



**Special Education Research Association: SEDRA**

**Title: The Future View of the Basic Education for the Persons with Disabilities in the Next Decade (2555 – 2564 B.E.) the Summary for Administrators**

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The objective of this research was to study the future view of the basic education for the persons with disabilities in the next decade (2555 – 2564 B.E.). The ethnographic future research (EFR.) methodology was implemented. This research was progressed by studying using the content analysis. The data were collected by interviewing experts, using focus group technique, arranging seminars for the people providing basic education for the people with disabilities and analyzing the collected data respectively. The results of this research could be concluded as follows:

The future view of the basic education for the persons with disabilities in the next decade (2555 – 2564 B.E.) indicated by the collected data was as follows:

1. Ideas in providing basic education for the persons with disabilities

The education for all must be provided with the best quality regarding various differences and without alienating the persons with disabilities from other people with the collaboration of all parts in the society, communities' awareness of the importance to the rights-based society, the right attitudes of the potential development of the persons with disabilities and with the emphasis on having the disabled persons learn from doing and gain the direct experiences so that they can live independently together with other people in the society.

2. The goal in providing basic education for the persons with disabilities

Learning experiences must be provided in order to enable students to reach their best potential, to get a job, to earn for a living and to live independently together with other people in the society.

3. The guidelines for improving the quality of basic education for the persons with disabilities in improving the quality of education for the disabled students

1) Create holistic curriculum emphasizing life, reading, writing and calculating skills in everyday life and with the focus of the students' practice on the vocational skills

rather than the academic insights so that can live independently together with other people in the society.

2) Provide the instructional curriculums that are various, flexible and suitable for the persons with disabilities regarding the local context within both the short-term and long-term curriculums in order for getting higher-level degrees or certificates or developing their potential to reach higher levels or developing their intelligent aptitudes in some aspects by using the resources from all parts and all ministries located within the local area.

3) Provide the transitional service systems by identifying in the public laws or regulations defining that the individualized transitional plan or ITP and the life map for persons with disabilities must be made at once the person is found until he or she gets a job.

4) Agree to sign the memorandum of understanding between special schools and the plants and companies in the area. The special schools serve as sites for vocational practices and for employment for the students so that they can get a job after graduation.

5) Encourage the teachers to apply the research-based instruction and researches synthesized to get knowledge on special education should be done in order to identify the research issues that meet the needs of the persons with disabilities in various levels and to bring new knowledge that meets the context of Thailand.

6) Provide the regulations and law enforcement that control the school districts to have standards or conducts leading all schools to provide education in the form of inclusive schools with various provisions. There must be special education staff or supervisors in all school districts.

7) Allocate school psychologists for the medium-sized schools in order to classify at-risk students, serve and accommodate the students and provide parents with advice and suggestions. Establish the inclusive school support unit with special education teacher working in all inclusive schools.

8) Develop the identifying or classifying tools and assess the ability of persons with disabilities in every aspect with the base of scientific methodology and apply the results as the standards or criteria for the Thai people with disabilities. In the national examination, there must be a connection between schools and bureau of educational testing regarding the methods and organization of examination accommodated children with disabilities in all categories.

9) Create the system for professional standards of special education teachers and agree to sign the memorandum of understanding between office of the basic education commission and universities in order to develop special education personnel and allocate the extra money for special learning teachers and educational personnel to staff working for organizations providing special education for the persons with disabilities.

10) Publicize special education knowledge in the form of television programs, social network media etc.

11) Establish the special education personnel developing center and the disability support services center that serve the persons with disabilities since they were born or their disabilities were found in order for developing educational personnel, people, local administrative organizations and all parts associated with disabled people.

12) Prescribe the schools that are under office of the basic education commission to provide special education structure and the regulations and conducts determining the ratio of the general students and the students with special needs clearly.

13) Provide the evaluation methodology which is flexible, for instance assistive technologies can be used in doing the examination, test paper reading service and the selection of the evaluation methodology that meets the students' needs however the equal standard should be applied.

#### 4. The strategies in providing basic education for the persons with disabilities

Strategies in providing basic education for the persons with disabilities should be integrated with the general education administration with the emphasis of the inclusion and the readiness for getting a job. The strategies are as follows:

1) Amend the laws of education for the people with disabilities by indicating clear directions for education provision for example identification, education provision, educational supports, graduation and employment mentioned in educational regulations.

2) Provide the database in order to prescribe supports and assistance as unit cost and geographic information system and link the educational data among ministry of education, ministry of public health and ministry of social development and human security so that the people with disabilities can continuously get access to supports and assistance for their entire life.

3) Collaborate with office of the vocational education commission in order to develop special school models so that the schools can be pilot schools providing services with the focus of getting a job and earning a living, and the students can gain direct experience.

4) Allocate the per capita costs for schools directly in order for providing the disabled students with disability support services in the schools.

5) Create educational quality assurance system by implementing student-progression based assessment with the standard and indicators can be assessed from the empirical occurrence rather than from documents. The methodology and guideline for application must be clear for the whole system.

6) Accommodate and develop the disabled people since they were babies by establishing special education learning centers serving as networking centers or satellite-based learning centers and the provincial special education centers serve as hubs.

7) Provide welfare for the families having severely disabled member so that they can take care of the seriously exceptional person or provide sufficient money for volunteers assisting the people with disabilities such as students or pupils.

5. The types in providing basic education for the persons with disabilities

Types of education provision should be divided as formal education, non-formal education and dispositional education with the focus of the collaboration of the network of parents, related organizations or agencies and communities. The subject matters, instructional methods and evaluation methodology should be flexible and should meet the family and native-occupation contexts.

6. Supervision and evaluation in providing basic education for the persons with disabilities

Empirical evaluation using the student-progression based evaluation with the participation of the stakeholders, regulations, guidelines, processes of practice must be clear. Supervision and evaluation of the quality assurance of schools and education provision must systematically be done.

Research recommendation

1. There should be rules, conducts and special education law enforcement in order to develop the education in the entire system that includes non-formal education, dispositional education, self-learning education, life-long education, local community college and others. Moreover, the law should be amended in order for assigning organizations and agencies to be responsible for providing suitable education that meets the education system in all levels of the basic education.

2. There should be regulations and prescriptions indicating the rights of a person and a family in providing basic education by sharing knowledge through practicing, training, inheriting culture and traditions, building various kinds of knowledge and assisting the people with disabilities to learn continuously through their lifetime. It must be supported by the state. Taxes should be reduced or exempted when it is the educational expenditure.

3. Opportunities should be provided for parents who are ready and in needs. The parents have the rights to educate their children with the budget allocated by the state. Regulations and conducts should be defined in order to get local organizations or agencies participate in providing education and developing educational standards so that the local people with disabilities can get better quality of life.

4. Encourage local organizations or agencies to support the potential development of the people with disabilities with the start from the early childhood level and by doing in the form of the special education center in the collaboration of non-formal education agencies, related staff, families, communities, community organizations, local administrative organizations, private organizations, professional organizations, religious institutions, business sector, hospitals, medical institutes, social service houses and other social institutes.