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Acknowledgements

It would never have been possible to collect the data that represents the base for the findings presented in this report without the help of numerous people. Foremost, we would like to express our gratitude to Prof. Biewer from the University of Vienna who initiated the project. Without him a wonderful research project that involved researchers from three countries could not have been realized. At the heart of CLASDISA was the collaboration between highly involved and motivated researchers. The international research team in Thailand consisted of Ajarn Siriparn Sriwanyong, Ajarn Daranee Saksiriphol, Suriirattana Jamnongsarn, Supraima Leelamane (from Srinakharinwirot University, Bangkok), Michelle Proyer (from the University of Vienna). Collaboration among all research partners was amazingly high, and the intense years spent working together extended a mere work relationship. The high amount and quality of data collected is only one of the results of the outstanding research collaboration.

Furthermore, the authors would like to extend their heartfelt gratitude to all the research participants and coordinating teachers who enabled the project at hand to be a full success. Thank you very much!

Hoping to add to a clearer global understanding of disability and how to enable access to inclusive facilities as well as further research projects, we wish you an exciting read!

Siriparn Sriwanyong and Michelle Proyer

Bangkok and Addis Ababa in June 2014

Summarized Versions

บทสรุป

รายงานชิ้นนี้สรุปผลของการศึกษาของโครงการวิจัย CLASDISA (Classifications of Disabilities in the Field of Education in Different Cultural and Societal Context) การศึกษาปัญหาของเด็กที่มีความต้องการพิเศษในสถานศึกษาในบริบทของวัฒนธรรมและสังคมที่แตกต่างกัน) จุดมุ่งหมายการวิจัยนี้เพื่อเปรียบเทียบสถานการณ์ทางการศึกษาของเด็กที่มีความต้องการพิเศษในระดับชั้นประถมศึกษาในเมืองหลวง 3 เมือง คือ กรุงเทพมหานคร อาดิสอะบาบา (ประเทศเอธิโอเปีย) และเวียนนา (ประเทศออสเตรีย) การศึกษานี้ได้ศึกษาเกี่ยวกับปัญหา อุปสรรค และสิ่งอำนวยความสะดวกในสถานศึกษา โดย การสัมภาษณ์ความคิดเห็นจากเด็กที่มีความต้องการพิเศษ ผู้ปกครองของเด็กเหล่านี้ ครูประจำชั้น และรวมถึงผู้เชี่ยวชาญต่างๆ ด้วย รายละเอียดในหน้าต่อไปจะกล่าวถึงการวางแผนการวิจัยและ การเก็บข้อมูลในกรุงเทพฯ การวิจัยนี้ ใช้การศึกษาเชิงคุณภาพ เนื่องจากการวิจัยนี้ได้มีข้อมูล เป็นจำนวนมาก ดังนั้น ถ้าผู้อ่านสนใจที่จะศึกษารายละเอียดของการวิจัยนี้ ผู้อ่านสามารถอ่านรายละเอียด ได้จากบรรณานุกรมท้ายรายงานเล่มนี้ หรือสามารถศึกษาได้จากเว็บไซต์ต่อไปนี้ <http://classification-of-disabilities.univie.ac.at/>

English

This report summarizes the findings from Bangkok of the CLASDISA (Classification of Disabilities in the Field of Education in Different Cultural and Societal Contexts) project. Its aim was to compare the educational situation of children with disabilities at primary school age in the three cities: Bangkok, Addis Ababa (Ethiopia), and Vienna (Austria). Children with disabilities themselves, their parents and teachers as well as further experts were asked to share their thoughts on barriers and facilitators in the area of education for children with disabilities. The following pages will give an insight into the project's layout and focus on the data collected in Greater Bangkok. The report will focus on the qualitative findings and close with an outlook. As such a huge amount of data was being collected, the following overview comprises just an overall glimpse. If you are interested in further details, you can refer to the publications at the end of this report. Further and actualized information can be accessed on our website: <http://classifications-of-disabilities.univie.ac.at/>.

ภาพรวมของการวิจัย

โครงการวิจัย CLASDISA นี้ มีจุดมุ่งหมายเพื่อเปรียบเทียบอุปสรรค ข้อจำกัด และ สิ่งอำนวยความสะดวกทางด้านการศึกษารวมถึงเด็กที่มีความต้องการพิเศษ ใน 3 ประเทศ คือ ประเทศไทย ประเทศเอธิโอเปีย และประเทศออสเตรเลีย โดยเน้นการศึกษาในเมืองหลวงของประเทศเหล่านี้ รายงานชิ้นนี้จะกล่าวถึงการเก็บข้อมูลในกรุงเทพฯ เท่านั้น โดยการเก็บข้อมูลนี้ใช้เวลาทั้งหมดตั้งแต่ปี พ.ศ. 2553 ถึง ต้นปี พ.ศ. 2557 การวิจัยนี้เป็นการวิจัยแบบผสมผสาน คือ ใช้ทั้งการวิจัยเชิงปริมาณ และเชิงคุณภาพ เพื่อให้ได้ข้อมูลที่ครบถ้วนที่ผู้วิจัยได้รับความร่วมมือจากโรงเรียนและสถานศึกษาต่างๆ โดยมีทีมผู้วิจัยจากประเทศไทย 4 คน และผู้วิจัยจากประเทศออสเตรเลีย 1 คน จำนวนของ ข้อมูลเป็นดังต่อไปนี้

จำนวนผู้ถูกสัมภาษณ์	186 คน
จำนวนสถานศึกษาที่ใช้ในการเก็บข้อมูล	20 แห่ง
(เป็นโรงเรียน 12 แห่ง)	
จำนวนแบบสอบถามที่เก็บมาได้	209 ฉบับ

ผลการวิจัย มีดังนี้

1. การได้มีที่เรียนเป็นสิ่งสำคัญที่สุดของผู้ปกครองและเด็ก
2. การขาดโอกาสที่จะได้รับข้อมูลจากทางโรงเรียน
3. ปัญหาทางเศรษฐกิจมีผลกระทบต่อผู้ปกครองและครู
4. ปัญหาการเดินทางและการใช้รถสาธารณะทำให้เพิ่มค่าใช้จ่ายแก่ผู้ปกครอง
5. โรงเรียนยังขาดแคลนวัสดุอุปกรณ์ที่มีคุณภาพในการศึกษา
6. โรงเรียนไม่มีความพร้อมของสถานที่และบุคลากรในการจัดการเรียนการสอน
7. เด็กที่มีความพิการระดับรุนแรงยังไม่สามารถเรียนต่อในสถานศึกษาต่างๆ ได้
8. โรงเรียนขาดครูที่มีคุณวุฒิและประสบการณ์
9. บางโรงเรียนยังใช้การทำโทษกับนักเรียน เช่น การตี
10. ครูมีภาระหน้าที่มาก นอกเหนือจากงานสอน
11. ผู้ปกครองยังไม่มีส่วนร่วมมากเท่าที่ควรในการช่วยการจัดการศึกษา
12. สังคมไทยยอมรับเด็กและผู้ที่มีความต้องการพิเศษ
13. ผู้ปกครองยังให้ความสำคัญแก่การวินิจฉัยและความคิดเห็นของแพทย์
14. สมาชิกในครอบครัวบางคนหรือบางรายยังไม่ยอมรับเด็กที่มีความต้องการพิเศษ
15. บางครอบครัวเชื่อว่าการที่มีเด็กที่มีความต้องการพิเศษเกิดจากผลของกรรม

ผลของการศึกษาค้นคว้าครั้งนี้เพื่อเป็นการเข้าใจสถานการณ์ปัญหา อุปสรรค และสิ่งอำนวยความสะดวกกับเด็กที่มีความต้องการพิเศษในสถานศึกษาในกรุงเทพฯ เพื่อเป็นแนวทางให้ผู้บริหาร การศึกษาที่มาเป็นข้อมูลในการปรับปรุง และพัฒนาการจัดการศึกษาสำหรับเด็กที่มีความต้องการพิเศษ และเป็นแนวทางในการทำวิจัยต่อยอดต่อไป

Introduction of the CLASDISA Project

CLASDISA was started in February 2010 and runs until January 2015. It was initiated by researchers from the Department of Education at the University of Vienna in Austria. It is funded by the Austrian Science Fund (FWF).

This research project aims to provide an international, cross-cultural comparative study in the field of special needs and inclusive education. It investigates which environmental factors facilitate or restrict activity and participation of school-aged children with disabilities in the field of education in different societal and cultural contexts. The project refers to the International Classification of Functioning, Disability and Health (ICF) of the World Health Organisation (WHO) and the adapted Child and Youth version (ICF-CY). This classification regards disability as a product of impairments of physical and mental structures and functions, activity limitations and participation restrictions in combination with environmental and personal factors.

Based on the classification scheme of the ICF/ICF-CY the research project investigates barriers and facilitators in the field of education in Austria, Thailand, and Ethiopia in cooperation with staff members of local universities. These three countries differ to a great extent in regard to societal and cultural contexts. With reference to the Human Development Index (HDI), the societal development can be regarded as high in Austria, medium in Thailand, and low in Ethiopia.

The empirical data for this study was collected through field research. The study followed a uniform design and will be undertaken simultaneously in the three countries. Using a mixed-methods approach including a grounded-theory-based qualitative part, the project takes an ecological perspective on children and the micro systems, which they are involved in, such as their families and school classes. Interviews with professionals and parents as well as adapted techniques for capturing the perspectives of the children with disabilities will help to

reconstruct societal and cultural aspects of disability. Additionally, the project included quantitative surveys with the same target groups to identify societal and cultural factors regarded as barriers and facilitators in the educational process. Thus, while the study intends to use the ICF classification as a tool for educational research, it will critically examine its applicability in different cultures and societies. The research project involves innovative aspects such as: (1) fundamental research on the relations between society, culture, disability and education, (2) application of the ICF and ICF-CY in the field of education including its critical examination, (3) development of research methods through international scientific cooperation in the field of special needs education.

The following report will focus on giving an overview on qualitative findings. As indicated in the introduction due to the high amount of data, only a small amount of data has been analyzed to date.

General Remarks on Data Collection in Thailand

Compared to the research conditions in the other two locations, activities in Bangkok and its surroundings were the most easy-going and successful in terms of coverage and number of data collected. The research collaboration and environment was very positive and open. Almost none of the institutions or tentative research partners approached refrained from participation. All the targets that had been indicated in the research proposal were met. The research activities went beyond expectation as some educational institutions outside Bangkok, and those providing non-formal education (such as orphanages) were included in the research activities. Also the number of cases collected exceeded the number intended by far (as will be shown in the next chapter). Contact teachers and highly involved research assistants enabled easy access to the field. Additionally, it was easy for the research coordinator from the University of Vienna, Michelle Proyer, to feel at home despite her lack in language proficiency. The research environment was welcoming and appointments were almost always kept. Facilitation of additional support or needs such as external Sign Language Interpreters and such were mostly realized immediately despite short notice. Taken into account that international research activities often pose barriers in connection to facilitation, collaboration or the like, the activities in Bangkok were almost perfect. This was also due the very cooperative relationship between the research coordinator and the local Thai research team.

Overview of the Research Activities in Greater Bangkok



What follows is a general overview of data collected. This chapter comprises a summary of the statistics.

Field visits and coordination:

Research activities span over a period of almost four years between July 2010 and January 2014. It involved five researchers: Four from SWU and one, the coordinator, from University of Vienna. The field visits were arranged as follows:

- Preparatory Phase in June/July 2010:
1 month
- 1st phase of field research between October 2010 to January 2011:
3 months
- 2nd phase of field research between January to February 2012:
2 months
- 3rd phase of field research in July and August 2012:
1½ months
- In May 2013 and January 2014 additional visits added up to:
1 month

Methodology applied:

The project is based on the application of Mixed Methods and a Grounded Theory Design. This means that both qualitative (mainly interviews) and quantitative (2 sets of questionnaires for parents and teachers) were collected. The approach to the field was open and the focus of interest adapted according to the

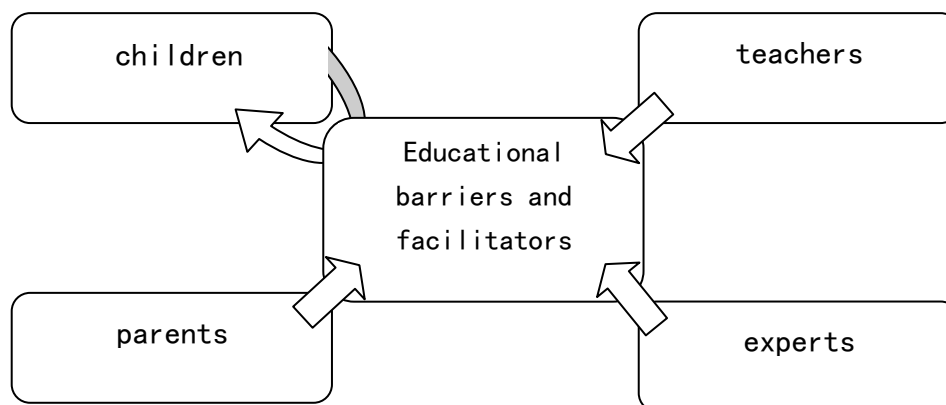
given context. Participation was purely voluntary. The main sources of qualitative data were:

- Structured Interviews
- Semi-structured Interviews
- „Experimental” Interviews with children with disabilities including alternative and additional materials such as puppets, cue cards, etc.



- Narrative Interviews on the life course of participants in order to get an idea of peoples ‘ educational background
- Focus Group Discussions with parents, teachers as well as children
- Classroom observations
- Review of educational development documentation (when agreed by participants)
- Review of national law and regulations
- Appraisals of school compounds

At the center of the project were children with different kinds of disabilities (Visual, Hearing, Multiple, Physical and Intellectual disabilities as well as Multiple Disabilities). Together with one parent or legal guardian, and a teacher they were part of one case. Additionally, experts from the fields of education and disability were invited. The stakeholders involved in interviews are illustrated below:



Data collected:

Number of interviews (number of cases)	186 (23)
Number of participating schools (additional educational institutions)	12 (20)
Number of questionnaires (questionnaire 1 + 2)	124 + 85

The following chapter will give an overview on the findings of the analysis of a part of the qualitative data set.

Overall Presentation of Findings

The following issues were of outmost relevance in the course of the interviews. These points focus on the description of barriers and facilitators for education of children with disabilities at primary school age.

General:

- Importance of school visit as such. Most parents and children report that having found a school that accepts them and being able to receive education is of outmost importance. Going to school is very important for the children as they like to be with their friends.
- Lack of information in terms disability, educational provision, rights and responsibilities. Many parents are reported to or report a severe lack in information on disability as such and educational access in particular. The same holds true for some of the teachers who wish for more and deeper knowledge in special and/or inclusive education.
- Economic restraints are a major issue for parents of children with disabilities. Many parents (mostly mothers or other female relatives or other female care givers) accompany their children to schools that are far away from their home. Even if they do not stay with their children the whole day or wait for them, they are prevented from generating income as it is impossible for them to travel to a workplace and be back at school.
Most teachers state that they are content with their salary but that there are different employment schemes that cause some tensions among the staff.

Infrastructural:

- Precarious traffic situation in Bangkok leading to having to get up very early, and having limited time for homework and out of school activities. It causes a need to spend long hours on public transportation, having to choose pricier modes of transportation, leading to a loss in income due to the impossibility of reaching a workplace after reaching school (see above), and leading to a decrease of independence of children with disabilities as independent travel is mostly out of the question.
- Educational materials and resources are available in most schools but a lack in quality and adequacy was reported a number of times.

Teachers report that they produce many of the materials by themselves in their free time. A number of participants describe a lack in quality of materials

produced in Thailand. One organization for children with disability supports local enterprises by asking them to copy foreign rehabilitative devices.



School related issues:

- Limited inclusive facilities: Out of 12 schools (a number of additional specialized facilities were part of the sample as well) visited, only four were inclusive or offered inclusive parallel facilities. Parents report bad experiences with inclusive schools due to a lack of staff and overcrowded conditions. Many of them refrain from a change from special to inclusive settings as they fear that their children would be left behind or that something could happen to them. Certain groups of children with disabilities are (those with hearing and intellectual disabilities) are mostly categorically excluded from inclusive facilities.

Teachers working in inclusive classes report a lack in knowledge and the feeling of being overburdened.

- Exclusion of children with severe and multiple handicaps from formal educational facilities and services: These children were identified as attending specialized, often remote facilities, and orphanages. This issue was a bit out of the focus of the project but was included in order to grasp the full scale of the educational situation of children with disabilities. It will be subject to further research.
- Lack in teaching and staffs' qualification as reported by many of the interviewees: A number of teachers are not qualified in special education. Even within trainings in special education there seems to be a lack in quality.
- Corporal punishment: Despite legal prohibition there was a significant number of reports on that practice.

- High administrative workload for teachers. Teachers report that they are left with little time that they can actually spend with children as there is so much paperwork that they need to keep in order. Some of the documentation seen by the research team was of low quality (such as copied IEPs, etc.).
- Involvement of parents in school is an issue that is perceived both as necessary resource to enable children's education as well as barrier to independence. Opinions on this topic vary a lot from school to school

Societal and cultural aspects:

- High level of (often and mainly religiously motivated) tolerance and acceptance of persons with disabilities in Thai society. Most of the interviewees report a significant improvement in societal attitudes over the last few years. Still discrimination (such as decline of acceptance to a school) and the conveying of a child with disability being different (e.g. staring, ignoring etc.) are part of many of the parents' reports.
- Importance of experts' opinion. Many parents report that doctors' opinions are very important for them. This is despite the fact that a number of medical staff is reported from refraining to inform parents about their children's disabilities despite their apparent knowledge.
- Importance of friends and family to gain access to educational facilities and cope with the child's disability as many parents report that they were shocked at first. Nevertheless, a number of parents report that their families are not accepting the child's disability.

- In general there is a high level of acceptance of disability among the parents that develops over time. Many report that they perceive their child being well off compared to other children. Others believe that their children are disabled because of bad Karma and that taking care of their children might bring them closer to enlightenment.



Discussion of the Findings and Outlook

The list of findings presented above represents the basic research character of CLASDISA. Its aim was to learn about the current educational situation of children with disabilities and enable further research activities. CLASDISA poses an example to international intercultural comparative research as activities in Bangkok turned out to be highly successful. All researchers and participants involved learned about different approaches to research (e.g. the necessity to fill in a written consent in order to underline ones agreement to participate in the research activities which is not very common in Thailand but necessary according to the research standards of the Austrian funding agency and research standards). By presenting initial findings, we hope to enable important stakeholders to get a good overview on the current educational situation of children with disabilities. This might even go as far as that school administrators or political stakeholders might take some of the issues presented as starting points for opening up a discourse on sustainable change. CLASDISA adds to understanding culture- and society-specific conditions related to disability in a given context. The influence of Buddhist beliefs on attitudinal patterns in Thai people is one of outmost importance and will be subject to further discussion and dissemination.

As CLASDISA comprises basic research, we hope that our findings will pave the way for further, more hands-on research that will add to sustainable change for children with disabilities attending educational facilities in and around Bangkok. It is still a long way to realize education for all and we hope that the research activities in Bangkok add to paving the way towards educational inclusion as an initial step to full inclusion of persons with disabilities in all areas of life.

Publications (for updated information refer to the project website: <http://classifications-of-disabilities.univie.ac.at/>)

Proyer, M. (2013): Thailand's move from a pity/charity- to a rights-based understanding of disability – Wishful thinking, impossibility or realistic goal for policy implementation? Full paper of the presentation at the 3rd ICIRD 2012, held at Chulalongkorn University, Bangkok, Thailand from August 22nd to 23rd.

Proyer, M. & Sriwanyong, S. (2013): Children with Disabilities in Schools in Greater Bangkok – Facilitators and Barriers for Inclusive Education. Full paper of presentation at the 8th biennial conference of the Comparative Education Society of Asia 2012 (CESA), held at Chulalongkorn University, Bangkok, Thailand from July 8th to 11th. (Paper 16)

Proyer, M. & Sriwanyong, S. (2013): International Perspectives on Barriers for Children with Disabilities' Educational Environments in Greater Bangkok. In: Journal of Research in Development in Special Education, Vol. 2 (1), 46–59

Schiemer, M. & Proyer, M: (2013): Teaching children with disabilities: ICTs in Bangkok and Addis Ababa. In: Multicultural Education & Technology Journal (METJ), Vol. 7, Issue 2/3, 99–112

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