills in Orientation & Mobility, Adaptive
Technology, Teaching of Sign Language-Braille.
Computer training for Persons with Disabilities
-Research and Development in all Disability Fields.
-Education media production for students and persons with
disabilities.
-Plans to open short courses and degree studies for the deaf and
blind as well as promotion of the Blind and Physically
Disabled in mainstreamed post secondary education.
2. Redemptoris Foundation of Thailand. (1987) Catholic Church
Office : P.O. Box. 15 Pattaya City , Cholburi, 20150
Tel. 038-422-290 , Fax 038-423-467-8
-Multi services, providing teaching and vocational training :
-Redemptoris School for the Blind, Pattaya, Cholburi.
Tel. 038-225-963
-Redemptoris Vocational Center for the Physically Disabled ,
Pattaya, Cholburi Tel 038-716-247-9

- Redemptoris-Sote Pattana (pre school for young deaf children),
Pattaya, Cholburi Tel. 038-423-468

3. **Chiang Mai Handicapped Foundation**, founded in 1985.
Office Chaing Mai (Wat U-Mong) Tel. 053-212-001
-Provides funds for children and young adults for continuing education
-Provides small workshop and vocational training for the physically disabled at the Wat U-Mong.
4. **St. Gerard Children Rehabilitation Center of Khon Kean**, founded in 1980 ,
Office : P.O.Box 109 ,Muang , Konkaen, 40000
Tel. 043-241-632
Provides both rehabilitation , vocational and education for all students of all disabilities in the Northeastern area.

Table 38

International Organizations Provide Educational Supports for Thailand

1. **Christoffel Blindenmission (CBM)**
Support Education for the Blind in Thailand since 1984.
Bangkok Office Tel. 278-0040, Fax 271-2457
-Support Integration Education for the Blind
-Community Based Rehabilitation Programs for All Disabilities
 2. **Hilton Perkins International Program**
American foundation, started working in Thailand since 1987
Office at School for the Blind, Bangkok, Tel. 246-0070 Fax. 248-1369
Provide and Produce Braille Books ,Talking Books for the Blind
Provide Preschool Programs for Blind & Multiple Disabilities
Provide Educational Equipments & Tools for School for the Blind
 3. **Save the Children Foundation of the United Kingdom.**
Address : Hodon Compound Building , Room C, 21 Sukhumvit
Soi 4 , Bangkok 10110
 4. **Sight Saver**
This foundation started in Thailand in 1994
 5. **Christian Outreach**
Office: 123/88 M.River Home Chaengwattana Road , Nonthaburi
P.O. Box 47 Pak Kred Post Office ,Nonthaburi 11120
Home for Handicapped Babies, 79/9 Tivannond Road Tel. 583-3392
 6. **Handicap International Organization**
Address : 87/2 Sukhumvit Soi 15, Bangkok 10110
-

APPENDIX II

Ratchasuda Survey of Special Education Teachers Preliminary Teacher Survey December 1995

Ratchasuda College developed and submitted a short survey form to all the teachers of special education children in the 33 special education schools. Of the 33 schools, teachers from 26 schools returned there survey. There were 446 Teacher Forms returned from this survey which represents a response rate of 71.8%.

Of the respondents, 26.86% were male teachers (n=119) and 73.3% were female (n=327).

Of the total number of respondents (446), 91 had either a Bachelor's Degree or higher in Special Education. Of these 91, two had Masters Degree in Speech Pathology for working with the Deaf and one had a Ph.D. in Deaf Education. The only one Ph.D. is the Principal at Setsatian School for the Deaf in Bangkok, however, she does, on occasion, help the teachers in her school by teaching and conduct an auditory training for the deaf students.

The specialty areas for the 93 teachers with BA or above Special Education major are given in the table below:

Table 39
Survey of Teacher in 26 Schools of Special Education (446 Cases)
(26 out of 33 school of special education)
December 1995

N	% of total	Area of Specialty	Level of Education
57	12.78%	Deaf	B.A. ,M.A. & Ph.D.
13	2.91%	Mentally Impaired	B.A. & M.A.
8	1.79%	Blind	B.A. & M.A.
2	0.45%	Physical Disabled	B.A. & M.A.
11	2.46%	General Special Education	B.A. & M.A.
Total 91	20.39%	Special Education	
355	79.61%	No Major Degree in Special Ed.	

Of the N=446 respondents, 32.73% (n=146) reported that they are currently working within their major area of specialty, i.e. they are teaching within the area that they studied at their college. Another 30.72% (n=137) feel that their current employment is indirectly related to their major area of study

and finally 35.87% (n=160) feels there is only a moderate degree of overlap between their areas of interest and their current level of work. .67% (n=3) gave No Response

Table 40
Teachers' Responses to Question & Answer

1. To the question which asked: "DO YOU WANT TO CHANGE YOUR JOB ASSIGNMENT" There were the following responses:

Want to Change Job Assignment	N=249	55.82 %
Do Not Want to Change	N=162	36.32 %
No Response	N=35	7.86 %

2. To the question which asked: "HAVE YOU EVER HAD A SHORT COURSE IN SPECIAL EDUCATION TEACHER TRAINING?" There were the following responses:

Yes	N=345	77.35 %
No, never	N=98	21.97 %
No Response	N=3	0.68 %

3. To the question which asked: "DO YOU WANT TO UPGRADE YOUR EDUCATIONAL SKILLS IN TEACHING SPECIAL EDUCATION STUDENTS" There were the following responses:

Yes, Need Very Much	N=19	4.26 %
Yes,	N=240	53.81 %
Not Sure	N=85	19.06 %
No	N=94	21.07 %
No Response	N=8	1.78 %

4. To the question which asked: "DO YOU WANT A SHORT COURSE TRAINING IN A SPECIFIC AREA?" There were the following responses:

Yes, Very Much	N=39	8.74 %
Yes	N=306	68.61 %
Not Sure	N=49	10.98 %
No	N=35	7.48 %
No Response	N=17	3.81 %

5. To the question which asked: "HOW WOULD YOU RATE YOUR OWN JOB PERFORMANCE?" There were the following responses:

Very Satisfactory	N=69	15.47 %
Sometimes/Usually Good	N=309	69.28 %
Not Sure	N=24	5.28 %
Unsatisfactory	N=25	5.60 %

6.To the question which asked: "DO YOU FEEL YOU ARE KNOWLEDGEABLE ABOUT THE USE OF COMPUTERS AS EDUCATIONAL TOOLS?" There were the following responses:

No, not at all	N=144	32.28 %
Yes, knowledgeable	N=119	26.86 %
Some knowledge, but need more	N=104	23.32 %

Table 41
Teachers' Responses to Open-Ended Questions I

A. There was a more open-ended question with a possibility of 10 choices to be checked,
Respondents can check more than one response

I HOW AND WHY YOU ARE NOW TEACHING IN A SCHOOL FOR SPECIAL EDUCATION?

1. Want to help the handicapped people	N=197	44.17 %
2. More destiny than planning for this	N=156	34.98 %
3. Applied for Government employment and assigned to this school	N=142	37.84 %
4. Planned to teach the handicapped	N=104	23.32 %
5. Because it is a challenging job	N=102	22.87 %
6. Because this is my area of study (either major or minor)	N=78	17.45 %
7. Recommendation from others	N=57	12.78 %
8. Obligation without personal commitment to employment	N=39	7.17 %
9. If possible I want to leave this kind job	N=24	5.38 %
10. I will continue to work in this job	N=274	61.43 %

Preliminary report in percentage not by statistic approach.

Table 42

Teachers' Responses to Open-ended Questions II

B. There was a final question with a possibility of 20 choices to be checked,
Respondents can check more than one response

**II WHAT ARE THE OBSTACLES THAT YOU FACE WHEN YOU ARE
TEACHING THE DISABLED CHILDREN?**

1. There is a problem with the teaching curriculum	N=331	74.22 %
2. There are not enough educational tools, i.e. CCTV, Brailers, Computers, Typewriters, etc	N=218	48.88 %
3. Lack of appropriate teaching support equipment i.e. books, talking books, dictionaries, etc.	N=195	43.72 %
4. Poor motivation to teach, no encouragement	N=136	30.49 %
5. Lack of experience and skill in this area	N=125	28.02 %
6. Teaching load (hours) are too much	N=120	26.91 %
7. Lack of advisor or mentor	N=108	24.21 %
8. Problem with their 'higher-ups' (i.e. bosses)	N=95	21.30 %
9. Problem with staff (colleagues)	N=76	17.04 %
10. Problem with the location of work (rooms or school's location, personal housing, etc.)	N=70	15.69 %
11. Lack of good evaluation of teaching effort	N=59	13.23 %
12. Extracurricular program demands too high	N=57	12.78 %
13. Don't understand disabled children	N=53	11.88 %
14. Poor employee benefits from the school	N=47	10.54 %
15. Not enough time for self study	N=37	8.29 %
16. No confidence in their ability to do the work	N=32	7.17 %
17. Not enough education or knowledge in this area	N=30	6.73 %
18. Work is too frustrating	N=26	5.83 %
19. Result of work are not compatible with amount of effort	N=26	5.83 %
20. Very difficult work	N=10	2.24 %

Note: Survey Preliminary Report in Percentage , Not by statistical approach.

APPENDIX III

REHABILITATION
OF DISABLED PERSONS ACT

B.E. 2534 (1991)

AND

MINISTERIAL REGULATIONS B.E. 2537 (1994)
No. 1, 2 and 3

OFFICE OF THE COMMITTEE FOR REHABILITATION
OF DISABLED PERSONS
DEPARTMENT OF PUBLIC WELFARE

**REHABILITATION OF DISABLED PERSONS ACT
B.E. 2534 (1991)**

CONTENT

	Page
1. REHABILITATION OF DISABLED PERSONS ACT B.E. 2534 (1991)	90-97
2. MINISTERIAL REGULATION No.1 ,B.E. 2537 (1994) ON THE EMPLOYMENT OF DISABLED PERSONS AND THE CONTRIBUTION TO THE FUND FOR REHABILITATION OF DISABLED PERSONS	98-100
3. MINISTERIAL REGULATION No. 2 B.E. 2537 (1994) ON DESIGNATION OF TYPE AND CRITERIA OF DISABLED PERSONS	101-103
4. MINISTERIAL REGULATION No. 3 ,B.E. 2537-(1994) ON PROVISION OF MEDICAL REHABILITATION SERVICE AND EXPENSES FOR NURSING CARE AND EQUIPMENT	104-106

(Translation)

REHABILITATION OF DISABLED PERSONS ACT
B.E. 2534 (1991)

BHUMIBOL ADULYADEJ REX.

Given on the 20th day of November B.E.2534 (1991)
Being the 46th year of the Present Reign

His Majesty King Bhumibol Adulyadej has been graciously pleased to proclaim that

Whereas it is expedient to enact the Law for Rehabilitation of Disabled Persons

BE IT THEREFORE ENACRED BY THE KING, by and with the advice and consent of the National Legislative Assembly, as follows :

Section 1. This Act shall be called. "the Rehabilitation of Disabled Persons Act B.E.2534 (1991)"

Section 2. This Act shall come into force as from one hundred and eighty days following the date of its publication in the Government Gazette.

Section 3. All other laws, regulations and rules insofar as they deal with the matters governed b this Act or are inconsistently with the provisions of this Acts, shall be replaced by this Act.

Section 4 In this Act, "Disabled Person" means a person with physical, intellectual or psychological abnormality or impairment as categorized and prescribed in the Ministerial Regulations.

"Rehabilitation of Disabled Persons" means the improvement of the potentials and capacities of disabled persons through medical, educational, and social methods, and vocational training in order to provide them the opportunities to work or lead their lives equal to that of the non-disabled.

"Committee" means the Committee for the Rehabilitation of Disabled Persons.

"Minister" means the Minister in charge of the enforcement of this Act.

Section 5 There shall be a Committee for the Rehabilitation of Disabled Persons consisting of Minister of Interior as Chairman, and the Permanent Secretaries to the Ministries of Defense, Interior, Education, Public Health, and University Affairs, the Director of the Budget Bureau, the Director- Generals of the Departments of Medical Services, Public Welfare, General Education and not more than six other qualified persons appointed by the Minister, as Members.

The Head of the Office of the Counting for Rehabilitation of Disabled Persons shall be a secretary and the Committee shall have the power to appoint not more than two officials, from the Department of Public Welfare as its assistant secretaries.

The Minister shall appoint the qualified person, as prescribed in paragraph one, from among the disabled persons who are the representatives of the organizations associating with disabled persons, not less than two persons.

Section 6 The committee shall have the following power and duties to:

(1) propose and recommend to the Minister on policies and plans concerning the assistance, development and rehabilitation of disabled persons for submission to the Cabinet for approval and designate the concerned governmental organizations for further implementation in compliance with their respective authorities.

(2) give advice, suggestions and opinions relating to the enforcement of this Act to the Minister.

(3) support and promote the assistance, development, and rehabilitation of disabled persons undertaken by the concerned governmental and non governmental organizations , by providing technical and financial assistance, facilities or services as considered appropriate.

(4) prepare projects to assist, develop and rehabilitate disabled persons

(5) approve programs or projects utilizing the Fund for Rehabilitation of Disabled persons and set the rules and regulations pertaining to management and disbursement of such Fund.

(6) set rules, regulations and ordinances within the purview of assistance, development and rehabilitation to ensure compliance with this Act.

(7) carry out other tannest as designated by the Minister.

Section 7 The qualified Committee Members shall hold office for a term of two years.
Members who vacate office at the end of term may be re-appointed.

Section 8 In addition to the retirement at the expiration of the term of office according to Section 7, the qualified Committee Members shall vacate office upon

- (1) death
- (2) resignation
- (3) being a bankrupt
- (4) being an incompetent person
- (5) being imprisoned by a final judgment of imprisonment for an offense committee through negligence or a petty

Section 9 In case any qualified Committee Member is appointed at the time the former ones are still in office, whether an additional appointment or an appointment to fill up the vacant position, the Member so appointed shall retain his/her office either during such time only as the already appointed Members or the Members whom he/she replaced were entitled to retain the same, as the case may be.

Section 10 At the meeting of the Committee, the presence of not less than half of the committee members is required in order to constitute a quorum. If the chairman is not present at the meeting, the Members shall elect one among themselves to chair the meeting.

Ruling and decisions of the meeting shall be by majority of votes. One Committee Member shall have one vote. In case of equality of votes, the Chairman of the meeting shall be entitled to a second or casting vote.

Section 11 The Committee shall have the power to appoint one or more Sub-committee to consider or undertake any matter assigned by the Committee.

Each Sub-committee shall consist of not less' than one member who is a disabled person registered in accordance with Section 14.

The provisions of Section 10 shall apply mutatis mutandis to the meeting of the Committee.

Section 12 The Office of the Committee for Rehabilitation of Disabled Persons shall be established in the Department of Public Welfare, Ministry of Interior, having authorities to assist, develop and rehabilitate disabled persons including the following power and duties to :

(1) coordinate and cooperate with the relevant go and non governmental organizations both within and outside the country in the undertakings relating to rehabilitation of disabled persons and ensure them their entitlement to assistance as stipulated in Section 15.

(2) collect and retrieve information pertaining to disabled persons for disability prevention, treatment and rehabilitation.

(3) prepare programs relating to disability prevention, treatment and rehabilitation of disabled persons for submission to the Committee.

(4) initiate and accelerate the promotion of activities for disabled persons.

(5) arrange training, for personnel working in assistance, development and rehabilitation of disabled persons, by cooperating with relevant government and non-governmental organizations.

(6) promote occupations and find employment for disabled persons who have been rehabilitated.

(7) act as a center for technical dissemination and publicizing activities associated with disabled persons

(8) compile analytical and research results, implement, monitor and follow up policies and programs for assisting, developing and rehabilitating disabled persons undertaken government and non governmental organizations and further report to the Committee.

(9) comply with the resolutions of the Committee or as assigned by the Committee.

Section 13 The office of the Committee for Rehabilitation of Disabled Persons under Section 12 shall be the central registration office for disabled persons in Bangkok as well as other provinces, with the Head of the Office functions as the Central Registrar. The Provincial Public Welfare Office in every province shall also be the registration office for disabled persons in the respective provinces, with the provincial Public Welfare Officer junctions as the Provincial Registrar.

Section 14 Any disabled person wishes to avail him/herself the right to assistance, development and rehabilitation under this Act shall submit an application for registration to the Central Registrar at the Office of the Committee for the Rehabilitation of Disabled persons or to the provincial Registrar at the provincial public Welfare Office in, the province of his/her domicile.

In case the disabled person is a minor, a quasi-incompetent or incompetent person, or a severely disabled to the extent that registration by him/herself is not possible, his/her guardian custodian or caretaker, as the case may be, may submit the application for registration on his/her behalf.

Besides, such person has to be present along with or a documentary evidence certifying that he/she is disabled has to be submitted to the Central Registrar or the Provincial Registrar, as the case may be.

Registration, determination, changing or renunciation of the rights by disabled persons shall comply with the criteria, procedures and conditions set forth in the rules and regulations prescribed by the Committee.

Section 15 Disabled person who has been registered in accordance with Section 14 shall be entitled to the following development and rehabilitation :

(1) Medical rehabilitation services, expenses for medical treatment, aids and equipment for rehabilitating physical, mental or psychological conditions or for improving capacities as prescribed in the Ministerial Regulations

(2) Education in consonance with the vocational or university education under the National Education Plan as considered appropriate. Such education may be provided in the special school or through mainstreaming in the ordinary school whereby the Center for Innovation and Technology attached to the Ministry of Education shall provide support as deemed appropriate.

(3) Advice and consultation relating to occupation and vocational training appropriate to their physical conditions and potentialities so as to ensure their potentials to work.

(4) Entitle to participation in social activities and access to various facilities and services essential to them.

(5) Government lawsuit services and contact with governmental organizations.

Section 16 There shall be a fund called 64 "A Fund for Rehabilitation of Disabled Persons" set up in the Office of Committee for the Rehabilitation of Disabled Persons to serve as the revolving capital for expenses incurred in the implementation and provision of assistance to disabled persons and support of the institutions providing medical, educational, social rehabilitation and vocational training; including the Center or Innovation and Education Technology and organizations concerned with disabled persons.

The Fund of Rehabilitation of Disabled Persons shall comprise the following moneys and properties

(1) government grants

(2) donated money or property from the public, jurist entities or organizations, both within and outside the country, or those derived from organizing activities

(3) other income

The monies and other properties prescribed in paragraph two shall be put into the Fund without having to be remitted to the treasury as Government revenue.

The pursuit of gain and the expanding of the Fund shall comply with the rules and regulations prescribed by the Committee with approval of the Ministry of Finance.

Section 17 In order to protect and assist disabled persons, the Minister shall have the power to issue the Ministerial Regulations prescribing

(1) The characteristics of the buildings, sites, vehicles or other public services requiring installment of equipment to directly facilitate disabled persons.

(2) that the employers or owners of private companies shall employ disabled persons suitable to the nature or work at an appropriate ratio with other employees.

In case any employer or owner of private company does not wish to employ disabled persons at the ratio prescribed, he/she may apply to contribute to the Fund as stipulated in Section 16 at the rate specified in the Ministerial Regulations instead of employing disabled persons.

Section 18 An owner of a building, site, vehicle or a service provider who provides equipment to directly facilitate disabled persons as stipulated in Section 17(1) is entitled to deduct double the expenses incurred for such purpose from the net income or net profit of the year during which those expenses were incurred, as the case may be, in accordance with the Revenue Code.

Any employer or owner of private company who employs disabled persons in accordance with Section 17(2) is entitled to deduct the wages paid to such persons as expenses specified in the Revenue Code in an amount equal to twice the amount actually paid.

Section 19 During the period that the Office of the Committee for Rehabilitation of Disabled Persons has not been established within Department of Public Welfare in accordance with Section 12, Department of Public Welfare shall have authorities under Section 12 and Section 13.

Section 20 The Ministers of Ministries of Interior, Education and Public Health shall be in charge of the enforcement of this Act and shall have the power to issue Ministerial Regulations to ensure compliance with this Act in with their respective authorities. Such Ministerial Regulations shall come into force upon being published in the Government Gazette.

Co signed by
Anand Panyarchun
Prime Minister

Remarks : The rationale for promulgation of this Act are although disabled persons arc a part of national resources, their disabilities often hamper their living, occupation and participation in social activities, it is deemed appropriate to support and promote disabled persons to have opportunities, lead their lives, work and participate in social activities equal to that of the "able-bodied". In this respect, it is deemed expedient that disabled persons be protected, assisted, developed and rehabilitate through medical, educational, social rehabilitation and vocational training; that existing problems be solved and economic and social barriers be removed.. for Them; and that the society be promoted to be conducive to and to rehabilitate these disabled persons.

✓ The Rehabilitation of Disabled Persons Act has passed on authorities and partial administrative duties of Ministry of Interior to Ministry of labor and Social Welfare B.E. 2536 (1993) Special Edition page 5 Volume 110 part 99 the Royal Gazette 25 July B.E. 2536.(1963)

.....

**Record of Principle and Rationale
In Support of the Ministerial Regulation B.E. 2537 (1994)
Issued in Pursuant to the Rehabilitation of Disabled Persons Act
B.E. 2534 (1991)**

.....

PRINCIPLE

To establish a ratio of disabled employees to be hired by employers or owners of private companies and the rate of payment which must be made by employers or owners of the companies to the Rehabilitation Fund for Disabled Persons.

RATIONALE

Section 17 of the Rehabilitation of Disabled Persons Act B.E. 2534 (1991) stipulated that employers or owners of the private companies are to hire disabled persons by type of work in the ratio appropriate to other employees. In case employers or owners of private companies prefer not to employ disabled persons to work by the set ratio, the employers or owners of such companies can donate money to the Fund for Rehabilitation of Disabled Persons using the rate designated in the ministerial regulations. It is thus necessary to issue these Ministerial regulation accordingly.

MINISTERIAL REGULATIONS

B.E.2537 (1994)

Issued in Pursuant to The Rehabilitation of Disabled Persons Act

B.E.2534 (1994)

.....

Pursuant to Section 17 and 20 of the Rehabilitation of Disabled Persons Act B.E.2534 (1991), the Minister of Labor and Social Welfare hereby issued the following ministerial regulations

No. 1 Any private company or workplace that has more than 200 employees, the employers or owners of such companies are, to hire disabled persons to any position in a ratio of 1 disabled person to every 200 regular employees. For the excess of 200 persons, the company is to take 1 additional disabled employee for every 100 regular employees. Exemption is allowed only the case where there is no work suitable for disabled persons and the owner of the workplace has informed and received concurrence from the Department of Public Welfare.

The Department of Public Welfare is to define type of work disabled persons can perform and announce in the Royal Gazette.

Any private company/workplace that does not have disabled employees or does not have them in the ratio mentioned in No. 1. It is subject to inform the Department of Public Welfare by January 30th of each year. An advertisement specifying the company's interest to hire disabled persons must be posted for not less, than 30 days. If there is no disabled persons apply or the Department of Public Welfare fails to send any candidate within 30 days after the Department is informed of the company's interest, the private company or workplace is exempted from the stipulation mentioned in No. 1.

No.2 In the hiring process of disabled persons as mentioned in paragraph 3 of No. 1, the private company/workplace, with consent from the Department of Public Welfare, can specify characteristic of disabled persons that will match type of work needed.

Failure to hire disabled person who either has applied for the position or has been recommended by the Department of Public Welfare for reason not associated with behavior or history of the impairment or type of impairment mentioned in paragraph 1, it is considered that the private company/workplace wishes not to employ disabled persons.

No.3 Any employer or owner of the company who has the duty to hire disabled person but preferred not to do so, must send the money to the Fund for Rehabilitation of Disabled Persons on an annual basis using the per year rate of half of the minimum wage of the area where the workplace is

located times 365 and times the number of disabled persons the company wishes not to employ.

No.4 Money sent to the Fund can either be in cash, crossed check or postal money order. It must be sent to Office of the Committee for Rehabilitation of Disabled Persons, Department of Public Welfare or, to the Provincial Public Welfare Office where the company/workplace is located.

No.5 At the beginning, employer or owner of the company/ workplace is to follow the ministerial regulations within 90 days after the Department of Public Welfare has established type of work disabled person can perform in pursuant to No. I, paragraph 2. But, informing the Department of Public Welfare pursuant to No. I paragraph 3 must be done within 30 days after the announcement date on type of work suitable for disabled persons by the Department of Public Welfare.

Issued on July 21 B.E.2537 (1994)

Mr. Paitoon Kaewthong
Minister of Labor and Social Welfare

Record of Principle and Rationale

In Support of the Ministerial Regulations No.2 , B.E.2537 (1994)
Issued in Pursuant to The Rehabilitation of Disabled Persons Act
B.E.2534 (1991)

.....

PRINCIPLE

To designate type and criteria of disabled persons

RATIONALE

Section 4 of the Rehabilitation of Disabled Persons Act, B.E.2534 (1991) stipulated that disabled person means a person with physical, intellectual or mental abnormality or malfunctioning classified by type and criteria designated in the ministerial regulation. It is thus necessary to issue this ministerial regulation to designate type and criteria of disabled persons accordingly.

MINISTERIAL REGULATION

No.2 , B.E.2537, (1994)

Issued in Pursuant to The Rehabilitation of Disabled Pursuant Act
B.E.2534 (1991)

.....

Pursuant to Section 4 and 20 of the Rehabilitation of Disabled Persons Act B.E.2534, the Minister of Public Health hereby issued the following ministerial regulations

No.1 Types of disabled persons are classified as follows

- (1) impairment in terms of sight
- (2) impairment in terms of hearing or communication
- (3) impairment in terms, of physical and locomotion
- (4) impairment in terms of mentality or behavior
- (5) impairment in terms of intellectual or ability

No. 2 Impairment in terms of sight means :

- (a) an individual whose better eye, after using regular eyeglasses, is able to see less than 6/18 or 20/70 downward until unable to see any light, or
- (b) an individual who has a visual field of less than 30 degree

No.3 Impairment in term of hearing or communication means :

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

No.4 Impairment in terms of physical or on

- (a) a person with obvious abnormality or malfunctioning of the physical condition which makes her/his unable to perform daily routine activities, or
- (b) a person who has lost her/his ability to move hands, arms, legs, or body as a result of amputation, paralysis or weakness, rheumatic disease, arthritis or chronic pain including other chronic illnesses caused by body system dysfunction inhibiting her/him to perform daily routine activities or maintain a living like an ordinary person.

- No.5 Impairment in terms of mentality or behavioral condition means an individual with psychological abnormality or malfunctioning of certain part of the brain associated with perception, emotion and thought which causes inability for her/him to control behavior necessary for self-care or living with others.
- No.6 Impairment in terms of intellectual or learning ability means a person with abnormality or malfunctioning of the brain or intelligent level which causes inability of the person to learn through a regular educational system.
- No.7 All types of disabled persons with abnormality or malfunctioning have the right to receive benefits pursuant to the Rehabilitation of Disabled Persons Act B.E.2534 (1991) only after the person has completed regular treatment but the abnormal conditions remain unchanged.
- No.8 Medical professionals from government and state enterprise hospitals and others as announced by the Ministry of Public Health are entitled to diagnose impairment status and issue an official document to confirm the impairment condition using the form as attached herewith.

Issued on July 28 B.E. 2537 (1994)

Mr. Arthit Ourairat
Minister of Public Health

**Record of Principle and Rationale
In Support of the Ministerial Regulations No.3 ,B.E.2537 (1994)
Issued in Pursuant to Ministerial Regulation on Disabled Persons Act**

B.E.2534 (1991)
.....

PRINCIPLE

To establish medical rehabilitation service and expenses for nursing care and equipment Lie purpose is to readjust physical intellectual or emotional condition, or improve existing condition of disabled persons in pursuant to Section 15 (1) of the Rehabilitation of Disabled Persons Act B.E.2534.(1991)

RATIONALE

Section 15 (1) of the Rehabilitation of Disabled Persons Act B.E.2534 (1991) stipulated that disabled persons who have registered pursuant to Section 14 are to receive medical rehabilitation service, expenses for nursing care and equipment to help readjusting their physical, intellectual or emotional condition or improving their capacity as specified in the ministerial regulation. It is thus necessary to issue these ministerial regulations to set standard of medical rehabilitation service, nursing care expense, and equipment cost accordingly.

MINISTERIAL REGULATIONS
No.3 B.E.2537 (1994)
Issued in Pursuant to The Rehabilitation of Disabled Persons Act
B.E.2534 (1991)

.....

Pursuant to Section 15 (1) and 20 of the Rehabilitation of Disabled Persons Act B.E.2534 (1991) , the Minister of Public Health hereby issued the following ministerial regulations.

No.1 The disabled persons who have registered in pursuant to Section 14 are entitled to receive medical rehabilitation service as follows:

- (1) Diagnostic service, laboratory inspection and other type of special examination
- (2) Counseling
- (3) Medicine
- (4) Surgery
- (5) Medical rehabilitation and nursing care
- (6) Physical therapy
- (7) Occupational therapy
- (8) Behavioral therapy
- (9) Psychotherapy
- (10) Social service and therapy
- (11) Speech therapy.
- (12) Audio therapy, hearing and therapy
- (13) Use of equipment or supporting machine for disabled persons

No.2 Under Regulation 5, disabled persons, who receive medical rehabilitation service from Ministry of Public Health medical facilities or other government facilities, -local administration facility, or state enterprise hospitals as announced by the Ministry of Public Health, do not have to pay for service or equipment related to No.1 services as follows

- (1) Medical service as stated in No.1
- (2) Room and food not greater than the allowed rate for the whole period of service.

No.3 In case when disabled persons receive medical rehabilitation service according to No.2 and must use prosthesis or any of supporting equipment, the medical facility must arrange such

needed equipment for the disabled person. If the medical facility does not have the needed prosthesis, supporting equipment, the medical facility can contact and request for needed equipment from Sirindhorn National Medical Rehabilitation Center, Department of Medical Service, Ministry of Public Health.

No.4 When the received prosthesis or requested equipment as stated in No.3 does not function properly or needs repairment, the medical facility according to No.2 can do the repair service or change part of the equipment at free of charge.

No.5 In case the disabled person has already received service or is entitled to receive medical and nursing care service from other institution, she/he must seek the assistance from that institution first

Issued on July 28, B.E.2537 (1994),

Mr. Arthit Ourairat
Ministry of Public Health

.....

APPENDIX IV

Review of Recent Seminars and Meetings Related to Special Education

.....

1. National Seminar on Thailand's Future Arrangements for Special Education

Arranged by the Ministry of Education, Asia Hotel , Bangkok , 7-8 July 1993 Printed in Thai.

Abstract:

Participants 250 participants attending this seminar for Special Educators, Medical Doctors, Psychologists, Audiologists , Speech Pathologists, Speech Teachers, Persons with Disabilities (Deaf, Blind, Physically Disabled) Parents of the M.R. & Autistic.

Paper presentations and Reports in this Seminar :

(a) Statistics of students enrolled in schools of special education.

Current statistics on the number of student attending schools of special education run by the Thai government -In 14 schools (9 deaf,3 M.R.,2 Blind) = 3700 while the NGO group of 6 schools (1 Physically . 3 Blind , 2 M.R.) admitted 861 students.

(b) Integration

Formal integration by Ministry of Education started in 1957 at 7 schools in the Bangkok region. In 1964 American Foundation Overseas for the Blind had promoted the integration of the Blind into regular schools. Integration for the Deaf started at Payathai Primary school in 1973.

(c) Teacher Training in Special Education in three teacher colleges (Suan Dusit, Chiang Mai and Nakorn Ratchasima)

(d) Computer Access for Education of the Blind

(e) Report on early intervention and success in integration of the autistic children at the Yuprasart Hospital and Department of Education of the Kasetsart University.

(f) Thai Deaf Culture, Concept, Belief and Attitudes of Teachers and Parents: Areas that should be investigated by social and scientific researchers.

Problems in Special Education

- Lacking of personnel in special education
- Problem of "Know How"
- Inadequate budget
- Poor Attitude of the Thai's about Persons with Disabilities
- Cultural Belief

- Lack of Educational Media
- Failure of parental programs

Recommendation

(a) Population census data collected on number of children with disabilities and number of teachers of special education for administrative decision-making

(b) Need an Immediate Plan to improve Special Education in Thailand by the end of the 7th National Planning (1994-1996)

(c) Promote Attitude Change through Public Awareness Advertising

(d) Knowledge of Special Education issues should be included in teacher curriculum

(e) Establish "Centers of Special Education in major provinces"

(f) Increase the number of children with disabilities in integrated programs.

(g) Concept of Early intervention must be reviewed and made available in each province of the country.

(h) Make consistent program support available in Government Budget planning for special education.

.....

2. Seminar in Future Professional Studies of the Post Secondary Education for Persons with Disabilities. Ratchasuda College Disabled Program, Mahidol University, Salaya, Nakorn Prathom. February 27-28 , 1995

Abstract :

Participants 150 Disabled (Blind+Deaf+Physically Dis.)
 30 Teachers of Special Ed. Education from the Ministry of Ed.,
 Minister of University Affairs, Dept. of Public Welfare
 Press and TV workers, Parents of the disabled.
 Associations for disabled persons. Two days.

Objective:

-To accumulate baseline data on the attitudes of persons with disabilities, concerning their needs in education and occupation placement and post secondary education and training.

Content of the Meeting :

-Three groups participated (Deaf, Blind and Physically Disabled) spent over 6 hours in open discussion about common concerns of their own needs.

- Video presentation: samples of higher education and access in the United States , Japan , Philippines and France.

- Question and Answer Period

Results :

Deaf Group : 38 Deaf students grade 9-12

8 Hard of Hearing from Pibul Prachasan School

6 Representatives from Thailand Association for the Deaf

(a) Education for the Deaf should be arranged in to 2 systems
- Sign Language Program for the severely impaired with the use of signing teachers and/or interpreters, note taker , tutor.

- Hard of hearing program integrated into regular classroom with note taker and tutor.

(b) Subject teaching should be open to all, no limitation for the deaf only (discriminated), should be open for the regular student too.

(c) The following are subjects which the Deaf want to study: listed by priority

Thailand)

- Thai language (because they are poor in reading and writing)
- English language (English is required in college study in

- Computer & Computer Graphics (Increased employability)

- Nursing

- Education for the Deaf

- Performing arts

- Photography

- Agriculture

- Design Arts , Interior Decoration

- Garment and Dressmaker

- Cosmetology

- Health Sciences

- Home Economics

- Physical Education

(d) Deaf students need the following while they are studying in college:

- Interpreters and tutors (tutors could be deaf)

- Thai language student club

- Good library with computer access

- Telecommunication for the Deaf

- Scholarship to study in this country and abroad

- Access warning signal (i.e. Fire Alarm, Emergency light)

(e) Deaf student 90 % said they want to study in college but they are not ready due to the following problems:

- Inadequate skills in reading and writing Thai Language

- Sign Language in Thailand is not well standardized (no consistent use of the same signs all over the country)

- They are afraid they cannot get along or cooperate with teachers and normal persons in the same classroom or dormitory

- Failures in communication

From the Blind Group :

(a) No need to arrange special class for the blind (unnecessary discrimination) all post secondary study should be within regular school. but please open the door for the blind.

(b) If the colleges arranged the specific subjects of study for the Blind they will not be proud of that special arrangement.

(c) They have heard about Access- Adaptive technology for the Blind which is very important for them, but they have little experience with it until now.

(d) Need more Braille books, talking books and other media for studying.

(e) Need scholarships to college both in this country and abroad

(f) They are not sure about traveling to the college, students' services.

(g) Personal computer is needed and it is quite expensive for them.

From the Physically Disabled

(a) Want to share the same classroom with regular students but must have adequate accesses for them

(b) Government must built more schools or classrooms for the Physically disabled, all over the country

(c) Accessible transportation

(d) All colleges they attend must have good and adequate architecture accessibility for them for daily use (bathroom, library, etc.)

(e) Should have a room for Physical therapy for them to use

(f) Scholarship both in Thailand and abroad

(g) Tutors in English and other difficult subjects

From Teachers of Special Education

Teachers of the Blind:

↳ Most Blind students are good students, their intellect is adequate for college study however have less opportunity to attend college. Advanced Orientation & Mobility Training Program should be available at the college level

- Most Blind students need excessive teacher assistance while studying in the secondary school. Therefore they are not ready for independent learning when they attend the university.

- Today there are very few Blind students that have finished grade 12 (approximately less than 10 students a year in Thailand) Their grades are not good enough (average 2.0-2.5) for state university requirements. Blind students need extra tuition for university entrance examination The government should arrange a quota for Blind Students available for at least for this 10 year period then stop it in the later years.

- Today there is an urgent need for resource teachers in Blind education at the secondary level.
- Accesses , Educational Adaptive technology is inadequate
- Programs in Orientation and Mobility have not adequately trained students in Independent Living and Independent learning

Teachers of the Deaf:

- Deaf students from secondary schools all over the country are not ready to attend the college because :
 - (a) Their skills in Thai writing and reading are inadequate.
 - (b) Their Fundamental English skills are poor for college study.
 - (c) Need to develop specific Thai Sign Language for specific subject areas
 - (d) About the curriculum : there is no definite policy regarding standards from the educational authorities.
 - (e) There is not enough research in Deaf education.
 - (f) Deaf students should not be totally integrated, some specific subject for study in the college. They are not ready to join with the mainstream at the college level.
 - (g) Teachers for the Deaf at the college level are not available now ere is a great need of Interpreters, Note taker and Tutors There is no Official Interpreter Training Thailand

.....

3. Seminar Evaluation of Special Education of the Year 1994
 Division of Special Education, Department of General Education
 Ministry of Education. at B.P.Grand Tower, Songkla.
 10-14 July 1994

Participants :

- Directors and Representatives of :
 - Department of General Education
 - Department of Curriculum & Instruction Development
 - Department of Non-Formal Education
 - Department of Vocational Education
 - Office of the Private Education Commission
 - Office of the National Primary Education Commission
- Administrators of Schools of Special Education all over the country.
- Teachers of Special Education

Objective :

- To evaluate results of the work in Special Education in the year 1994

- To deliver the Policy and Strategy of the Ministry of Education upon Special Education for the working year 1995
- To share Experiences , Problems and Obstacles from the past year's work among teachers and Administrators of Special Education Programs

Results: Special Education Report

1. **Dr. Kasama Worawan Na Ayuthaya** : Director of Dept. of Curriculum & Instruction Development. Speaker on Special Ed. :
 - Special Education, an Important Tools of the Nation. It will Provide the Equity based on Human Right and to close the gap of opportunity in education among the Thai population.
 - Special Ed. for the disabled must start as early as possible. It should be started before the regular student and should to be continued to the last day of life. Thus Early Intervention is very important.
 - Physical Education (Sports-Games-Physical Fitness) is essentially needed for all children with disabilities until the adult life. It should be set up now as it helps the disabled both in good health and good spirits and it also can be an occupation of them.
 - Cost of quality Special Education will be high but we ought to spend for it.
 - Mainstreaming programs may be a less expensive way and should be enlarged and promoted throughout the country, using the NGO and Local Government support + rewards ,benefits and regular support from the Ministry of Education.
 - Non-Formal Education should be applied to fit with type of Disabilities and provide to all age groups of Persons with Disabilities.This is true for the concept that Education for the Disabled will be given to them until the last day of life.
 - According to the Speaker's Idea, It is not necessary to separate the Education for the Disadvantaged (Welfare School System) from the Special Education Program since their Policy, Strategies and Target are entirely different. Clear separation of the budget may be good enough.

2. **Report of Special Education for Disabled Children 1994**

- Number of Schools for Special Ed. and number of student increased from the past year (1993 = 14 schools 4040 students, 1994 = 24 schools 4814 students, 1995 = 29 schools 5640 students)
- Budget increased (1994 = 671.8 Million, 1995 = 876.7 M.,1996 = 2073.0 M.)
- Overview on Services,Administration, New Developments tend to be satisfactory.

3. Problems & Obstacles

- Sign Language : not centralized. Would it be the official language of the Ministry of Education.
 - Information & Policy in Special Education are unclear.
 - Services given to Children with Disabilities stress Quantity but not Quality, How to increase Quality while providing high Quantity
 - Most Teachers in Schools of Special Education do not have a degree in Special Education. They need more teaching skills.
-

4. Seminar on the "Thai Braille Grade II"

Ratchasuda College (Disabled Program) ,Mahidol University
February 1995, Thammasat University Conference Center, Rung Sit.
Three Days

Participants:

Blind Educators and Teachers of the Blind
Representative from The Blind Association of Thailand
Braille Experts

Objective:

- Consideration of Principles and Rules on the " Thai Braille Grade II"
(Contraction Methodology for faster Writing, Reading ,
Abbreviation Coding)
First meeting in Thailand

Result :

- The consideration of rules and methodology were set up.
 - Set up of Some Specific Wordings
 - Set up a Prefix and Suffix code for some particular Thai words
 - Distribution of new words and methods to be used in the Blind Communities, Experimental Studies.
 - Return for Evaluation in June 1996.
-

5. Seminar Workshop in Orientation & Mobility of the Blind

Ratchasuda College (Disabled Program) , Mahidol University
13-14 November ,1995 Suan Dusit Palace Hotel , Bangkok.

Participants:

O & M Specialist from the United States (Mr.Joseph Cioffi)
O & M Teachers from All Schools for the Blind all over Thailand
Blind Educators
Representatives from The Blind Association of Thailand
Students of Sp.Ed (Blind Program) from Teacher Colleges

Objective:

- Curriculum Development in Orientation & Mobility of the Blind
 - Demonstration Practicum in O & M
-

6. Seminars workshop in Thai Sign Language

Ratchasuda College (Disabled Program) Mahidol University

This Seminar Workshop is part of a 'Continuing Programs' series given three times per year. It started in 1994 (first time) and three more meetings were done in 1995, with three more scheduled for 1996

Participants :

- Deaf Teachers and Thai Sign Language Experts
- Teachers from Schools of the Deaf
- Representatives from the Thailand Association of the Deaf
- Deaf Students
- Special Ed. Educator from Ministry of Education.

Targets Activities : Area of Work Thai Sign Language in the area of:

- | | | |
|------------|----------------|--|
| June 1994 | 1st. Seminar : | Medical & Health Related Fields. |
| | 2nd Seminar | Daily Life Skills. |
| June 1995 | 3rd. Seminar : | Educational Field |
| Aug. 1995 | 4th. Seminar : | Social Field |
| Nov.1995 | 5th. Seminar : | Occupational Field |
| 1996, 6th. | Seminar Plan : | Thai Sign Language of the Globalization Period.
- sign of communication, computer, etc. |

Results :

- Over 2140 Thai words and 4139 signs from all 5 seminars were collected by Video Camera
 - Editing of Sign Language Vocabularies will be made in CD-ROM
 - Distribution for experimental uses in the Deaf Communities
 - Availability of Official Thai Sign Language video will be ready to use in the near future
-

APPENDIX V

Resume of Investigators

1. Dr. Poonpit Amatyakul, M.D. , M.A. (Communication Disorders)
Project Head .

-Male , Age 58 , Married , 27 years Thai Government Official.

-25 years of work as clinical audiologist, school audiologist, advisor in special education for the young deaf children, Section of Audiology and Speech Pathology, Department of Otolaryngology , Ramathibodi Hospital, Bangkok.

-20 years associated in deaf education in primary, secondary and post secondary education for the deaf.

-Three years experience as Director of Ratchasuda College , a post secondary educational programs for persons with disabilities, Mahidol University.

-Over 20 years of work as lecturer and advisor in special education and teacher training.

-15 years experience as Head of Master Degree Program in Audiology and Speech Pathology , Graduate Division, Mahidol University, Thailand.

-3 years experience as head of a working group in research and development , Ratchasuda College , Mahidol University.

-International experiences include visits to special education programs at several institutes in various countries including: Japan (Tsukuba College, Tokorosawa City) Korea, Philippines, Indonesia, France, United States of America(John Tracy Clinic, Gallaudet University, National Technical Institute for the Deaf, Overbrook school for the blind, California State University at North Ridge), etc.

-Language Excellent in Thai and English

-Address Office : Ratchasuda College ,Mahidol University @ Salaya
135/111-5 Salaya Nives , Puttamonthon 4th.Ave.
Salaya , Nakon Prathom 73170, Thailand
Tel. (66) 2-889-2201 Fax (66) 2-441-0325

Home : 1182 Nokon Chaisri Road, Dusit,Bangkok 10300
Tel. (66)2-241-3301 Fax (66) 2-243-1153
Personal Hand Phone 01-907-8714

2. Dr. Maliwan C. Tammasaeng, B.A (Education), M.A. (Ed. for the deaf, USA)
Ph.D. (Special Ed. Admin. USA)
- Female , Age 52, Married, Secretary of Foundation for the Deaf under the patronage of HM the Queen of Thailand
 - 33 years experience teaching in several schools for the Deaf Thailand. Section of Special Education, Department of General Education, Ministry Education, Thailand.
 - 8 years experience as director of 2 schools for the deaf in Thailand
 - 11 years as Director of Speech Department, Setsatian School for the deaf Bangkok.
 - Over 30 years as sign language interpreter in both Thai and American Sign Languages.
 - Over 20 years experience as lecturer in special education for the deaf in both bachelor and master degree programs of several colleges of teachers and universities , Thailand.
 - International Experiences in visiting ,meeting ,seminar and speaker in deaf education with several countries including Japan ,Australia. India, and almost every country in the south east Asia region.
 - Language Excellent in Thai and English
 - Address Excellent Interpreter :Thai & American Sign Language
Office: Setsatian School of the Deaf, 173 Rama V Road
Dusit, Bangkok 10400 ,Thailand
Tel. (66)2-241-4738 Fax (66)2-243-6695
Resident : 3/256 Muang Thong Nives Village 1
Chang Wattana Road, Don Muang,
Bangkok 10210,Thailand Tel (66) 2-573-2438
Personal Hand Phone 01-617-7600

3. Mr. Prayat Punong-ong , B.A. (Education) , M.A. (Public Administration)

- Male , Age 47, Blinded , Married. Non Government Officer
- Over 25 years experience in work with the Blind in North-eastern Thailand with NGO groups.
- Founder and President of the Christian Foundation for the Blind (1987) which has established over 6 blind educational centers in the North-eastern and Northern areas of Thailand.
- Founder of the Early Intervention and Community Based Rehabilitation Program for the Blind in North-eastern Thailand , Laos and Kampuchea
- Founder of Home for Children with Multiple Disabilities in Bangkok which provides education and rehabilitation services.

-Person responsible for establishing and running of the Integrative Education for the Blind in both the primary and secondary levels with over 500 blind children in the North-eastern and Northern regions of Thailand`

-Over 10 years experience in Teacher Training programs in North-Eastern Thai and Laos.

-Advisor in Post Secondary Education , Ratchasuda College for persons with disabilities , Mahidol University , Thailand.

-International experience in special education for the blind and the deaf-blind in the South East Asian Region (Laos, Kampuchea,Vietnam, Indonesia, and Myanmar)

-Over 15 years experience in vocational training , daily living skill training , orientation mobility training, mobile eye clinic, etc.

-10 years director of "Home for Children with Multiple Disabilities" Bangkok

-Language Fluent in Thai, English, and Laotian, Conversant in Chinese

-Address : Office Christian Foundation For the Blind
214 Mu 6 , Pracharak Road , Tumbon Muang Kao
Umper Muang , Khon Kaen 40000, Thailand
Tel. (66) 43-239-400, (66) 43-242-098 ,Fax (66) 43-343-448
Resident : Bangkok Tel. (66)2- 510-0782 (66) 2-5104895

Research Assistants

Ms. Janejira Thesthim :

-Female , age 39 married

-1976 B.Ed. Sri Nakharinwirote, Bangkok. Major in English

-1980 M.A. in Medical Social Work,
Thammasat University, Bangkok

-1981 Post Grad.Study , Social Research Training course
Thammasat University,Bangkok

-1982 Certificate in Social Science Research
Thailand National Research Council ,Bangkok.

-1991 Certificate in Practicum of Operation Research
Mahidol University, Bangkok.

-11 years working experience at Tammasat University
Working on an Analysis and Planning

-7 years working experiences at the Ministry of Interior

-2 years working experiences in the Persons with Disabilities
Program , Mahidol University, Salaya, Nakornprathom

Mr. Panthep Panthangthong

- Male , age 31 ,Single
- 1983 Certificate in Technical Audiology and School Audiology
Ramathibodi Hospital , Mahidol University.
- 1992 B.Ed. in Health Education ,Rachapat College of Teacher
- 1993 Certificate in Social Science Research Training with Field
Research Working Experiences
- 15 years experience in Hearing Conservation Research in both
Schools for normal Children and Schools of Children
with Disabilities.
- 2 years experience working in a Persons with Disabilities
Program, Mahidol University, Salaya, Nakornprathom.
- 2 years working as research assistant , doing research in
persons with disabilities, Ratchasuda College, Mahidol
University.

.....

Appendix VI

Acknowledgment

The authors would like to acknowledge the help of the many people that have made this project possible. Without their assistance, this work could not have progressed as smoothly or accurately. From the very start of the project, Miss. Chintana Pejarononda, Director of Social Statistics Division and her co-workers of the National Statistical Office, Office of the Prime Minister were gracious in their sharing of data from the 1990 Census. Without their help, the many tables and statistics found in this report would have not been possible.

Mr. Pitoon Kongkasuriyachai and Mrs. Puwadi Khaofai of the Division of Special Education, Department of General Education under the Ministry of Education gave their time and comments to us freely. They provided vital statistics on the special education programs now in existence and allowed us to interview them at length about the proposed plans of their Division.

Mrs. Kanittha Dhevinpukdi, the Director of the Department of Public Welfare, Ministry of Labour consented to our very long and detailed interviews about the status of the Law & Rehabilitation Act of Thailand. She also supplied us with valuable statistics concerning the special education children in homes under the auspices of her Department.

Individuals who were able to provide us with their ideas and insights about particular disabilities were innumerable and their input was most appreciated. While it is difficult to thank each and every person who helped in their special way, by sharing experiences and stories about their life with the disabled, two people - Mrs. Sataporn Suvannus, former administrator of special education at Setsatian School for the Deaf, and Khun Ying Bencha Saengmahli, at the Suan Dusit Teacher College and founder of the model preschool intervention program, were especially helpful and we would like to thank them individually.

The principals of the 33 schools who participated in this project and the 446 teachers who took some of their valuable time to complete the survey form are all involved in making this project possible. We would like to thank each of them for their caring, about both the children and the future of special education in Thailand.

The staff of Ratchasuda College provided information, time and patience as the concerns and ideas of this project sometimes fell into other areas and occupied their already busy schedule. They gave graciously of their time and efforts to help make this a reality. In particular, Mrs. Pongkeo Kichtham helped us

us on research questionnaires, understand the concerns of the Deaf, some information about the various associations assisting the Deaf and the other Disabilities in Thailand. Mr. Montian Buntan shared some of his ideas about the concerns of the Blind with us in the recommendation and the computer access sections, helping us clarify the needs of this particular group. In addition, the two research assistants, Mr. Panthep Panthangthong and Mrs. Janejira Thesthim , along with their colleagues spent hours helping with the analysis of the results of the teacher survey and Mr. Suwatchai Chanheng in the preparation of the color statistical charts and maps.

Finally, Dr. Valerie Veres a consultant in Chiang Mai worked with us for several months, attending meetings and helping with the writing and editing of this report. Her long hours of work, on weekends and over the holidays are very greatly appreciated.

Most of all, we would like to acknowledge the encouragement and assistance offered to us by the JICA office in making this report possible. Mr. Eiryō Sumida, Resident Representative of JICA, Mr. Teiji Takeshita, Assistant Representative and Mr. Arthon Chareonlai, who met with us at various times throughout this project were always willing to assist us. Without their support this information would not be available today for use with all the agencies in Thailand that share a concern for the future of Persons with Disabilities in our Kingdom.

Our families and friends who patiently allowed us to take the little extra time we might have to share, and use it to work late into the night in order to finish this work certainly receive our heartfelt thanks for their kindness and goodwill over the many months of this project..

Of course, the Thai spirits, gods and goddesses that looked over our shoulders as this report took form are responsible for all the good that comes from this work. And, though we tried our best to make this report as accurate and clear as possible, the mistakes are all our own and we would greatly appreciate any information that could help us make this work better.

.....

Supplement Article No. 1 Non-Formal Education and Persons with Disabilities in Thailand

Recent Reports from the Department of Non-Formal Education
Ministry of Education 1995

.....

Non-Formal Education is a structured educational system supported by the Ministry of Education. This is a Department in the Ministry of Education, similar to the Department of General Education, which serves a large population of adults; it is larger than the Department of Special Education and serves more people throughout the country than any other Department. This program primarily serves older students, many of whom have left school before completing the 6th, 9th or 12th grade. Through this program, adult students may study a general education curriculum, leading to a certificate of completion of either Grade 6, Grade 9 or Grade 12. This is similar to the diploma given to regular education students who continue their studies in a timely fashion. In addition to working for the certificate in general education, students are also eligible to study in vocational programs that provide them with valuable employment skills.

Traditionally, the Ministry of Education has supported a majority of the cost for these programs, with the students paying a small fee, similar to the community college system in the United States. Usually these adult students, who have other responsibilities, study in the evenings or on the weekends. The classes are often held in the regular local school building, when the younger students are not in attendance. The teachers for this group of Non-Formal education students are either the local teachers at the facility or knowledgeable residents. In the instance of vocational training, the teachers may also be local craftspersons or artisans.

A part of the vocational component of this Non-Formal education program is a group of programs known as Sarapat Chang Vocational Schools which train students in 1 or 2 year programs to be electricians, carpenters, mechanics, home economics etc. Like the general education program, the students are required to pay very little, with the Ministry of Education supporting a majority of the costs.

The first Non-Formal education programs that officially admitted Persons with disabilities started with Blind students in the Bangkok area in 1987. This first group of 18 Blind students studied the general education curriculum with the help of the Caulfield Foundation for the Blind (a NGO serving the Blind for many years in Thailand). These 18 Blind students studied with local non disabled workers who were also attending the Non-Formal programs.

The Non-Formal Education Programs for the disabled were later extended to other provinces around Bangkok and now serve these students in Nontaburi, Pratum Thani, Nakorn Pathom, and Samut Prakan.

In 1990 there were 66 Physically Disabled adult students that attended Non-Formal general education programs. The adult Physically Disabled students were instructed in extension courses offered either in their homes or at sheltered workshops. Many of the students who were in this program of Non-Formal classes in Pratum Thani were newly disabled adults where also taking part in medical rehabilitation programs. This rehabilitation center in Pratum Tani was supported in part through JICA funds, for post factory injury patients. In the group studying for a certificate at the 12th Grade level, there were 16 students. There were 34 students that were studying for a certificate of completion at the 9th Grade level and in the group studying at the 6th grade level there were also 16 students.

From 1990 through 1994, many Blind students, using facilities provided by the Association for the Blind of Thailand in Bangkok area, began studying the general education curriculum, using adapted materials, such as Braille books and Talking Books, available through the Caulfield Foundation. In 1993 there were many more adult blind students being served. At the 6th Grade level there were 50 students enrolled, at the 9th Grade level there were 22 students and at the 12th Grade level there were 15 students. This was the second phases of the pilot project to educate the disabled through the Non-Formal system. The total of 87 special education students enrolled in 1993, increased to 95 students by 1994. Of the group studying in 1994, 41 were studying at the 6th Grade Level, 38 at the 9th Grade Level and 16 at the 12th grade Level. All of these Non-Formal students were studying in Bangkok. However, as mentioned earlier, other nearby provinces have had an increase in the number of adult special students and in their programs.

In both 1993 and 1994 there were 47 Blind students studying in the general education Non Formal programs in Nontaburi, while there were 11 physically disabled Non-Formal education students in Nontaburi studying at the Sri Sangwarn School for students with Physical Disabilities.

Of the Blind students taking the exams for eligibility of the certificate of completion of the requirements for general education programs, 93.7% of those taking the 12th Grade exam passed and 97.4% passed that took the Grade 9 exam. Those Blind students who were studying at the 6th Grade level had considerably more difficulty with the requirements, with only 51.2% passing the exam for completion of Grade 6.

Plans of Non-Formal Education for the Disabled for 1995- 1996

This third phase of providing special education students with the opportunity to study in Non-Formal education programs includes several government sponsored initiatives.

The first, and very necessary part of this phase is for a formal notification to each province from the Ministry of Education that adult special education students should be included in the Non-Formal education system. Many of these disabled adults received little or no formal education when they were young because of the attitudes and beliefs of both their families and the educators several decade of years ago.

In part, and in truth, many of the teachers in regular school systems and Non-Formal education programs felt very poorly trained in the needs of special education students. To assist in alleviating this problem, the Ministry of Education has offered short course training teachers and volunteers in special education to all provinces outside Bangkok.

The Non-Formal education programs have initiated a contract with the Caulfield Library to provide adapted general education texts in both Braille format and as Talking books for adults studying at Grade 7 through 9. This will assure success for both the students and the teachers at this level.

In cooperation with the Association for the Blind, 130 Blind students are targeted for studying in the coming year at the home of the Association of the Blind in Central Bangkok, while 60 Blind students are scheduled for Non-Formal general education classes at y Vocational Center for the Blind (Female) in Nakorn Pathom

In addition there is a pilot project for the education of the mentally disabled in Nontaburi at the Panyakarn Foundation where mild cases of the psychiatric patients which are hospitalized or stayed in the recovery home. Through this program, it is hoped that 40 adult mentally disabled Non-Formal education students will be given the opportunity to learn basic reading, writing and communication skills.

There is also a planned program for 60 emotionally and mentally disabled adults who are admitted at the Tanyarak Psychiatric Hospital in Prathum Thani to participate in Non-Formal general education classes.

There are also plans to offer programs to adult deaf students, however these have not been formally initiated at this point.

There are 36 physically disabled students eligible for Non-Formal education now living at the Home for Boys in Nontaburi that are scheduled for inclusion in this program in the coming year.

Overall, the Thai government has set a 1995-1996 goal for the Non-Formal education program of providing service to 790 special students in their general education programs. It also plans to provide vocational training to an additional 200 disabled adults as well as continue with the basic skills training of the 60 mentally impaired adult students.

Long Term Planning for Non-Formal Education 1997 - 2001

As a result of the 21 March 1995 Thai Cabinet ruling, there is a new emphasis on providing education, especially through the Non-Formal education programs to the many disabled who have had little or no opportunity to study in the past. In that spirit, they have set the following goals:

For the Visually Disabled, as well as the Physically Disabled there will be a goal of providing quality service to a large number of adult students by offering these special students the opportunity to study in one of three ways. First, they may join classes in the evening with other non disabled students in their local area. Second, they may choose to join in extension courses being offered in isolated sites such as factories or workshops which they have already spent their day time work. If they are not able to take part in either of the 2 options, they can use the third way. This Non-Formal Education is similar to an elective training. It will begin with group consideration among the disabled persons and the villagers in a specific subjects or training courses that the group need to learn. For example: a practicum course in cooking, mushroom cultivating, laundry work, hair dressing and etc. The Department of Non-Formal Education will assist them providing classes, teachers, instructors, local craftspersons artisans, volunteers and etc. to teach that specific group in their home, village or as well as the temples (wats), with regularly scheduled and/or examinations (tests) to assess their progress.

In order to build a successful program, there is a formal plan to do a detailed needs assessment of the potential population eligible for Non-Formal education classes. As this is completed, there will be a group of collaborators from various organizations that have been serving this population in the past that will use their expertise in this area to help with policy formation, make curriculum suggestions, set planning goals and support educational media production.

After sufficient personnel are trained for education these special students in the Non-Formal programs, classrooms can be increased and students encouraged to begin studying. Through the use of volunteers, local teachers,

knowledgeable local people and monks a large number of students can be successfully educated.

The final phase of this program is to establish a rigorous evaluation component that will allow the program to adjust to serve any unforeseen needs that might arise in this process.

There are various vocational training programs that are planned as part of this Non Formal education program. For the Blind, there are plans to offer vocational training in music, massage, mechanics and as telephone operators. For the Deaf, there are plans to offer vocational training in painting, cooking, tailoring, carpentry, mechanics and computer operators. For the Mentally Impaired, as well as the Emotionally impaired there will be vocational training as assistant housekeepers, assistant packers of factory and agricultural products, as messengers and as laundry workers. For the Physically Disabled, they will be able to join any of the now available vocational programs as appropriate.

In terms of educational media production, there are plans to continue with the services of the Caulfield Library to provide materials in Braille for the visually disabled Non-Formal education students. There are plans that the tape manufacturers will provide Talking Books on tape for the students. A radio station will offer extension classes 'On the Air' so that students may continue their studies at home, while there will be a group of itinerant teachers hired to sponsor events locally that will assist with the socialization and educational process of these Non-Formal education students. In addition, there are plans to further train 200 monks each year to provide services for the Non-Formal education program in their local wats (temples).

Long term goals of this program will start in the year 1997 and continuing through 2001 the Non-Formal Education Department there is a goal of serving 3000 students at the Grade 6 Level, 4000 students at Grade 9 and 3000 students at Grade 12. In addition, through vocational courses, they have a goal of providing vocational education through both elective and short course training. The elective courses are 60 hour programs that they hope will serve 3000 disabled adults, while the short course training is a 250 hour course, also designed for 3000 students. While this goal seems a bit ambitious for the 1997 year, it certainly is one that can be hoped for by the Year 2001.

.....

Supplement Article No 2 Computer Technology and Special Education in Thailand

By Montian Buntan
Ratchasuda College, Mahidol University, Thailand.

.....

In the last ten years computer technology has become more noticeable in most if not all aspects of development in Thailand. In the area of Special Education, computer technology has been brought to serve the purpose of assisting students with disabilities to learn more conveniently and, hence, enabling them to perform their tasks more effectively and competitively.

In case of blind or partially sighted people, there are many schools and educational service centers for the blind that offer some form of training programs of how to use the computer and access devices. Among all places, Bangkok School for the Blind was the first one which started the service by sending its staff teachers and students to be trained by Mr. Wiraman Niyomphol, the first Thai blind person who received university level training in computer Science, at Overbrook School for the Blind, Philadelphia, Pennsylvania, USA. Mr. Niyomphol also writes a Thai Braille Translation Software which has been freely distributed and widely used around Thailand.

Now Ms. Panna Narindhorn is in charge of training, maintaining and supervising the use of computers and other access devices at Bangkok School for the Blind. In addition to providing training services to students, computers are being used to produce some educational materials using several Braille Translation Software programs and Braille Embossers. Ms. Panna herself has been working with some other programmers to develop a few software programs, both for Braille to print and print to Braille translation

Caulfield Library for the Blind is another place which started to utilize computers and access devices for their Braille material production. Founded in 1977, this library has been producing and lending both Braille and recording books to blind and partially sighted people through out Thailand. At first, the Braille production relied exclusively on manual labor and the use of the adapted press to make copies of each document originally printed on

aluminum plates. Now most of the Braille production is done by typing on the computers, edited by blind persons using the Braille display and printed out in Braille through Braille embossers. Mitsanit magazine, a Braille magazine for the blind, is the only Braille material produced with the old method. Mr. Narong Patibatsarakit, who has been the director since founded, is now working with the Ministry of Education to get most of the textbooks for students on diskettes so that they can be produced in Braille in a faster rate. Having to type the entire book on the computer like what they have to do at the moment causes the production to be unnecessarily slow.

Besides those two places, other institutions which use computer technology for training and producing educational materials include the Christian Foundation for the Blind which runs three educational service centers for the blind in the North East, one center for the blind with additional disabilities, Chiang Mai School for the Blind, the Foundation for the Employment Promotion of the Blind in Bangkok and Surattanee School for the blind in Surattanee Province. The Association of the Blind of Thailand is also planning to establish their National Information Technology Center sometimes in 1996.

in order to provide services to students at the university level, Ratchasuda College, Mahidol University, has established the Resource Center with a section on Information Access Technology. Currently, Ratchasuda College is working on a joint project with Chulalongkorn University in developing a screen access software program and a speech synthesizer in Thai under the supervision and coordination of Dr. Sudaporn Luksaneeyanawin. Besides, Mr. Petcharat Techawatchara from the Foundation for the Employment Promotion of the Blind is also working on another Thai speech synthesizer which is an add on version to the "Aria", a palmtop computer developed by an Australian company named Robotron. Note: there is currently no Thai speech synthesizer or Thai screen access software which allows blind people the full use of the computer in the market.

Currently there are approximately 50 blind computer users throughout Thailand. Most of them use the computer for word processing, spread sheet, database and translating both from print to Braille and Braille to print. A few blind people use the computer as a communication or networking tool. So far only three blind people in Thailand have been using the internet

For deaf and hard of hearing people, Setsatien school of the Deaf was the first school which started computer training program for deaf students in 1993, followed by the Sote Suksa School of the Deaf in Tak Province (Northern Thailand) in 1995. Other institutions are beginning to follow on this practice.

Due to some communication problems, only students who are in the high school level and are good at written language, have been selected to learn how to use computer. Her Royal Highness Princess Sirindhorn has been very supportive and has given computers to many schools. Meanwhile, she is taking another initiative by setting up a joint project consisting of Ratchasuda College, the NECTEC (National Electronics and Computer Technology Center) and the Thailand Computer Association to organize a seminar on Sign Language in Computer Science in February 1996.

Ratchasuda College has been organizing seminars on Sign Language in many areas, such as in health sciences, medical, educational, social and vocational, etc. The collection of over 4500 signs from these seminars will be developed as a computer program, stored in a CD-ROM for deaf people to study and practice on their own in the language laboratory at Ratchasuda.

For Physically disable people, environmental and architectural barriers in Thailand have been so effectively preventing them from having access to computer technology. Still there are an increasing number of people who can afford to buy some assistive devices or some of them may seek alternative ways of using the computer. So far, there is no government school for physically disable people except a few vocational centers run by the department of social welfare. There are currently two schools which offer education to physically disable people, the Srisangvarn School in Nontaburi and the Redemptorist Vocational School for the Disabled, in Pattaya, Chonburi. Sister Francis Chujit Pholsuvan is the current director and Mr. Suthamporn Mongkolsawat is the head of the computer department. At first, in 1988 this vocational school started taking 28 students whereas now they have up to 53 students. The total number of the graduates is 158 in the past 6 years.

Among all groups of people with disabilities in Thailand, learning disable people are probably far from gaining access to computer technology. Dr. Kasama Varavarn, Director of the Department of Curriculum and Instruction Development, Ministry of Education has provided some computers to the Association for persons with learning disability. So far, there are parents of these learning disable people engaging in some form of communication through the computer network like the internet. However, it is not clear yet whether computer technology has been utilized to assist learning disable people in their studying environment.

It may be concluded that computer technology has become increasingly more widely used in the area of Special Education in Thailand, both by institutions which provide services and persons with disabilities themselves. However, a very small percentage of persons with disabilities, both currently in school

and in the work force, have opportunity to even touch a computer or an access device as they are often very expensive products from abroad. In addition, most of the access device to be used with the computer for persons with disabilities, such as blind people, unlike those used by people in general, are often made to be used by English speaking people. Therefore, only those with good English skills can really use it near its true capacity. Unless there is a real effort to develop them locally so that they reflect needs and problems of users, computer technology will continue to be highly concentrated around a few people.

What the Thai government should do to see more progress in this matter is to take more initiative role of promoting and supporting more availability of computers and access devices for persons with disabilities. The government should provide financial and technical support to any research and development projects which are to produce, promote and provide more computers and access devices especially with in the country. In case there must be some items that should be brought from outside the country, the government should do at its best capacity to ease all unnecessary procedures that can cause some hardship, such as unusually high taxation. Most importantly, whatever action will be done to effect the lives of persons with disabilities must open for full participation from persons with disabilities and their legitimate representatives.

.....



