EQUITY IN EDUCATION: ADDRESSING SOCIOECONOMIC DISPARITIES IN THAI PUBLIC SCHOOLS

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Abstract

Education equity remains a critical issue in Thailand's public school system, where socioeconomic disparities significantly impact access to quality education. This paper examines the existing educational inequalities, highlighting the role of economic, political, and institutional factors in shaping educational outcomes. Through an analysis of historical policies and current government initiatives, the study identifies key challenges such as inadequate resource allocation, urban-rural disparities, and the impact of family income on student performance. It also explores international perspectives and best practices, providing a comparative framework for understanding Thailand's educational landscape. The research utilizes both qualitative and quantitative approaches, incorporating policy analysis and case studies to assess the effectiveness of existing interventions. Findings indicate that while government efforts have aimed at improving education equity, structural issues continue to limit progress. The digitalization of education and targeted financial aid programs have provided some relief, but gaps persist, particularly in rural and underprivileged areas. To address these issues, this study proposes a multifaceted approach involving increased public funding, community engagement, and policy adjustments that prioritize equitable resource distribution. Collaboration between educational institutions, policymakers, and non-governmental organizations is essential in bridging the socioeconomic divide. Additionally, integrating culturally responsive teaching methods and technology-driven solutions can enhance learning opportunities for disadvantaged students. By focusing on education equity, Thailand can work towards a more inclusive system that supports sustainable development goals and economic growth. Ensuring fair access to quality education is not only a social responsibility but also a strategic imperative for national development. This study advocates for a holistic reform strategy that fosters long-term improvements in Thai public education, ultimately benefiting future generations.

Keywords: Education Equity, Socioeconomic Disparities, Public School Policy, Educational Reform, Sustainable Development in Education

1. Introduction

Socioeconomic differences have been a big problem in schools around the world, and Thailand is no different. As the country moves towards being fully developed, the big gap between rich and poor communities is clear, especially in public schools. This difference in education quality stops equal opportunities, as kids from low-income families usually have less access to resources, good teachers, and complete support systems. Although the Thai

government has worked on policies that seek to improve educational fairness, these efforts are still affected by long-standing social inequalities and issues within institutions. It is very important to have a framework that analyzes these differences; one that not only examines current policies but also pushes for a combined approach that includes the socioeconomic factors influencing education results. This essay will look at the situation today to highlight the main problems and suggest practical solutions for a fairer education system in Thailand.

At the core of the discussion about fairness in education is the acknowledgment that equal access to educational resources is not just about sharing things equally. It requires understanding the specific needs of different types of students. This idea highlights how important it is to customize educational strategies to fit different economic backgrounds, learning challenges, and cultural situations. In Thai public schools, the differences between rich and poor communities are often seen in the unequal educational results, showing the need for rules that don't just assume the same distribution of resources but instead recognize the unique challenges that different student groups face. In the end, fairness in education means creating equal opportunities for all students, making sure each person has the help and resources they need to reach their full potential, thus building an inclusive learning space that supports social justice (Oecd, 2018). This wider view of fairness goes beyond just legal definitions; it includes a moral responsibility to improve educational equality for everyone.

The access to education in Thailand is greatly shaped by economic factors, leading to clear differences between various areas and types of schools. Research shows that students in private schools from the lower northern region consistently do better in English than those in public schools, proving that the type of school reflects economic situations (Henry Yuh Anchunda, 2023). These differences are made worse by regional inequalities, especially between rich urban places and poorer rural ones. Educational resources are not distributed evenly; even in highly populated areas, there may be few classrooms available, despite being more developed. This is concerning because economic gaps can limit how much students engage in learning activities. These issues show the immediate need for focused government actions to guarantee fair access to good education, supporting the idea that economic status is crucial in determining academic success in Thailand's public schools (Samuel NURSAMSU et al., 2021).

Fixing socioeconomic gaps in Thai public schools is very important for creating fair educational chances, which can help improve overall growth in society. Studies on the quality of education show clear differences between areas in Thailand, often linked to different development levels (Chantri Polprasert et al., 2024). This gap not only restricts access to good education but also worsens inequalities, especially after events like the COVID-19 pandemic, where less privileged students struggle with online learning and studying by themselves (Samuel NURSAMSU et al., 2021). Also, as these gaps continue, they create a poverty cycle that slows down the country's sustainable development goals. In the end, focusing on fair educational policies will not just help underprivileged groups but will also make a more skilled and productive workforce that can boost the economy across the nation. Tackling these issues is not just a moral duty but also a smart move for reaching larger social and economic goals.

This essay talks about the big issue of differences in socioeconomic status in Thai public schools. It will explain the key goals behind this study. First, it will look at the existing inequality in education by examining the history, politics, and economics that lead to these differences. By analyzing data and policies, the essay will show the obstacles that students from low-income backgrounds face and how these challenges affect society as a whole. Furthermore, it will investigate possible solutions and policy changes that can promote fairness, highlighting the important roles of various stakeholders, including the government, teachers, and communities. In the end, the goal is not just to point out the problems, but to inspire conversations that can help create practical plans for a fair education system in Thailand (Oecd,

2018).

The analysis structure in this essay will break down the different aspects of socioeconomic gaps in Thai public schools. It starts by laying out a context that shows how systemic issues influence educational results. Using the backdrop of the ongoing educational issues in conflict-affected areas, as mentioned in (Gray Rinehart et al., 2024), we will compare the gaps in Thailand and highlight how government policies help maintain these differences. The main part of the analysis will then compare the performance of different educational programs, showing how types of schools - especially general versus English programs - impact student success, as noted in (Henry Yuh Anchunda, 2023). Lastly, the conclusion will summarize these findings, calling for specific policy changes that not only tackle these gaps but also ensure fair access to quality education throughout Thailand's varied socioeconomic environment.

2. Historical Context of Education in Thailand

Thailand's education system has changed a lot from its past, shaped by different cultural, political, and economic influences. It started mainly as a way to teach Buddhist ideas, but during King Rama V's rule, education changed as he pushed for modern reforms based on Western ideas. He aimed to strengthen the country's independence and modernize it. The start of public schools made education more available, but gaps remained since cities developed faster than rural areas. The 20th century saw changes in education policies due to political instability and shifting government goals, which frequently overlooked equal access to good education for disadvantaged groups. These historical choices have led to ongoing socioeconomic gaps, showing up in today's issues within Thai public schools. Knowing this background is key to tackling these inequalities and creating effective policies so every Thai student can get a good education (Oecd, 2018).

The Thai education system has changed a lot over time, showing how society and the economy have affected how it is set up and how accessible it is. At first, it was shaped by Buddhist and monastic ideas, but in the late 19th century, it started to modernize with formal schooling methods inspired by the West. Even with these improvements, fair access to education has been hard to achieve for marginalized groups who deal with systemic issues that hinder equal educational chances. Recently, changes aimed at decentralizing education management and increasing public funding have been made to tackle these problems. Still, there are ongoing issues, especially in rural areas where resources are low and there aren't enough teachers. The continued changes in this system highlight the pressing need for specific policies that not only improve access but also guarantee that the quality of education meets the diverse needs of Thailand's population, promoting genuine equity in educational results (Oecd, 2018).

The past policies made in Thailand have created lasting educational gaps that continue to exist today. Systemic issues come from various government choices, such as giving more resources to cities and leaving rural students behind, which worsens economic divides. Focusing on certain areas led to differences in school facilities and continued a cycle of poverty, limiting opportunities for families with less money. As a result, students from poorer backgrounds face significant difficulties in getting quality education, which further restricts their chances for advancement. This deep-rooted inequality is not just a result of previous choices; it is an ongoing issue in the Thai education system that affects the learning and social paths of future generations. To tackle and remove these educational disparities today, a full understanding of these historical contexts is crucial (Leo P. Chall, 1998).

Government rules are very important for creating fair access to education, especially in dealing with money-related differences seen in places like Thailand. Through planned efforts like using Information and Communication Technology (ICT) policies, the Thai government

aims to improve education quality and access, mainly in areas that don't have as much support. These policies have shown two results: they have helped more people finish school and have lowered costs, but they have also made spending differences larger in healthcare and education, especially for families with different income levels (Ariya Phaokrueng et al., 2023). Additionally, focusing on digital education shows the need for learning opportunities that include everyone, fitting with Sustainable Development Goal 4 (SDG4) (Chantri Polprasert et al., 2024). Therefore, it is important for policymakers to handle these issues wisely, making sure that government actions not only support technology in education but also create a fair situation that lessens current gaps among different economic groups.

In recent years, big changes have happened in Thailand's education system, mostly because of globalization. Many international groups and new education rules have created a situation where Western teaching styles are being used more, which often pushes aside traditional Thai customs and ways of teaching. This change does help more people access global knowledge, but it has also created gaps between rich and poor families. Wealthy families tend to benefit more, as they can send their children to international schools that follow global curricula, which keeps educational inequality going. Also, the push for standardized education, influenced by global tests like PISA, forces Thai schools to compete globally, which can hurt the unique cultural and language needs of local students, making them feel disconnected from their own heritage. As globalization keeps changing education, it is very important to look closely at how this affects social fairness in the Thai education system (World Bank Group, 2017).

Looking at past case studies of educational inequality shows ongoing trends that show gaps in different settings, giving important lessons for today's education policies. For example, the desegregation efforts in the United States during the 1950s and 1960s showed the systemic obstacles faced by marginalized groups, especially African American students, who often did not have equal access to good education due to biased laws and social customs. These systemic unfairnesses not only showed wider financial gaps but also kept a cycle of disadvantage going that affected educational results for many years. Moreover, case studies from other countries, like during Apartheid in South Africa, reveal similar issues of exclusion based on race and income, highlighting the need for significant changes to break down deep-rooted inequalities. These past examples highlight the need for focused actions to tackle and fix educational gaps, stressing the need for equity-driven policies now (Oecd, 2018).

3. Current Socioeconomic Disparities in Thai Public Schools

The current situation of economic differences in Thai public schools is a big problem, affecting how well students do and the fairness of the education system. Studies show that students' success in learning English differs a lot between types of schools, with private schools usually performing better than public ones. For instance, one study found that sixth-grade students in private schools averaged a score of 60.60, while those in public schools scored around 46.63, showing a clear difference in education quality (Henry Yuh Anchunda, 2023). In addition, these differences are made worse by regional gaps, especially between city and country areas. During the COVID-19 pandemic, these inequalities have grown even more, as students from poorer backgrounds had a harder time accessing online learning materials (Samuel NURSAMSU et al., 2021). These gaps not only hurt individual learning but also continue a cycle of inequality, which requires immediate policy changes to create a fairer education system in Thailand.

Understanding the complex link between socioeconomic status (SES) and educational results is key in tackling gaps in Thai public schools. Studies show that family economic situations, like parent education and income, greatly affect children's school performance, similar to what has been found in places like Pakistan, where socioeconomics drive educational

inequality (G. Rind et al., 2023). Moreover, focusing on strong leadership and how resources are used in schools is essential to combat the negative impacts of low SES, much like findings from Baltimore City Public Schools, which pointed out that low salaries and little support for teachers contribute to ongoing academic challenges for struggling students (Hyacinth Anucha., 2024). Analyzing these factors not only exposes the ongoing difficulties facing students from lower SES backgrounds but also emphasizes the need for broad reforms to involve and assist both teachers and students in creating fair educational settings.

Big differences in educational resources between different areas are really important for fairness in education access and quality in Thailand. Cities usually get more funding and resources, such as advanced technology, good teachers, and extracurricular activities, while rural areas often struggle with poor facilities and not enough staff. This uneven sharing of resources makes existing socioeconomic gaps worse and limits the potential of students in less wealthy areas, making it harder for them to compete in a fast-changing global economy. Also, being far away can make it hard for schools to connect with local resources, reducing students' opportunities to have varied learning experiences that are important for their overall growth. Therefore, tackling these geographic differences is crucial for creating a fairer education system that helps all students, no matter where they live, to reach their full potential in today's world (Donald B. Holsinger et al., 2009).

Educational success is often connected to the money available in a student's family. Studies regularly show that kids from richer families usually have better chances for education, like tougher classes, after-school activities, and private tutoring, which can greatly improve their school performance. On the other hand, students from poorer families often deal with problems like schools not having enough funds and not having enough educational materials, which makes learning harder for them. Additionally, the stress that comes with financial difficulties can negatively impact a student's thinking ability and emotional health, making it even harder for them in school. This gap based on wealth is particularly obvious in places like Thai public schools, where differences in funds increase the issues for less fortunate students. Fixing these money-related gaps is key to creating a fair educational system that helps all students achieve their best, especially in a more competitive world (Gerald W. Fry, 2018).

Cultural factors have a big impact on access to education, shaping what families expect and how students get involved in the education system. In Thailand, cultural beliefs often influence how parents view education, which affects decisions on whether children attend school and engage fully. For example, the focus on family reputation may push families to value education as a way to improve their situation, but limited resources can prevent equal access. Additionally, socio-economic challenges intensified by the COVID-19 pandemic have made engagement issues worse. In Indonesia, for example, socio-economic inequality can increase the educational gap, mainly hurting students from less advantaged backgrounds who may not have the resources or technology needed for online learning (Samuel NURSAMSU et al., 2021). In Thailand, programs designed to promote digital education, while hopeful, need to consider these cultural factors to make sure every student, regardless of their economic situation, has a fair chance to succeed academically (Chantri Polprasert et al., 2024).

The education situation in city and country areas often shows big differences that seriously affect how well students do. Studies show that city schools, usually found in wealthier neighborhoods, have more money, better technology, and more extracurricular activities. On the other hand, country schools often deal with low funding, old materials, and a narrow curriculum, which makes it hard for students to succeed and stay engaged. For example, a study from northeastern Thailand showed that city students regularly scored better than country students on standardized tests, due to differences in teacher qualifications and the availability of learning resources. Also, having more experienced teachers in city schools leads to better academic results, while country schools often face teacher shortages and high turnover rates,

making the education gap worse. These differences highlight the urgent need for specific policies that tackle the special problems of country students to create fair education opportunities.

4. Policy Framework and Government Initiatives

When talking about gaps in wealth among public schools in Thailand, the government's policies are very important for fairness and better education quality. Programs that use technology in education, mentioned in (Chantri Polprasert et al., 2024), show that Thailand is serious about achieving Sustainable Development Goal 4 (SDG4), which emphasizes inclusive learning for everyone. By adding digital tools, the government wants to close the gaps in access and quality for students from different socioeconomic backgrounds. Likewise, the education changes in Vietnam, noted in (Sachiko Kataoka et al.), highlight how policy choices can greatly influence education results, indicating that Thailand might gain from learning from Vietnam's successful strategies. The problems pointed out - like the uneven distribution of resources and the need for teamwork among various parties - highlight the importance of a unified policy that focuses on fair investments and systematic advancements in education. In the end, a strong policy system and successful government programs are essential for achieving equality in Thailand's education system.

Thailand's education rules have changed to deal with different problems, especially the socioeconomic gaps that impact access and quality. The country's dedication to fair education has been influenced by laws like the National Education Act of 1999, which set goals for improving learning access for all people, trying to match global efforts like the Education for All movement started in the 1990s (Dr Carli Rowell, 2020). However, these inclusive policies often struggle to be put into action because of differences between regions and the different abilities of schools to provide quality education, especially in rural areas. Recent studies show that socioeconomic issues greatly affect educational participation, especially noted during the COVID-19 pandemic when these gaps grew larger, reflecting the problems found in studies comparing learning environments in different regions (Samuel NURSAMSU et al., 2021). In the end, for Thailand's education policies to work well, they need to include a detailed understanding of local situations and tackle the ongoing inequalities in its education system.

Government plans to lessen education gaps in Thailand are starting to see the role of technology, health, and social factors in promoting fairness. For example, the use of digital tools for educational growth is clear in efforts to support Sustainable Development Goal 4 (SDG 4), which focuses on providing quality education to every student (Chantri Polprasert et al., 2024). Additionally, programs aimed at creating age-friendly places and reducing health issues highlight the need for a complete approach. This approach shows how essential it is to build supportive learning environments that go beyond regular education methods (Netnapa Netroj, 2023). By rolling out specific programs that combine technology and health aspects, the Thai government is trying to narrow the educational achievement divide while also creating a welcoming space for underrepresented communities. These linked strategies show a rising understanding of how complex disparities are and the importance of broad solutions that address different parts of society.

In the past few years, international groups have been very important in improving education in Thailand, especially in tackling the gaps caused by economic differences. Organizations like UNESCO and UNICEF have worked with the Thai government to set up programs designed to boost access to good education for underserved communities. They have provided help, money, and knowledge, which has helped create educational policies that include the needs of less fortunate groups. For example, programs that encourage inclusive teaching methods and community participation have helped to reduce dropout rates and enhance education results in rural areas. Additionally, the worldwide view provided by these

organizations has led to a review of educational standards in Thailand, promoting a fairer way of learning that fits with global expectations and practices (Oecd, 2018). In conclusion, the support system created by these international organizations is key in the effort for equal education in Thailand.

Evaluating how money is given to public schools is very important for spotting and fixing the problems in education systems, especially in countries like Thailand. Poor distribution of resources makes socioeconomic gaps worse, resulting in unfair educational results. For example, the effort to reach Sustainable Development Goal 4 (SDG4) shows that fair access to quality education relies on smart financial support for technology and facilities (Chantri Polprasert et al., 2024). However, the current funding systems often ignore the needs of disadvantaged groups, causing big differences in access to education and its quality. Also, looking at how quickly cities are growing, like in Thailand, highlights the need to adjust funding to create friendly environments that support learning, especially for at-risk populations (Netnapa Netroj, 2023). Therefore, closely reviewing how funding is allocated is key to promoting fairness and making sure that all students, no matter their socioeconomic background, have a good educational experience.

A big problem in making fair education policies work in Thailand is the gap between access and quality. Even though there have been good steps toward reaching Sustainable Development Goal 4—like plans to improve digital education—there are still issues with making these efforts result in good learning results (Chantri Polprasert et al., 2024). While more kids can go to primary school, as seen in global education efforts, this hasn't always led to better educational success. Many students, especially those from less privileged backgrounds, find it hard to reach proficiency, showing a major flaw in policy success (Dr Carli Rowell, 2020). Also, problems like not enough money for educational resources and a lack of teamwork among those involved make things worse, hurting the goal of lessening socioeconomic gaps. Therefore, fixing these challenges in implementation is crucial for creating an education system that genuinely promotes fairness and quality for all students in Thailand.

5. Community and Stakeholder Engagement

Community and stakeholder involvement is very important to tackle the ongoing economic and social gaps in Thai public schools. By encouraging teamwork among teachers, parents, local groups, and government bodies, specific actions can be created to improve fairness in education. Programs that consider the opinions and needs of underrepresented communities, especially those impacted by ethnic strife or displacement, can result in more relevant and effective education policies. For example, the ongoing roles of ethnic armed organizations (EAOs) in places like Myanmar show the advantages of including local views in education systems—this can also guide practices within Thailand (Gray Rinehart et al., 2024). Additionally, technology can act as a key link, helping with communication and the sharing of resources among stakeholders, as seen in Thailand's pursuit of SDG 4 (Chantri Polprasert et al., 2024). In the end, lasting improvements in education depend on creating open and inclusive frameworks that appreciate various community perspectives and tackle systemic issues.

Involving community members in education is important for support and can lead to good changes in schools. When local groups like parents, businesses, and non-profits take part in education activities, they build strong partnerships that connect schools with the communities. This teamwork helps improve how resources are used, supports a curriculum that reflects local culture, and helps students do better by creating a support network that goes beyond the classroom. Additionally, when the community participates, it builds a sense of ownership and responsibility, leading to greater investment in educational results and fairer resource distribution. These actions are vital in tackling the socioeconomic gaps found in Thai

public schools, making sure that all students get the help and chances they need to succeed in a changing world (Oecd, 2018). By strengthening these relationships, schools can use shared strengths to develop learning spaces that support every child, no matter their background.

Non-governmental organizations (NGOs) are important in changing how education works, particularly in tackling the educational unfairness found in Thai public schools. By using local knowledge and working with the community, these groups help connect underserved students to educational resources, contributing to a fairer learning space. NGOs run specific programs that not only help students gain important academic skills but also push for changes in policies for broader improvements. Through mentoring programs, scholarships, and community involvement, groups like (Donald B. Holsinger et al., 2009) gather resources to make sure that at-risk populations can access quality education. Additionally, by focusing on inclusivity and understanding different cultures in their programs, NGOs tackle the special challenges faced by students from various economic backgrounds, thus removing obstacles to educational achievement. Their varied methods make them key players in promoting fair education in Thailand's public school system.

Partnering schools with local businesses can be key to dealing with the economic gaps faced by students in Thai public schools. These partnerships can create a situation where businesses give financial help and resources, and schools provide students with practical learning experiences that improve their job skills. For example, internships and mentorships from local businesses can help students explore different career options, giving them both theoretical knowledge and real experience. Additionally, when businesses support educational projects, like funding extracurricular activities or upgrading technology, they help create a better learning environment for underprivileged students. So, by using the resources of local businesses, schools can build a community-focused approach that promotes fairness and inclusion for all students (Linda Skrla et al., 2009).

Getting parents and families involved in education is very important for helping students succeed and reducing socioeconomic gaps in Thai public schools. Good methods include keeping communication open, where schools send regular updates about student progress and available academic resources. By using technology, schools can set up easy-to-use platforms for parents to track their kids' achievements. This not only empowers families but also makes educational practices clearer. Furthermore, involving parents in school governance and decision-making can boost commitment to educational results. Such participation builds trust and aligns school goals with community needs. Additionally, addressing specific issues that cause gender gaps in education, as seen in Cambodia, shows how essential customized engagement is. Both boys and girls gain from inclusive programs that rely on family support, which ultimately leads to a fairer educational setting (Chantri Polprasert et al., 2024) (Chea Phal et al., 2024).

Looking at community-based efforts shows how locals can work together to make real changes in education. For example, the strong reactions from Kyauktan Township residents about rural development programs show the community's dedication to improving access and quality of education, even with economic hurdles. The study notes that many people saw good results, despite facing issues like low loan amounts and lack of practical training, stressing the need for specific help in educational initiatives (Sandar Hlaing, 2024). Additionally, electric vehicle infrastructure projects in California that focus on equity demonstrate how community involvement can lead to important progress in sustainable practices and educational resources. These examples illustrate that when communities take part in creating and carrying out initiatives, they create a setting that helps tackle systemic issues, making sure that educational advancements are reachable and lasting, which promotes long-term social growth (Kasia Dahlbeck et al., 2024).

6. Conclusion

The effort for fairness in education, especially in the Thai public school system, is an important issue with many challenges that require a thorough and varied approach. Tackling economic differences is not only about fairness but is vital for building a society that includes everyone. Current information shows there are big gaps in who can access quality education, greatly affected by overlapping issues like the divide between urban and rural areas and the economic conditions of families. For instance, problems such as environmental factors and public health issues, as seen in wider discussions of Brazilian public health and road safety (Mario Angelo Cenedesi Júnior et al., 2024) (Liviu Vedrasco et al., 2018), highlight how education is linked to larger social issues. Thus, ongoing work to improve educational policies-based on detailed data and community involvement-is very necessary. These actions will help disrupt cycles of disadvantage, leading to better educational results and stronger communities.

The study of differences in income and education shows clear gaps in how well different groups perform, which is affected by race, gender, and income level. For example, research on Gardenview Preparatory School found that while demographic factors did not greatly predict student performance at admission, significant gaps were evident by graduation. This shows that inequalities become more apparent as students' progress in their education (Kelly Harris et al., 2021). Furthermore, this issue is worsened by the overall history of school funding changes, revealed through various court cases that show how important the legal system is and the need for local groups to come together. Advocacy groups have used court decisions to promote better funding fairness but have often faced ongoing political challenges after these legal wins (Isaac Andrew Krier, 2018). Overall, these results highlight the urgent need for fair resource distribution and active community involvement to tackle and reduce ongoing educational inequalities in Thailand's public schools.

The situation in Thai public education is still dealing with big socioeconomic gaps, and there is a growing need for new and adaptable educational policies. Future strategies should focus on creating fair funding systems that direct resources to the specific needs of struggling schools, making sure that all students can get quality education, no matter their financial background. Also, building partnerships between government bodies, local communities, and non-profits can improve support for underrepresented groups, offering complete educational experiences that close current gaps. Moreover, implementing thorough teacher training programs centered on cultural awareness and inclusive teaching methods can help teachers tackle the various issues their students face effectively (Linda Skrla et al., 2009). Overall, future educational policies in Thailand should not only tackle funding issues but also look at the complex nature of educational inequality to build a fairer and more inclusive system.

Strategies that work for fixing differences in Thai public schools must focus on both giving out resources wisely and getting the community involved. First, using a funding system that gives more money to lower-income schools can help close the resource gap for students from different economic backgrounds. This should also include special training for teachers to improve their skills in dealing with the unique problems their students face, such as teaching methods that consider trauma and are culturally relevant. Additionally, building strong ties with local communities and families can create a support system that helps students stay engaged and on track academically. Programs like mentorship or after-school tutoring, especially in areas that need it the most, can leverage community resources and help students do well in their studies (Oecd, 2018). By combining these different strategies, the Thai education system can start to make real progress toward fairness and break down the systems that keep economic differences alive.

Ongoing research and advocacy are important for shaping educational policies and practices that deal with socioeconomic differences. In Thailand, for example, the current inequalities in educational success among different types of schools show a need for thorough

studies into student performance, especially in English proficiency. Evidence shows that private schools usually do better than public schools in this area (Henry Yuh Anchunda, 2023). These differences reveal the educational unfairness present and highlight the need for focused advocacy that promotes fair distribution of resources and educational opportunities. Additionally, as seen in Myanmar's conflict-affected areas, weak educational systems make things worse for ethnic communities and refugee groups, which calls for continuous research to guide policy development and program execution that focuses on access and quality in education (Gray Rinehart et al., 2024). Thus, advocacy based on solid research can lead to changes that ensure all students have a fair opportunity to succeed academically.

Getting fair education in Thailand needs a complicated plan that goes beyond just applying policies. To break down deep-seated economic differences, those involved must focus on both access and the quality of education resources in various areas. This means putting strong funding into teacher training, curriculum growth, and improving facilities, especially in rural places where education options are often very limited. Additionally, it is important to create teamwork between government bodies, local communities, and non-profit groups to create solutions that fit specific local needs. By emphasizing inclusion and supporting underrepresented groups, Thailand can build an education system that not only fulfills national goals but also aligns with the hopes of every citizen. In the end, the road to educational fairness is a long process that requires dedication, creativity, and a strong focus on fairly sharing opportunities, thus creating a base for a fairer and more sustainable society.

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