

## ACCESSIBILITY TO RIGHTS OF PERSONS WITH DISABILITIES, LIFELONG EDUCATION, AND DECENT JOB

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### Abstract

This research aimed (1) to examine the situation regarding access to the rights of persons with disabilities in lifelong education and decent employment, and (2) to study the level of satisfaction with access to those rights. This quantitative study employed the concepts of lifelong learning and decent work as its theoretical framework. The population consisted of 106,417 persons with physical disabilities in five provinces: Chiang Mai, Nonthaburi, Khon Kaen, Chonburi, and Nakhon Si Thammarat. A sample size of 400 individuals was determined using Yamane's formula. The research instrument was a questionnaire, and data were analyzed using descriptive statistics: percentage, mean, and standard deviation.

The findings revealed that most respondents were male, aged 15–25, Buddhist, and had completed vocational certificates or associate degrees. Most had been disabled for over 16 years, used a wheelchair, and possessed a disability identification card. A large portion were unemployed, had no income, and had monthly expenses over 5,000 baht. More than half had no debt or family obligations. The overall satisfaction with access to disability welfare rights was at a good level, with a mean score of 3.07 and a standard deviation of 1.11. Satisfaction with access to educational rights had a mean of 3.11, and access to employment rights had the highest mean of 3.41, also indicating a good level. Hypothesis testing revealed that age, education level, and income significantly affected access to lifelong education rights. Additionally, gender, education level, and income significantly affected access to decent employment rights.

**Keywords:** rights of person with disabilities; lifelong education; decent jobs

## Introduction

The Office of Persons with Disabilities is a large group of the world's population, with the number increasing every year, data from the World Health Organization (WHO) indicate that in 2021, more than 1 billion people, or 15% of the world's population, will have disabilities, with 20% having difficulties with daily living. 253 million people are blind or visually impaired, accounting for 3.2% of the world's population, and 466 million people, have disabilities. Deafness and hearing loss account for 6% of the world's population, or equal to the total population of the European Union, 75 million. Mobility disabilities, requiring the use of a wheelchair every day, account for 1% of the world's population. world population Disability causes people with disabilities to have many problems, including health problems, discrimination, and lack of education. This can be seen from the fact that more than 32 million disabled children around the world are not receiving an education, accounting for approximately one-third of children without disabilities. In the school system (No more children with disabilities out of school) Employment; people with disabilities are less likely to be employed. In developing countries, 80% to 90% of people with disabilities are unemployed, while in industrialized countries 50% to 70% of people with disabilities are unemployed. The World Health Organization estimates that within the next 10 years, the number of people with disabilities may continue to increase. This is because people with disabilities are still a group of people who are neglected in society and lack the opportunity to access many basic rights. There is an increased rate of poverty and lack of opportunity, especially for people with disabilities in poor and developing countries. This will have a severe economic impact.

In Thailand, there are approximately 4.8 million people with disabilities, approximately 1.3 millions of whom are of working age. The government ratified the Convention on the Rights of Persons with Disabilities on 29 July 2008, which came into force on 28 August 2008. The Convention sets out the full range of rights of people with disabilities, including the rights to equality and non-discrimination, the right to life, freedom, and security of the person, the right to recognition of legal capacity on an equal basis, the right to have respect for physical and mental dignity, the right to live in the community, the right to Health, educational rights, work rights, etc.

From a study of the 2007 Act on the Promotion and Development of Quality of Life for Persons with Disabilities, it was found that there is a provision regarding education in Section 20 (2) that people with disabilities have the right to access and use public facilities at

all times. until welfare and other assistance from the state as follows: (2) Education according to the law on national education or the national education plan, as appropriate, in specific educational institutions or general educational institutions or alternative education or education. outside the system by the agency responsible for media facilities other educational services and assistance for people with disabilities provide support where appropriate. The 2008 Education for Persons with Disabilities Act also finds provisions in section 5, stating that people with disabilities can study and have access to technological media for life for free. Section 7 provides that public and private educational institutions, private educational institutions, and charities that provide education for Persons with disabilities in particular receive subsidies and special assistance from the state. Section 8, paragraph 3, requires all educational institutions to provide an environment, teaching, and learning support system, as well as technology services, facilities, media, services, and educational assistance that people with disabilities can access and use.

Regarding the employment of persons with disabilities, the Act on the Promotion and Development of the Quality of Life of Persons with Disabilities, 2007, has stipulated 3 sections, namely Section 33, for the benefit of promoting and developing the quality of life of persons with disabilities for employers or business owners and agencies. The state accepts persons with disabilities to work according to the nature of the work in a ratio appropriate to workers in establishments or government agencies. The Minister of Labor shall issue ministerial regulations specifying the number of employers or owners of establishments. and government agencies must hire disabled people to work. Section 34. Employers or owners of establishments that do not hire disabled people to work in the number specified in Section 33 must send money to the fund under Section 24 (5). The Minister of the Ministry of Labor issues ministerial regulations specifying the amount of money that employers or owners of establishments must remit to the fund, Section 35. In the case where a government agency does not wish to accept persons with disabilities to work following Section 33, or the employer or owner of the establishment does not accept persons Disabled people entering work according to Section 33 and not wishing to send money to the fund according to Section 34, government agencies The employer or owner of that establishment may grant a concession to set up a place to sell goods or services, provide work subcontracting, provide internships, or provide any other assistance to disabled people or caregivers of disabled people on their behalf. This must be by the criteria and procedures specified by the committee in the regulations. It can be seen that Thai law has provisions that are beneficial

to disabled people in accessing educational rights and employment rights. However, from studying the situation and problems of Thai disabled people in accessing rights to education, Lifelong Education and Employment found that there are 3.7 million people with disabilities, or 5.5 percent of the country's population, who are disabled in school-aged 5-24 years, not studying up to 65.3 percent, only 1.2 percent. who have received an associate's degree or higher education as for employment of people with disabilities aged 15 years and over, it was found that 72.1 percent were unemployed. Not only that. It was also found that there is a high ratio of inequality or unfair discrimination in access to education and employment rights between people with disabilities and the general public. (National Statistical Office, 2019) In addition, information regarding the employment of people with disabilities and compliance with the law was found that there was an employment rate of 81,912 people with disabilities who complied with the law. Private sector accounted for percentage 96.49 Government sector accounted for 14.47 percent (Department of Promotion and Development of Quality of Life for Persons with Disabilities, 2021)

From reviewing the situation and the aforementioned problems. The researcher found that Thailand has made great progress in laws and policies, but from the data, it was found that people with disabilities have very little access to rights to education and employment, and it was also found that Translating government policy into practice is a very important obstacle, especially in the area of rights and welfare of people with disabilities. It is also a problem and an obstacle that cannot comply with the law, which results in the quality of life of people with disabilities getting worse. With the background and the importance of such problems, the researcher is therefore interested in conducting a study on “Access to the rights of people with disabilities to lifelong education and meaningful employment.”

### **Research objectives**

- 1) To study the situation of people with disabilities' access to rights to lifelong education and decent jobs.
- 2) To investigate the level of satisfaction with access to the rights of people with disabilities in lifelong education and decent jobs.

## **Literature review**

The researcher has studied the concepts, theories and related researches on important issues as follows:

Accessing the rights of people with disabilities means having access to 10 rights, namely (1) lifelong education, (2) having meaningful work, and (3) receiving subsidies for disability-specific educational institutions and subsidies for individuals with disabilities. (4) Receiving media for study and work (5) Receiving facilities to travel to study and work safely (6) Receiving facilities in educational institutions and workplaces (7) Having educational or teaching personnel with readiness and expertise matching the professional field (8) access to information that is beneficial (9) empowerment and (10) not being discriminated against

Lifelong education means organizing the educational process to create lifelong learning. By combining formal education Non-Formal and Informal Education Aims at developing individuals to be able to develop themselves. and adjust oneself to keep pace with economic, social, and political changes to be able to continuously develop the quality of life throughout life

Decent jobs mean work that is productive and brings a fair income. Makes you feel secure and safe at work. Help create stability and social protection for families. Helps to develop oneself Helps to be accepted by society Help support the right to freedom of expression. Support participation in decision-making in various matters that may affect the lives of workers. And it is a job where there is equal treatment for all women and men.

## **Research methods**

The population is people with mobility disabilities in 5 provinces: Chiang Mai, Nonthaburi, Khon Kaen, Chonburi, and Nakhon Si Thammarat, totaling 106,417 people.

Sample size was calculated using Taro Yamane's formula for a total of 400 people.

**Data Collection and Analysis** The research instrument was a questionnaire. The data was analyzed by using statistical package (SPSS?) which included number, percentage, mean and standard deviation, and the hypothesis was tested by using T-test, One-Way Analysis of Variance (ANOVA), F-test

## **Research results**

The majority of the sample were males, 225 people, 56.3% and females, 175 people, 43.8%, aged 15-25 years, 168 people, 42.0%, followed by those aged 36-45 years, 74 people,

18.5%, religious. Buddhist number 353 people, 88.3% graduated with a vocational certificate/vocational certificate/associate degree, number 142 people, 35.5%, followed by high school number 89 people, 22.3%, primary school number 60 people, 15.0% duration of disability 16 years and over, there were 253 people, 63.2%, followed by duration of disability 6-15 years, 94 people, 23.5%, using wheelchairs, 286 people, 71.5%, and not using wheelchairs, 114 people, 28.5%,

There were 387 people with disabilities' identification cards, 96.8%, 13 people with 3.2% no disabled people's ID cards, 196 people 49.0% of them not working, 147 people with 36.8% with 147 people with 36.8% no income, 152 people with 38.0%, Have an income of 5,001-10,000 baht, 97 people, 24.3%, have an income of 10,001-15,000 baht, 53 people, 13.3%, have an income of less than 5,001 baht, 41 people, 10.3%, have expenses of 5,0001 baht or more, 185 people, 46.3%, There were expenses of 5,001-10,000 baht, 97 people 24.3%, no debt 215 people 53.8%, debt 10,001-50,000 baht, 62 people 15.5%, no debt 169 people 42.3%, family care burden 5,001-10,000 baht, 97. 24.3 % of people.

The results of research objective number 1 were to study the situation of access to the rights of people with disabilities in lifelong education and decent jobs. It was found that

The results of the study of overall satisfaction with access to welfare rights for people with disabilities were at a good level with a mean of 3.07 and a standard deviation of 1.11 when considering the first 3 things: 1) Satisfaction with education according to the National Education Act, according to the rights provided by the state with a mean of 3.29, the standard deviation of 1.04 2) Satisfaction with vocational rehabilitation according to the rights provided by the state, has a mean of 3.25, standard deviation 1.12 and 3) is satisfied with the cost of medical treatment according to rights provided by the state, has a mean of 3.22, standard deviation 1.03, while the last item is satisfied with disability benefits according to rights provided by the state with a mean of 2.77, standard deviation of 1.18.

The results of the research according to objective number 2, studying satisfaction with access to the rights of people with disabilities in lifelong education and decent jobs, found that

Results of the study of satisfaction with access to educational welfare rights received Overall, it was at a good level with a mean of 3.11 and a standard deviation of 1.11 when considering the first 3 things: 1) Satisfaction with free education. according to the rights provided by the state with a mean of 3.40, and a standard deviation of 1.13. 2) satisfied with the individual education plan according to the rights provided by the state, with a mean of

3.13, standard deviation of 1.11, and 3) satisfied with the rehabilitation services. disability According to the rights provided by the state, the mean was 3.11 and the standard deviation was 1.09. The lowest item was satisfaction with educational technology for disabled people. According to the rights provided by the state, the mean is 3.01 and the standard deviation is 1.14.

The results of the level of satisfaction with access to welfare rights in terms of having work that has value are overall at a good level with a mean of 3.41 and a standard deviation of 1.13 when considering the first 3 things: 1) your occupation or work that you do; Provide equal opportunities and treatment for all women and men with a mean of 3.62, standard deviation of 1.16. 2) Occupation or work that you do. Helps to be accepted by society with a mean of 3.54, standard deviation of 1.13, and 3) the occupation or work that you do Helps to develop oneself with a mean of 3.51 and a standard deviation of 1.18. The lowest item is the occupation or work that you do Makes one feel secure and safe at work, with a mean of 3.28 and a standard deviation of 1.14

Summary of the hypothesis test results in the research found that age, education level, and income have an effect on disabled people's access to rights in education throughout their lives, and gender, education level, and income have an effect on disabled people's access to rights in education, decent jobs.

### **Discussion of research results**

This research found that age, education level, and income affect people with disabilities' access to education rights throughout life, and gender and educational level. and income affects access to the rights of people with disabilities in terms of meaningful employment.

Age affects access to the rights of disabled people to education throughout their lives. Nowadays, whether disabled people or the general public, age affects access to education, especially for people with mobility disabilities who have limitations in traveling or using their arms. Legs cause some people with disabilities to leave the normal education system, such as facilities. social context various situations etc.

The level of education affects the access to the rights of people with disabilities to education throughout their lives and meaningful work consistent with Sangsindhu S.,(2019) studying the access to rights of people with disabilities according to the Promotion and Development of Quality-of-Life Act. Disabled people, 2007, within the Mueang Phetchaburi

District. Phetchaburi Province The results of the study found that Personal characteristics and educational level It is related to access to the rights of people with disabilities. Statistically significant at the .01 level.

Income affects the access to the rights of people with disabilities to education throughout their lives and to have meaningful employment, in line with Jundai R.,(2020), studying employment guidelines and promoting employment for people with disabilities in Thailand. The present situation of education for people with disabilities is that few people with disabilities have the characteristics or qualifications that the labor market requires. Therefore, the picture of education for people with disabilities is another reflection that shows that there is Employment or employment of people with disabilities is still a small proportion when compared to current market needs. The data also found that most people with disabilities earn less than the minimum wage set. The disabled population still does not receive adequate assistance or welfare from the government. For this reason, in past studies, it has been found that caregivers of people with disabilities desire the government to provide financial support. As well as wanting to have income for caregivers to do at home to support the family income. What happened highlights the importance of employing people with disabilities. The impacts do not affect only people with disabilities. But it also affects people around you or family members of disabled people as well. This is even though the government provides living allowances to disabled people each month. But it is not enough to live today.

Gender affects people with disabilities' access to decent work. Gender is an important factor in some occupations, which prevents people with disabilities from gaining meaningful employment because being female or male may have limitations in certain occupations that are at risk and therefore unable to be hired.

## **Suggestions**

### **Policy recommendations**

1) Governments should raise awareness to encourage others to recognize the potential and abilities of people with disabilities. The aim is to eliminate discrimination by eliminating stigma, stereotyping, and negative perceptions of people with disabilities.

2) The government should seriously enforce laws regarding the employment of people with disabilities.



3) The Ministry of Education has a policy of providing one computer or tablet to each disabled person or family with a disabled member that will facilitate access to technology. Internet information and data communications can benefit from the above recommendations.

### **Operational suggestions**

1) Government agencies should conduct broad awareness campaigns emphasizing the rights and responsibilities of people with disabilities and their families. This includes implementing training programs to enable people with disabilities and their families to advocate for their rights. their own effectively

2) Private sector agencies support awareness-raising campaigns emphasizing rights, for example, individuals can contact the Disability Helpline 1479 to address the helplessness experienced by people with disabilities.

3) Relevant agencies campaign to raise awareness about the rights to education and employment funds for people with disabilities through Various initiatives aimed at alleviating poverty and ensuring access to lifelong education and meaningful work opportunities.

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