



**WEBINAR:  
A DISABILITY INCLUSIVE EDUCATION RESPONSE TO COVID 19'  
IN ASIA PACIFIC**

**“HOW COVID-19 HAS IMPACTED ON THE EDUCATION OF CHILDREN WITH DISABILITIES  
AND ACTIONS TO ENSURE CHILDREN WITH DISABILITIES ARE ABLE TO RETURN TO  
SCHOOL IN THAILAND”**

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# Presentation Outline

- Educational Services in Thailand and the impact of COVID-19 on students with disability.
- The actions to ensure children with disabilities are able to return to school in Thailand.
- Barriers on Distance Learning Education during the Covid-19
- Recommendation.



## Basic Educational Services in Thailand

Mild-- Degree of Disability – Severe	Mainstream Education:				Most Partially Inclusion Less Inclusion
	Regular Classes with Special Support Services in Resource Rooms (36,1808 students with disabilities) in 21,250 schools *				
	Inclusive schools under the BSE: 51 Schools, 37,274 Students. (Including 4,097 SWD)				
	* Special Classes for Autism: 197 Classes within 167 Schools. (1,384 students)				
	Special Education School: 48 State Schools: 12,975 students & 16 Private Schools: 4,486 students				
77 Special Education Centers Throughout the Country; Birth to Life-Long Education: 25,285 CWSNs (Early Intervention, Inclusive Education Support Services, Hospital and Home-based Programs , Informal Ed. & CBR)					
0-3	Pre-school. 3 years	Primary Ed. 6 years <i>(Nine-year compulsory education)</i>	Secondary Ed. 3 years	High Sch. 3 years	

# The impact of COVID-19 on Economic & Education in Thailand

**Since Thailand announced the state of emergency to combat the coronavirus disease 2019 (COVID-19).**

- The global pandemic has created disruptions to the Thai economy to the extent that the Bank of Thailand has had to revise the previous 2.8% GDP growth projection to a 5.3% contraction for 2020.
- Because of the COVID-19 pandemic, disruption to Thailand education systems, some 15 million Thai students including students with disabilities (>400,000) be out of school until 1st of July 2020.

# **The actions to ensure children with disabilities are able to return to school in Thailand**

## **Distance Learning Procedure during the Coronavirus 2019**

- Phase 1 Preparation: Looking for the distance learning instructions and materials for both online and on air with cost-effective.  
(1 Apr. - 17 May, 2020)
- Phase 2 Trial: Distance learning demonstration. (18 May - 30 June, 2020)
- Phase 3 Implementation: Full-scale of distance learning.  
(1 July 2020 - 30 Apr. 2021)
- Phase 4 Transition: Graduation & examination. (1 - 15 May 2021)

# School Roles

- Preparation survey on the media access of students and parents
- Students grouping
- Caring system for unready students
- Preparation survey on timing of parents
- Equipment grouping
- Students & parents support system
- Communication system (e.g. Line Facebook, etc.)
- Orientation meeting of parents
- Home visit (1 wk/1 child)

# Self-Assessment for School Opening

- Provided by Ministry of Public Health
- To assess the school readiness for safely opening
- Consisting of 6 domains with 44 questions
  - Red: Can't open
  - Yellow: Can open with condition
  - Green : Can open

On July 3,

- 86.9% are green
- 13.1% are yellow
- None Red

# Readiness on Distance Learning of Special Needs Students

**\*\* 74.01% of the Students lack of equipment, media and technology suitable for each type of disabilities.**

Educational Institution	Ready	Not Ready
	Percentage	Percentage
1. Special School	33.33	66.66
2. Inclusive School	19.60	80.39
3. Special Education Center	24.67	75.32
<b>Total</b>	<b>25.86</b>	<b>74.12</b>



## Barriers on Distance Learning Education during the Covid-19

Educational Institution	Problems
	Percentage
1. Special school	81.25
2. Inclusive school	88.23
3. Special education center	46.75
<b>Total</b>	<b>67.79</b>

\*\* 67.79% of the schools encounter barriers on distance learning education.

# Barriers on Distance Learning Education during the Covid-19

Special School	Inclusive School	Special Education Center
<p><b>Learners:</b></p> <ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Lack of digital literacy/online learning knowledge</li> <li>3. Too difficult content for students</li> <li>4. Short attention/lack of motivation/engagement</li> <li>5. Lack of online learning skills</li> </ol> <p><b>Parents:</b></p> <ol style="list-style-type: none"> <li>1. Unreadiness of parents for looking after children during online learning sessions</li> <li>2. Lack of teaching knowledge</li> </ol>	<p><b>Learners:</b></p> <ol style="list-style-type: none"> <li>1. Lack of learning equipment</li> <li>2. Students have to help their parents doing work</li> <li>3. Lack of interest</li> <li>4. Lack of internet connectivity</li> </ol> <p><b>Parents:</b></p> <ol style="list-style-type: none"> <li>1. Do not have time and lack of ICT knowledge</li> <li>2. Internal family problems</li> <li>3. No financial support for learning equipment and lack of signal due to the remote area</li> <li>4. Working outside most of the time</li> <li>5. No time looking after students</li> <li>6. Extra living in poverty</li> </ol>	<p><b>Learners:</b></p> <ol style="list-style-type: none"> <li>1. Severe disability students</li> <li>2. Self-learning is impossible</li> </ol> <p><b>Parents:</b></p> <ol style="list-style-type: none"> <li>1. Lack of technological/ learning distance knowledge</li> <li>2. The elderly/looking after children</li> <li>3. Too busy due to the work</li> </ol>

## Barriers on Distance Learning Education during the Covid-19 (Cont.)

Special School	Inclusive School	Special Education Center
<p><b>Special Schools</b>  <b>Internet connectivity:</b>            1. Unstable/no equipment            2. Affordability</p> <p><b>Others:</b>            1. Inaccessibility            2. Digital literacy/technology            3. Lack of teachers            4. Inaccessible DLTV</p>	<p><b>Inclusive schools</b>  <b>Internet connectivity:</b>            1. No coverage            2. Living in remote area            3. Unstable</p> <p><b>Others:</b>            1. Shortage of equipment            2. Geographical distance between homes and schools</p>	<p><b>Special Education Centers</b>  <b>Internet Connectivity:</b>            1. Access to the internet</p> <p><b>Others:</b>            1. Poverty            2. Inaccessible content/special channels on DLTV            3. Teachers lack of knowledge</p>

# Recommendation

- Include measures to protect children with disabilities during a COVID-19 outbreak in mainstreaming educational plans and policies.
- Consider investing inclusive remote learning in preparation for future school closures.
- Increasingly use of online learning mode and technologies
- Keep updating information through multiple and accessible channels
- Prepare for the effective transitions
- Close collaboration among educational stakeholders
- Maintain monitoring systems
- Provide financial and technical supports, which include tools that can help manage teaching and learning, such as communication tools, learning management systems or other tools that teachers, parents or students can use to create or access to educational content and learning activities.



Thank you for Your Attention