

SOCIAL WELFARE ADMINISTRATION IN EDUCATION IN THE THAMMIKACHON FOUNDATION FOR THE BLIND IN THAILAND UNDER THE ROYAL PATRONAGE

Supawadeeporn Drejare¹ and Jaturong Boonyarattanasoontorn

Faculty of Social work and social welfare, Huachiew Chalermprakiet University, Thailand

Email: supawadeeporn@hotmail.com¹

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ABSTRACT

Research on Social Welfare Administration in Education in the Thammikachon Foundation for the Blind in Thailand under royal patronage has the objective of studying the problem conditions, management model of the school, and study guidelines for developing quality educational welfare of the school for blind and blind people with multiple disabilities, is qualitative research using in-depth interviews with 12 key informants. The results of the research found that 1) The overall problem is that there is a budget problem that is supported by the state but is insufficient, teaching staff/ teaching assistant teachers drop out because they get a new job or pass the civil service exam. Teachers graduate not in the right line of work due to a shortage of special education teachers, in terms of the teaching and learning process, the evaluation criteria were not clear because there were differences like disabilities and the health conditions of children with disabilities. 2) The management model was by the regulations of the Ministry of Education. In terms of buildings, curriculum, teaching and learning arrangements, and qualifications of teachers or teaching assistants 3) Guidelines for developing quality educational welfare That is, creating parallel classrooms, improving buildings, classrooms, and the surrounding atmosphere to be suitable and safe. Improving the learning process curriculum as specified in the Education for Persons with Disabilities Act 1999 is consistent with interest. Learners' aptitudes taking into account individual differences, organizing activities for learners to learn from real experiences, cultivating morality, and good values, developing potential to promote and support teachers to be able to organize an atmosphere environment, learning media and facilitators and for learners to learn Coordinating cooperation with parents, guardians, and people in the community to jointly develop students

Keywords: Persons with visual disabilities and multiple disabilities; Guidelines for developing quality educational welfare

Introduction

At present, the population of Thailand is 66,588,935 people, with a higher number of people with disabilities. There are a total of 2,048,366 people with disabilities registered to receive identification cards, females accounting for 47.78 percent and males accounting for 52.22 percent of all disabled people. Although the proportion of people with disabilities varies across regions, the Northeast has the highest number of people with disabilities, accounting for 40.13 percent, followed by the North at 22.04 percent, the Central Region at 20.76 percent, the South at 12.5 percent, and Bangkok at 12.5 percent. 4.58. This information is an important part of planning and taking action to enhance the welfare and rights of people with disabilities and related communities in Thailand. A detailed understanding of people with disabilities and their situations is therefore important. Develop policies and programs that support people with disabilities and related communities in Thailand. Supporting and improving the situation of people with disabilities is essential for developing a diverse and sustainable society in Thailand. (Department of Promotion and Development of Quality of Life for Persons with Disabilities, 2020)

The report on the situation of disabled people by the Department of Promotion and Development of the Quality of Life of Persons with Disabilities found that 1,533,159 disabled people received education, which is 74.85 percent of disabled people with disability identification cards, and disabled people who did not receive education. A total of 69,371 people, which is 3.39 percent of disabled people, have disability identification cards. As for disabled people who do not receive education, they have different disability characteristics, such as 4,520 people with disabilities who are still young children and have not reached school age, 6.52 percent, and 6.52 percent of people with disabilities who have reached school age but are not yet educated. 43,409 people were educated, 62.58 percent. 21,442 people with disabilities were not educated, 30.91 percent, from this information, it can be indicated that People with disabilities have needs and desires to have access to education and vocational skills development so that they can have the opportunity to live effectively in society and help increase career opportunities for people with disabilities in the future. (Department of Quality-of-Life Promotion for Persons with Disabilities, 2020)

In Thailand at present, there are more than 2 million people with disabilities, but it is found that the majority of children with disabilities do not receive adequate education, especially children who are intellectually disabled since birth, as many as 1 in 3 children with disabilities do not receive education, and if they are intellectually disabled Participating bodies will also not receive two-thirds of the study. National statistics say that when considering the

education of children with disabilities between the ages of 5-14 years, it is found that most school-aged children with disabilities do not receive adequate education.

School for the Education of the Blind and the Blind and Multiple Disabilities Lopburi is a school in the Foundation for the Blind in Thailand under Royal Patronage, Lopburi Province branch. There are more than 60 orphaned blind children with multiple disabilities who are being rehabilitated and there are still many requesting services.

At present, the Thammikachon Foundation for the Blind in Thailand under royal patronage has created a school for the education of the blind and the blind and blind with multiple disabilities, providing services to the blind in Lopburi province as well as nearby areas, including Saraburi, Singburi, Chainat, Ang Thong, Phetchabun, Phra Nakhon Si Ayutthaya, etc., which is the school for the education of the blind and the blind and the disabled. duplicate Lopburi opened its doors for the first time on June 9, 2001, providing services to blind students with multiple disabilities and orphans who were sent from the Home for Blind Children with Multiple Disabilities in Bangkok to receive education, development, and rehabilitation of 40 people on January 30, 2002, which was registered as a special education school under the Office of the Private Education Commission, the school offers education in kindergarten 1 to grade 3 according to the Ministry of Education curriculum. Currently, there are 100 male and female students under its care, with 14 students studying together with regular students. It can be seen that the activities and operations of the Lopburi School for the Education of the Blind and the Blind and the Disabled are how the school has supported and promoted the readiness and emotional stability of students with disabilities. The school emphasizes the development of skills and familiarity with the environment and specific skills of students with disabilities so that people with disabilities have equal opportunities to participate in educational and social activities with other students.

In addition, children who have developed basic skills and are ready will be supported to join other students in various ways to develop and stabilize their emotional, social, intellectual, and specific skills for the blind, such as following the daily routine and creating familiarity with the environment and movement, reading - writing Braille, recreation and health promotion through sports activities, playing music, continuing traditions, Thai culture to participate in various festivals (School for Education for the Blind and Multiple Disabilities, Lopburi, 2020), which is consistent with Scott (2017) who said that in general, educational activities for the blind and multiple blind persons focus on that education and support both in education and social participation allow blind people to have the right and independence to access education and participate in social activities and should offer guidelines for blind people to understand and be aware of their needs and rights. Tigwell (2021) also stated. Blind

people must receive assistance benefits using assistive technology for blind and visually impaired people such as adaptive navigation, reading aloud, and sound notification systems useful for daily use. To respond to daily life in the future This may include the development of technology for automatic navigation or human-like systems in the environment and the development of wearable devices to increase convenience and efficiency in living in society and working effectively.

Developing educational welfare for the blind to be of a quality that can effectively and adequately provide knowledge to the visually impaired and those with multiple disabilities is an important factor in solving the problem of people with disabilities in society in the long run. Because it is to help disabled people to help themselves, to increase their capital in life to reach the highest level of education to the best of their ability and to have the knowledge to make a living. If they have outstanding educational abilities, you can study at the degree level and work in the career that you dream or desire. If you are a worker, you will be a skilled worker. In addition, education helps people with disabilities to have confidence in socializing and adapting to their peers, as well as having families and being able to lead families happily. The researcher is therefore interested in studying the guidelines for developing the educational welfare of the School for the Blind and the Blind and Multiple Disabilities, Lopburi, for the children to receive quality educational welfare and to develop themselves so that they can live by relying on yourself as much as possible in the future

Research Objectives

1. To study the problems of the School for the Education of the Blind and the Blind and Multiple Disabilities, Lopburi.
2. To study the management model of the School for the Education of the Blind and the Blind and Multiple Disabilities, Lopburi.
3. To find ways to develop the educational welfare of the School for the Blind and the Blind and Multiple Disabilities, Lopburi.

Review Literature

Study of "Administration of educational social welfare in the Saints Foundation for the Blind in Thailand under the Royal Patronage" study of guidelines for providing quality educational welfare. Study the concepts and important principles of school management for the education of the blind and blind people with multiple disabilities to find ways to develop quality educational welfare of the school and apply the important principles to the management of schools, education for the blind, and people with multiple disabilities.

Blindness and disability are duplicated in other places. This is because educational welfare is a process and activity that involves providing support and services to promote and strengthen fairness in education and provide equal learning opportunities for all. Providing educational welfare can include providing support for people with disabilities in learning, accessing educational services, and exercising the right to education so that everyone has equal access and rights to education, thus promoting and developing the quality of life, thus emphasizing processes and activities that improve and strengthen the conditions of satisfaction and quality of life of individuals or groups of people to make disabled people happy and satisfied in various aspects of life such as health, Living in society, having a career and income, social relationships, love and learning, promoting and developing quality of life, focusing on providing support in areas of need, creating a good life environment, Supporting the development of skills and knowledge, helping to build expertise and abilities so that individuals or groups of people can live their lives to the fullest and have a better quality of life.

Research Methodology

This research used qualitative research methods (Qualitative Research) using the School for the Blind and Multiple Disabilities, Lopburi, as a case study. Qualitative research methods used in the study included 12 key informants in this research, consisting of 1 director of the Foundation for the Blind in Thailand under the Royal Patronage, 1 director of the School for the Blind, and 1 blind person with multiple disabilities, Lopburi, students in the school for education for the blind and blind people with multiple disabilities, Lopburi, 3 people, community leaders and administrators of Khok Tum Subdistrict Municipality, 1 person, teachers, teaching assistants, administrative staff, 3 people, 2 parents. and 1 policy director of the Ministry of Education, Department of Special Education, used 7 sets of in-depth interviews and analyzed the qualitative data with content analysis.

Results

1. Problems in schools for the education of blind and blind people with multiple disabilities Lopburi, regarding the management of the school for education for blind and blind people with multiple disabilities, Lopburi found that the school has 2 groups of students, namely students who are only blind and blind children with multiple disabilities, problem conditions in 3 main areas: 1) Teaching and learning The school has 4 courses in teaching and learning, namely the early childhood curriculum for blind children, the early childhood curriculum for blind children with multiple disabilities, the basic education

curriculum for blind children and the basic education curriculum for blind children who Duplicate disabilities to be in line with the characteristics of the disabilities of blind students. The problem encountered is that measurement and evaluation are difficult because blind students and double-blind students are very different in terms of physical, mental, and intellectual health. Some require a multidisciplinary team to take care of them for rehabilitation, such as physical therapists, and speaking therapists. 2) In terms of personnel, teachers, and teaching assistants, most of the personnel graduated with degrees that do not correspond to their line of work and therefore require additional training. However, the personnel passed the initial assessment according to the teaching professional qualifications and the results of the basic psychological assessment but may Not stay for long and resign when they get a new job or pass the civil service exam. 3) The budget is not enough to manage the wages of teaching staff. Teaching assistant teachers and other expenses which make teachers Teaching assistant teachers have a heavy burden of caring for blind students and 4) characteristics of blind students who have good health, different types of disabilities which cause problems in traveling to school, adjusting to society, Change teachers and living in school dormitories, etc.

2. Management model of the School for the Education of the Blind and the Blind and Multiple Disabilities, Lopburi

1. Personnel within the school, such as the school director, teachers, teaching assistants, and students. An interview with school personnel regarding the management model of the school for the education of the blind and blind and multiple disabilities found that the school has management divided into 4 departments: human resources department, academic department, general administration department, planning and budget department. The school will have a person signing on behalf of the license holder who is the highest executive. The foundation will be the license holder and the school director. and the manager of the administrative school in the area of the school, education for the blind and blind and multiple disabilities, who performs duties in various areas, details are as follows

1) Personnel aspect: There is management. As follows, the school director takes care of human resources and academics, the assistant school director takes care of human resources, including absences, leave, late arrivals, resignations, recruitment, probation, employment, development, promotion, sending children to study together with other children. Normally, the school manager takes care of the general administration department and the budget

planning department, taking care of dormitory work, administrative work, electricity, water, annual operating plan, and budget.

2) On the building side, there are student rooms that are separated for women and men, and there is a separation between young children (3 years - 10 years) and older children (12 years - 18 years). In one room there will be children with disabilities. that are different to help and support each other In one building there is a left side and a right side. On one floor there are 2 sides, called 2 towers. The building has 3 floors and 6 towers, and CCTV cameras are installed at the entrances and exits. and corridors. In addition, the school has a memorandum of understanding or covenant between the school and all staff and teachers working in the school regarding prohibitions, exceptions, precautions, and disciplinary and legal punishments.

3) Organizing activities, in the case of sending children to study together and organizing activities outside the area. There will be 1 school van with 12 blind students going to study together with sighted students. In the afternoon there will be a vehicle to pick them up, eat food, and return to their accommodations, with 2 teachers taking care of each 12 students. People support children with special abilities in sports, recreation, and vocational training. The school supports children with special abilities in sports by coordinating with the Sports Association for the Blind of Thailand to train to compete abroad, for blind children. For those who have special talents in music, the school supports it by coordinating with the administrators of the College of Dramatic Arts in the language field. The school encourages them to have the opportunity to show their abilities and compete in competitions to gain experience and build self-esteem.

4) Regarding relations with the community, it was found that the school has built relationships with the community, mostly in terms of asking for help, such as when organizing walking activities, charity runs, or volunteer activities asking the community to help cut the grass at the school. In addition, the school also has activities to give back to the community by bringing snacks. Many of the donated items went to help nearby schools integrate with Boy Scout activities for blind students to distribute to students in nearby schools to train students to know how to be givers and not just receivers. But alone, the main objective is to build relationships with the community. It is about publicizing the school's departments so that more people know them, having the opportunity to give back to the community, and asking for help from the community when the school needs it. In addition, the school has a relationship with the Khok Tum Subdistrict Municipality regarding mosquito repellent spraying, if there is a fire nearby, coming to help extinguish the fire, facilitating the making of school

unity robes, garbage collection, cutting down trees for the school, requesting use of the venue to organize a charity run to raise funds to help the School for the Blind, etc.

5) In terms of budget, because the school does not have an adequate budget, it is necessary to find funds or donations from outsiders and various agencies by having activities to create continuity in fundraising, such as sending greeting cards, birthdays, making thank you books communicating through social media to express gratitude, and displaying pictures of various activities through online media, etc.

2. Third parties, including the parents of students, the mayor, and the director of the Saints for the Blind in Thailand under the Royal Patronage, expressed their opinion that they had no opinion on the management of the school, only the opinion that they wanted the government to help blind and blind children. who are repeatedly handicapped in terms of special educational equipment for the blind because of the high cost of studying, for the mayor of Khok Tum Subdistrict, Mueang District, Lopburi Province who held the position for approximately 13 years, thought that the school's teaching curriculum was of a good standard and suitable for the disabled conditions of the students because it was a school teaching only for the disabled, the budget the school received from the government was not sufficient, observed This is because the school regularly organizes fundraising activities, which is in line with the comments of the Director of the Foundation for the Blind in Thailand. Under the Royal Patronage, the management model of the School for the Blind and Multiple Disabilities, Lopburi, is divided into 4 departments: human resources, academics, and general administration. The planning and budget department meets the criteria of the Ministry of Education. The school has built good relationships with the community. In terms of an insufficient budget, the school has provided funds or donations with support from the mayor of Khok Tum Subdistrict in organizing. Walking-running activities Charities for fundraising and school management can be summarized as follows.

2) Educational standards are emphasized according to the Office of Educational Standards and Quality Assessment. (Public Organization) (NESDB) has set standards for indicators. Some indicators have been slightly modified, such as Drawing, but the child cannot draw, may be eliminated and given importance to other subjects. Sports for the blind, using the core curriculum and additional curriculum as specific skills. For example, skills in creating familiarity with the environment and movement, or what we commonly call O&M (Orientation and Mobility), is a curriculum that teaches children to use their senses, know directions, and know how to travel on their own following a leader. These will be additional courses that

must enable blind people to help themselves, and additional courses on using technology to help blind people use computers.

3) The qualifications of teachers/teaching assistants are specified. The qualifications are specified, namely having completed education in education, education, and having a teaching license, defined basically as a person with morality and ethics. Most of them do not correspond to the branch, which is special education, therefore recruiting teachers who have a bachelor's degree with a major in early childhood, English, and computers but enter the training process later to develop the potential to work with visually impaired children. As for teaching assistants, teachers obtain a high school diploma or professional certificate (Vocational Certificate) and have a compassionate positive attitude toward people with disabilities. There is frequent entry and exit of personnel, when personnel take the civil service examination for teachers or get a new job, there is an impact on children's bonding, and when teachers stay for a long time, they have expertise in caring for visually impaired children. When there is a new teacher, new training is required.

4) The budget receives individual subsidies, on average, approximately 51,000 baht per person per year, but this is not enough, especially if it is a boarding school where children are at school 24 hours a day, 3 meals a day, the cost is quite high, so it is necessary to request budget support. From outside. The foundation performs fundraising duties, donates robes, organizes running activities, organizes concerts and other charitable activities to solicit donations, and publicizes that if donating to educational institutions, tax deductions can be doubled, maintaining the image of a transparent and verifiable organization. Children have quality. Good life, cleanliness, good environment, these things will make people believe and donate to children.

5) Management of buildings and facilities of schools under each branch, separating girls and boys, preventing abuse, and protecting children's rights. There is a 24-hour student support system, making a daily schedule from waking up until going to bed. Each time there will be a responsible person and many CCTV cameras.

6) Promotion of special abilities, sports, recreation, and vocational training to develop children's potential. Children are sent to compete in prizes based on their special abilities, such as the Golden Mic, which gives children inspiration to practice and follow their dreams.

7) Guidelines for developing quality educational welfare at schools for the blind Lopburi Province Currently, in Lopburi, the environment has been adjusted to accommodate people with disabilities, including ramps, elevators, and Braille block buttons. There is a computer room with audio programs, a WIFI signal, and a media production room. There is a

fitness room. Therefore, the development of information technology personnel must practice skills in using information technology. to be able to access various services and adjust to society

8) Plan for managing student referrals, giving importance to co-educational schooling, there is an evaluation test to send children out to co-educational school every year and at every level from kindergarten to bachelor's degree levels. or plans for transferring non-formal education Vocational education includes referrals to work in establishments, etc.

3. Guidelines for developing the educational welfare of the School for the Blind and the Blind and Multiple Disabilities, Lopburi

Guidelines for developing school educational welfare in 4 areas are as follows:

1) Evaluation Curriculum: The school has 4 curricula that are appropriate to cover the educational level and the disability of students, have evaluation criteria that are conducive to each individual's disability, and organize classroom management into Each grade level divides children according to their abilities and potential.

2) Personnel: The school has a problem because it is supposed to have teachers majoring in special education, but until now there has never been a teacher who directly graduated as a major in special education to apply for a job with the school, so it accepts teachers who have graduates in other fields. Therefore, the school has organized training to provide teachers with knowledge in teaching and caring for visually impaired children.

3) Finance and budget, from the current situation there are problems with COVID-19 affecting the economy and has an impact on the source of donations, so he wants the government to increase subsidies The number of people with disabilities has increased further because the current situation has many problems that affect the national economy and affect donations.

4) General administration is at a good level, the building space is appropriately balanced for the number of students and staff, not too crowded, and the relationship between the community and the school in terms of fundraising, requesting cooperation in driving training. children to participate in the community, helping the community in which they live.

Guidelines for developing educational welfare to ensure the quality of schools for the education of blind and blind people with multiple disabilities should include 3 approaches:

1)Arrangement of facilities, equipment, tools, architectural structures, and environments to help blind people receive education conveniently and according to the needs of each individual.

2) Organizing educational media, including materials, equipment, and technology for education.

3) Obtaining educational rights according to Education for Persons with Disabilities Act 2008, Section 5 is: (1) receive education free of charge from birth; or experience a lifelong disability and receive technology, facilities, media, services, and any other assistance in education. (2) Select educational services, educational institutions, educational systems, and forms of education by taking into account abilities. Interests, aptitudes, and special needs of that person. (3) Receive education that has standards and educational quality assurance, including arranging a curriculum, learning process, and appropriate educational testing consistent with the person's special needs for each type of disability.

In addition, schools should provide free education for blind and double-blind students because their families are poor. The government should promote private schools more than ever and should focus on recruiting teachers who are successful in special education, in terms of finances and budgets, the government must increase subsidies per capita for people with additional disabilities, and educational media should be provided, including materials, equipment, and technology for education. If we receive more support from the government than we currently have, it will help facilitate education for blind children to have more access to information and educational media.

4 . Important concepts and principles that can be used in the management of schools for the education of blind and blind persons with multiple disabilities in other places.

Currently, there are statistics of blind children with multiple disabilities increasing and only blind children decreasing. Schools for blind children are not the same as schools for the education of blind and blind people with multiple disabilities. Lopburi brings blind children and blind children with multiple disabilities to teach in the same institution and has a curriculum to support these two groups, both early childhood and basic education for blind education schools that do not teach blind people with multiple disabilities, what will be done in the future? Therefore, this group of children can be accepted to study with them.

1) The concept of parallel classrooms focuses on allowing children to study in parallel using the curriculum of the School for the Blind. Lopburi is used for teaching, which will be improved every year to facilitate the education of both groups of children.

2) Student grouping, in terms of additional comments on the productivity that has arisen from teaching and learning since the school opened until the present. School Director, It is considered that students should be divided into 2 groups:

Group 1: Students who are only blind can take the exam to study at a higher level.

Group 2: Students who are blind and have multiple disabilities or blind students who also have other disabilities can live happily with their families, not being a burden on their families. Some can pursue a career as a Thai masseuse. Being a singer or musician in public can support oneself and one's family.

3) Effective management, especially the teaching of two curricula. The school curriculum is consistent with the disabilities of students because there are 2 courses taught to both students, Course 1, for students who are only blind, the school has a curriculum at the elementary school level and a basic education curriculum. Course 2: Students who are blind and have multiple disabilities or blind students who also have other disabilities.

4) Sustainability in school education Planning measures and mechanisms to maintain school quality There is a strong belief that schools for the education of the blind and the blind are redundant. Lopburi has a teaching and education system that is sustainable because of the upper central region. Currently, there is Lopburi School for the Blind and the Blind and Multiple Disabilities, the only school that provides education to students of both types who are blind. Only blind and multiple disabilities, which in the current situation are increasing in number, there is a high demand for educational institutions that are ready to support them.

In addition, the school has people who support this work because they want to develop blind students to have higher potential in both education and careers after graduation. Therefore, they provide support to the school. Continuing, the Lopburi School for the Education of the Blind and the Blind and Multiple Disabilities has a plan to maintain the quality of the school's educational provision, namely a plan to develop teachers and educational personnel to have experience. Specializes in teaching blind students with multiple disabilities. The team of teachers and personnel needs to be developed because, in the current situation, the number of blind children with multiple disabilities is increasing more than the number of children who are only blind. Therefore, teachers and school personnel must also be trained in that new knowledge to constantly adapt, for the plan. Organize referrals for students who graduate from that school where the school has an educational institution to support them, such as the Vocational College for the Blind. Khon Kaen has vocational studies, for students with multiple disabilities, the school requires students to study basic vocational subjects such as agriculture, music, and technology for the blind. The school promotes the

school's curriculum through online communication channels. Posted on the school's Facebook page to inform various news.

5) Educational standards Providing education for visually impaired persons in Thailand There is a standard certification office. and evaluate the quality of education (Public Organization) or ONESQA is an agency responsible for evaluating the external quality of all educational institutions in Thailand, both at the basic education level. Vocational education and higher education in the educational standards section There are 3 standards at the basic education level: Standard 1: Learner quality, consisting of the learner's academic achievement. and desirable characteristics, standard 2, administration and management processes standard 3, the teaching and learning process that focuses on the learner is important. Budget allocation for schools for the blind uses the same budget allocation criteria as schools that provide general basic education in the public sector, but there will be additions in the areas that are Per capita budget for educational operations and food budget for boarding students, per capita subsidy for special education school students. Normally, the budget allocated by the government is not enough to develop education to meet the quality of the specified educational standards. Most educational institutions receive financial support in various forms to participate in the development of educational quality from outside communities, etc.

Discussion

This research was able to analyze the management model of the Lopburi School for the Blind and the Blind with Multiple Disabilities has a management model that may receive support from government agencies but is not sufficient for management. Therefore, the school, therefore, raises funds from charity activities to enable the school or foundation for visually impaired students to manage.

The education system uses the Ministry of Education's core curriculum, which is under the supervision of the Office for Educational Standards and Quality Assessment. (Public Organization) is an agency responsible for evaluating the external quality of all educational institutions in Thailand, both at the basic education level, vocational education, and higher education. Emphasis is placed on allowing visually impaired children to study in school with normal children, but there may be other children. Some people with multiple disabilities are still unable to do so, which is consistent with the provision of education for disabled children in the United States, which has developed schools for the disabled as special schools for the disabled in various fields, but the United States Constitution does not support it. There is studying in special schools because it is seen as an incorrect approach that separates children from society. Therefore, children are sent to study together with normal children, creating an

understanding of the limitations between normal children and disabled children and seeing That this type of education is the correct and appropriate approach.

The government therefore expanded special education in the form of co-educational learning while reducing the budget for special schools or specialized schools, causing these types of schools to reduce in size and number to a minimum. The future development of special education in the United States has the goal of living together in a society that has no discrimination, no class, no disabled people and no disabled people, everyone accepts each other's diversity, unlike special education in Sweden, which has 3 types of teaching, including teaching within the regular school system Special class formats and separate teaching such as teaching in clinics, receiving technical, pedagogical, medical, social support, special teaching for children with severe hearing and sight loss in public schools, teaching children That is a mental disorder, especially mental retardation. In addition, Sweden has various laws. It clearly defines 9 types of disabled children. Teachers, in addition to having basic knowledge suitable for special children, must also have teaching skills and use psychology. All classroom teachers must be dedicated, devoting time to tutor each other, 2 hours per week. The method of emphasizing the quality and dedication of teachers has greatly helped to solve the problem of children with disabilities. In Sweden, it is different from Japan, where there are 3 types of special education schools: schools for the deaf, and schools for the blind. , Schools for the disabled, which also separate schools for the disabled into 3 types: schools for mentally retarded children, schools for children with physical disabilities, schools for children with chronic illnesses, most of whom are severely impaired, if children have disabilities Medium level students will be placed in school together with normal children in Japan. Children who will enter special schools must undergo a selection process that is determined by the law of the Ministry of Education of Japan. There is a curriculum prescribed by the Ministry of Education and there is also a manual. The curriculum for children with disabilities studying in specialized schools is different from Australia, which promotes inclusive learning almost 100 percent. There is research and research used to develop techniques for training individuals to have knowledge and ability and to use appropriate tools, which can help all children with special needs to learn well and have the means to participate in more mainstream schools, with the Australian Government supporting a focus on parent education and develop children who have been diagnosed by doctors as being able to develop in all aspects. There is training for parents, home visits, demonstrations, and follow-up. Computer-based learning communications are used in teaching and learning in the form of networks. computer network and has developed both software and hardware to be used in teaching in Australia, clearly separating children who are ready to learn and fully supporting them.

Conclusion

Guidelines for developing quality educational welfare of the Lopburi Educational School for the Blind and the Blind and Multiple Disabilities can be summarized as 1) Facilities, equipment, tools, architectural structures, and environments should be arranged to help blind people receive education conveniently and conform to the needs of each individual. 2) Educational media should be provided, including materials, equipment, and technology for education. 3) Receiving educational rights according to the Education for Persons with Disabilities Act, B.E. 2008, Section 5, should be by the law. namely (1) receiving education free of charge from birth or becoming disabled; throughout life and receiving technology Facilities, media, services, and any other educational assistance. (2) Select educational services, and educational institutions. Educational system and format take into account the abilities, interests, aptitudes, and special needs of that person. (3) Receive education with standards and quality assurance, including organizing learning process curricula and appropriate educational testing consistent with the special needs of each type of disabled person and individual.

Educational rights, currently blind people have rights and opportunities Education is the same as for normal people according to the Act on Education for Persons with Disabilities. There are educational agencies that set up special education centers and disability-specific schools. and schools that provide co-education, but the problems encountered are Giving importance to the education of blind parents, traveling far from their hometowns, family economic problems, and social attitudes and attitudes, communities and co-educational schools are not yet prepared to provide education for the blind.

Quality standards for education for blind educational institutions that provide basic education will have an accreditation office. Educational Standards and Quality (NESDB) is the person who inspects and certifies quality standards every four years and every educational institution will have Internal quality assurance that must be inspected every year and reported to stakeholders.

Important concepts and principles that can be used in the management of schools for the education of blind and blind persons with multiple disabilities, both at the basic education, vocational, and tertiary levels, should include standards in 3 areas: (1) quality Learners include academic achievement. Desired characteristics (2) The administrative and management process of the school must be standardized. (3) The teaching and learning process must be learner-focused. Teachers to visually impaired students ratio must be 5:1 people, babysitters. 15:1 For the disabled and blind, educational institutions should focus on developing vocational skills as a basis for using them to earn an income to support themselves when they graduate, including

focusing on life skills to be able to help themselves and reduce dependency on individuals. another

The school management model is effective in all 5 areas: 1) The curriculum should be arranged according to the disability conditions of learners who have learning limitations. Focus on organizing an educational curriculum that learners can take action on. Practical and can lead to practice or application in life and career in the future. 2) Personnel must have specialized knowledge of people with visual impairments. There should be personnel in the field of clinical psychology, nurses, housekeepers, etc. 3) In terms of budget, the allocation of per capita subsidies for the blind should be increased, different from other schools with disabilities in general. 4) There should be a focus, on letting network partners, society, and communities participate in developing the quality of education as much as possible besides the budget.

In summary, important concepts and principles that can be applied in the management of schools for the education of the blind and the blind and the blind and multiplex disabled in other places. It should adhere to the important principle of placing blind children at the center of teaching and learning. Teachers' qualifications must have special education knowledge. There must be media, equipment, and various technologies that are conducive to the needs of each blind child. And the community and society must be involved in providing education for blind children.

Suggestions

Policy Suggestion

1) The Ministry of Education should adhere to an important principle, which is to place children with disabilities and blindness at the center of teaching and learning.

2) The Ministry of Education should improve the National Education Act 1999 (Amended 2002) Section 10 of educational rights and duties has been made clearer. Providing education for persons with physical, mental, intellectual, emotional, social, communication, and learning disabilities. or having a physically disabled or handicapped person or a person who is unable to rely on himself or no caregiver or is underprivileged, such persons must be provided with special rights and opportunities to receive basic education.

3) The government should support 3 types of education for people with disabilities throughout their lives: formal education Fully adequate non-formal and informal education.

Operational suggestions

1) Buildings, places, classrooms, and surroundings should be improved to be adequate, appropriate, and safe, and provide an environment conducive to learning for blind children and blind children with multiple disabilities.

2) The learning process curriculum as specified in the Education Act 1999, Section 4, Educational Management Guidelines should be revised to be in line with the interests and aptitudes of learners, taking into account individual differences.

3) The potential of teachers or personnel responsible for providing knowledge should be developed to promote and support teachers to be able to organize atmospheres, environments, learning media, and facilities so that students learn and are well-rounded as well as being able to use Research is part of the learning process.

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