

# **THAILAND**

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## **Thailand of Education' Development Plan on the Provision of Education for the Disabled**

### **Section 1: Intention, Concept and Policy on the Provision of Education for the Disabled**

- **Intention:** The Education for the Disabled Development Plan was based on the rights of children, youths and Thai citizens to receive education so as to be able to develop their knowledge and abilities at their full potentials. As the disabled persons are also human resources of the country, they should be equipped with necessary knowledge and skills to enable them to pursue their careers, become self-reliant and live happily in the society.

- **Concepts and Necessities of the Educational Provision for the Disabled:** In Thailand, the education for the disabled has been already provided for many years and is now being developed. Their rights in education access have been stated in the National Constitution B.E. 2540, 'Declaration of the Disabled Persons' Rights of Thailand, the National Educational Bill B.E. 2542 and the cabinet approval on education for the disabled.

- **Policies on Educational Provision for the Disabled:** The policies on educational provision for the disabled have been formulated in 9 aspects- educational services, educational provision, student admission, curriculum, educational administration, educational resources, personnel, quality assessment and private sector promotion.

- **Major Strategies:** Law is used as mechanics in education for the disabled which aim at increasing the enrollment of the disabled students and providing them with educational access to enable them to have the rights of choose and pursue their studies at any educational type and level, producing and improving more educational personnel and teachers specialized in education for the disabled, conducting researches to help improve the curriculum, providing efficient educational administration and mechanism for the decentralization to local level.

### **Section 2: Current Situation and Guidelines in the Provision of Education for the Disabled**

- **Current Situation:** In Thailand, various types of services in the provision of education for the disabled have been expanded continuously. The responsible agencies of this type of education of the Ministry of Education are the Office of the National Primary Education, the Office of Rajabhat Institutes Council, the Office of the Private Education Commission, the Department of Vocational Education, the Rajamangala Institute of Technology, the Department of Non-formal Education, the Department of Physical Education and the Department of Fine Arts.

- **Classification of the Disabled for Education Management:** The Ministry of Education classifies disability into 9 types- visual impairment, hearing impairment Intellectual disorder physical disorder, learning disability, speech disorder, behavior disorder, autistic and multiple handicapped.

- **Types of education provision:** the education for the disabled is provided in the forms of mainstreaming programs, special schools for each of disabilities, or by a family, community and hospital, or in the Centers of Education for the Disabled, or by non-formal and informal educational systems.

### **Section 3: Long-5erm Plan on the Development of Education for the Disabled**

-**Long-term Operational Plan:** Long-term operations on the development of education for the disabled have been planned as follows: providing a life-long access to basic education for all of the disabled through formal, non-formal and informal educational systems; developing and improving curriculum and evaluation methodology of every educational level to be relevant to the way of living of each type of the disabilities; providing and improving networking and coordinating mechanisms among all agencies involved; conducting researches, developing modules and evaluation criteria; providing financial supports for sports and recreation; promoting and encouraging voluntary organizations to work on this matter seriously; providing mobile teacher centers for mainstreaming programs and facilities for the disabled as stated in section 55 of the constitution.

-**Re-engineering the Structures and Organizations:** The structures and organizations should be re-engineered regarding to the 1999 National Education Act. The National Special Education Center will be established as the central unit, under the National Basic Education Commission, with special education centers as its satellites at local level.

-**Budget Allocation and Administration:** Budget allocation and administration systems should be reformed so as to be relevant to the up-coming decentralization and focused on community and local organization participation. Hence, the budget administration of the education for the disabled should be decentralized by allocating the subsidy budget for operational expenditures, cost per head according to the types of disabilities and counterpart fund from local organization.

### **Section4: Conditions for the Success:**

-**Budget Condition:** Government budget should be allocated to help develop education for the disabled of the Ministry of Education so as to be able to attain the intentions. This will be the public capital investment to provide basic education services for the special needy.

-**Social Condition:** The Development Plan on Education for the Disabled will be applied as the work plan to help provide education for the disabled persons in a complete cycle. The society has to realize hat each of everyone in the society has to be responsible for the increasing budget in expanding the type of education. In teaching-learning culture, learners have to be recognized as the most important persons and valuable people of the society. The members of the society and the responsible persons in educational provision should be realized that schools belong to the

society where love, generosity and warmth are strengthened and enhanced with the aims of producing students whose hearts are filled with understanding and comprehending of other members of the society.

**-Administration Condition:** The administration roles should be clearly designated as follows: the National Special Education Center is responsible for planning, monitoring, following-up, evaluating, preparing budget proposal and coordinating; the Local Education Area Special Education Centers work as the preparation centers in translating policies into practice, preparing and allocating budget for schools, and coordinating with local organizations involved; public and private educational institutions provide educational services for the disabled; there should be the adequate production and development of the personnel specialized in education for the disabled; the organizations involved should have the operation regarding the Development Plan of the Ministry of Education; the Council of the Disabled and independent organizations have the responsibilities in monitoring the operations so as to be in accordance with the Plan; and the heads of the Departments of the Ministry of Education administrates this type of work according to the Development Plan. The above-mentioned processes will be conducted with the support of law: the ministerial decrees which state that education for the disabled is essential that the government has to provide them since birth or disabled found.