

How To Reduce Educational Inequality In Thailand, Lessons From Vietnam, Indonesia and New Zealand

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Abstract

Education has often been seen as an essential catalyst for overall development. The human capital theory is based on this idea and has been criticized by many studies over the past half-century. The root of the quality of educational management lies in what happens in the classroom. However, the current situation in Thai society. There are other issues involved and factors affecting the quality of education, such as the issue of inequality in education. Therefore, in the development of educational management, quality should seek the correct solution. It has been carefully studied from a variety of perspectives. Moreover, study lessons from countries with similar contexts; for example, Vietnam and Indonesia have similar contexts to Thailand.

Nevertheless, there are clear trends in the development of educational management on many issues. New Zealand is regarded as a good practice in raising the quality of education that should be analyzed. Identify the critical factors of success, especially regarding reducing inequality in education. That is why the researcher is interested in a comparative study. The education management model in small schools reduces educational disparities in Thailand, Vietnam, Indonesia, and New Zealand. As a policy suggestion for Thailand to improve the quality of education management and meet the needs of Education 4.0

This research will highlight issues and guidelines for the development of education management to reduce inequality in Thailand and recommendations on the role of relevant agencies in promoting the development of education management to minimize inequality and develop the strength of education reform in Thailand.

Index Terms— educational inequality, policy research, comparative study, educational reforms.

INTRODUCTION

Over the past two decades, evidence from around the world has shown the detrimental effects of high levels of inequality on everything. From economic growth to poverty reduction, social solidarity, and public health, reducing inequality is sound and needs to be done. The high inequality is 'Social segregation and erosion.[1]

According to related research studies, there is an apparent correlation between the Gini study (an index of educational disparities) and GDP (Gross Domestic Product) on population growth. Countries with equitable distribution of human capital in the labor force have increased per capita income. The Global Relationship Between Gini Studies and Per Capita Income (Based on a 1999 survey) was also very high ($r = -.47$). [2]

This research compares educational approaches or models to reduce educational inequality in Thailand, Vietnam, Indonesia, and New Zealand. The reason for choosing to study compared to Vietnam and Indonesia is that they are in the same region and are members of

ASEAN. In Vietnam, there was an issue with PISA teaching results in 2012. Vietnam only participated in the first PISA assessment in 2012. Still, as a result, Vietnam has proven to be successful in its school system (PISA is defined as Successful school systems were assessed above the OECD average). In PISA 2012, developing or low-income countries (GDP below \$10,000, 2010 data PPPs) participated. Only a few projects, and although the general trend was found, learning outcomes are related to GDP and educational expenditures. Nevertheless, Vietnam does not follow that trend, as it appears that Vietnamese students have higher math assessments than the average of seven low-income developing countries in the program, known as the group. Dev7 (including Albania, Colombia, Indonesia, Jordan, Peru, Tunisia, and Thailand) reaches 128. According to the OECD, this gap is equivalent to nearly three years of study difference. And not only scores higher than developing countries together. Vietnam scores above the OECD average and is higher than many other countries with higher GDP and cumulative education expenditures.

This phenomenon is known as the Vietnam effect.[3]

Indonesia, even though it still lags behind Thailand in many dimensions, But Indonesia has some issues worth studying, for example, according to the results of the 2017-2018 Global Competitiveness Rankings by the latest World Economic Forum (WEF) report. Indonesia ranks 36th, up from 41st from last year, out of 137 countries. Indonesia is also considered a big market country. The macroeconomy is stable and innovative, and the financial markets have evolved. Ten years after the global financial crisis, the WEF is now seeing signs of a worldwide economic recovery. Moreover, the Global Competitiveness Index (GCI) is divided into three areas related to economic progress. The policy implementation of cooperation between the public and private sectors are as follows: 1) Financial risks that impede the ability to compete and the country's innovation and financial technology capabilities. 2) Emerging economies have better innovations. and can distribute benefits 3) flexible labor market Labor protection was a prerequisite for the competitive and sharing success of the Fourth Industrial Revolution. A study on inequality in education found that these factors influence inequality. If the country has developed in such dimensions, it may be believed that Indonesia tends to manage educational disparities effectively.

In New Zealand, the researcher sees the country as a model for good practice in education quality management from the study of education system development and education reform in various countries. New Zealand's education management is interesting. New Zealand is ranked as one of the top 10 countries globally. In addition, such countries attach great importance to education management. Because there is a common belief that "Education is the cornerstone of the country's economic and social development," it is known as one of the leading countries that have succeeded in reforming education. From the centralized administration to the decentralization of educational powers to educational institutions and the people with systematic strategies and methods with the cooperation of both the government, private sectors, various organizations, and people who pay attention to education, It will be the foundation for the country's economic and social development.

SCOPE OF THE STUDY

This research aimed to make policy recommendations to reduce educational inequality in Thailand by studying the context of Thailand, Vietnam, Indonesia, and New Zealand on the related policies and strategies. It was documentary research and qualitative research. Researchers used comparative analysis followed Bereday's method. [4] This research was documentary

research and qualitative research. The research procedures set common goals and specific objectives, collect data, describe and interpret phenomena, and classify or analyze differences and similarities.

LITERATURES

A. Concepts to reduce educational inequality

The most challenging question for those in charge of education policy facing today is not the answer to "why is it a good idea?" How can I enhance my academic achievement? Rather, it answers how we can deal with educational inequality. Educational inequality includes poverty, negative attitudes of parents towards education, and Lack of parental involvement in the child's education Lack of funding should be an obstacle to the curriculum and the level of knowledge of disadvantaged communities.[5]

The survey results indicated that in addition to the problems and obstacles listed above, having low student motivation and pupil aspirations is also an interesting issue. Several studies show that many parents feel that they do not have the educational skills or knowledge to support their child's learning. The 20 percent variance in student success is attributable to school-level factors, and about 80 percent is attributable to student-level factors. Society must help encourage schools to understand and recognize the impact of inequality in education. Every part of society must participate. Help each other to solve problems. [5]

The causes of educational disparities are complex. However, studies are beginning to show that schools can make a significant difference even at the level of local schools. [6][7][8][9].

According to the research, many schools serving underprivileged communities showed significance that Poverty should not be an excuse for achieving low academic achievement [8][9][10][11][12].

For example, Mongon and Chapman's study notes that urged signs of improvement in how schools deal with the underachieving of disadvantaged students. They find that these schools have strong leadership and systems where principals do not accept Poverty as a cause of failure. They have high expectations of students, and many principals say they come from low-income backgrounds.[11]

Furthermore, it has its roots in the working class. They spoke about the importance of building deep respect for the communities they serve. The principal supports and values the active participation of parents and the community in their child's education. Moreover, implement strategies to overcome certain obstacles to success, such as effective personnel use. The targeted job supports Comprehensive ethical consulting and development and courses that meet the needs of disadvantaged students.

Research evidence shows that many schools currently serve disadvantaged communities, showing that

poverty should not be an excuse for achieving common goals. [8][9][11][12]

A fundamental human right is to have equal access to educational opportunities. This commitment is reaffirmed in the 2030 Agenda for Sustainable Development, which includes Sustainable Development Goal (SDG) 4: inclusive, equitable, and life-long learning opportunities, as well as a call for equitable and inclusive quality education.

Inequality in education is essential since it frequently leads to a better job with higher pay and the opportunity to break poverty and vulnerability patterns. Human and environmental health and well-being improve because of education. As a result, inequitable education jeopardizes the potential of the most disadvantaged and jeopardizes any possible societal advantages. Despite significant advances in primary education, there are still gaps in the region. For example, in many nations, quality secondary and higher education are only available to a privileged few.

There are still significant gaps between countries. While some countries had gross enrolment rates for higher education close to 97 percent in 2014, others had rates of 13.2 percent and 3.7 percent in 2012 and 2011, respectively. 2 Within countries, these dramatic discrepancies repeat themselves, resulting in cultures with uneven prospects.

Education boosts income and productivity and opens more chances for excellent work. Individually, education determines future results from the earliest stages of childhood and directly impacts earning potential and, as a result, the remainder of one's life. Therefore, regardless of their circumstances, all people should access high-quality education. Fewer years and worse educational quality have a cumulative effect on an economy's productivity and growth potential. Labour market productivity declines, and economic growth is limited without ongoing human capital accumulation, including lifetime learning opportunities.

Education is required to have access to essential health and nutrition information. According to ongoing research, unequal access to critical opportunities, such as proper child nutrition, access to water and sanitation, clean fuels, and electricity, is linked to poorer household educational attainment. As a result of the multifaceted character of disparities, education is a critical component of human development and dignity. Furthermore, education contributes to environmental sustainability by raising public awareness of environmental risks, dangers, and mitigation measures. In 70 of 119 nations, for example, research shows that people with higher levels of education are better at spotting various environmental hazards. 4 Furthermore, according to a study from the 2010 International Social Survey Programme (ISSP), each step up the educational ladder increases the likelihood of people expressing environmental concern. This is true even when money, individual characteristics, and political allegiance are

considered. 5 As a result of disparities in educational access, there is a split in environmental awareness and behavior. On the other hand, people with less education are more vulnerable to environmental damage. Their labor is dangerous or damaging, but they also live in some of the most environmentally deteriorated and impoverished locations.

To achieve gender equality, the disparities in educational attainment between men and women must be addressed. Traditional gender roles often force females to drop out of school by requiring them to shoulder the bulk of household work and caretaking responsibilities. Inadequate water and sanitation facilities make it more difficult for many girls to attend school after puberty.

Women's and girls' education has significant health implications for children and promotes gender equality by reducing undesired or unplanned pregnancies. While achieving gender equality and empowering all women is challenging, educational attainment is critical in improving women's lives and health outcomes and expanding their possibilities for earning money and participating in politics.

CONCLUSION AND DISCUSSION

There are some recommendations for Thailand to reduce Educational Inequality in the country.

1. Encouraging local government organizations to participate as an essential mechanism to reduce inequality in education

Equitable Education Fund (EEF) believes that local support to solve the problem is the most important mechanism of educational inequality, creating opportunities for access to education.

At present, the situation of the epidemic of COVID-19 has come back to the epidemic, causing education to change the role of teaching in schools to teach online That does not mean only having a computer, notebook, or wifi signal, but also wanting a method for teaching and learning and teaching culture as well, saying, "Studying if at school teachers are supporters But today, when education is at home Support, is with parents. The question is whether parents' support capacity is the same. Families with ready parents have time to help teach. At the same time, some families whose parents had to trade Without much time or high knowledge started to have problems. When teachers give homework to help teach, Parents do not know how to teach. This is a problem for many people. The question is whether the Ministry of Education and schools are aware of this issue. This question will affect the quality of education. Quality of study, including future educational standards The more it is said that studying online does not require exams to automatically move up to the class. This is a big question of the quality of education and whether online learning can get a degree. Got a diploma and completed elementary

school. Will it be the same standard as studying at school?"

So, the issues that are important today, that is, after COVID, will cause the beginning of the problem of inequality in every dimension, every area, and every community. The solution to the problem of inequality is not equalization for everyone but an effort to reduce differences, ensuring equal access to standardized health for all.

Solve the problem of inequality in access and equality has two main issues:

1. To create opportunities, for example, can all children who finish Grade 6 continue their education in high school? The legal and practical answer is yes because there is a secondary school in the district. Nevertheless, the problem is whether everyone has the same opportunity or not?

2. The ability to take advantage of everyone's opportunities is unequal.

There are three reasons why localities need to focus on inequality.

1. It is a legal responsibility. It is a duty.
2. Political responsibility It is a volunteer that is not forced.
3. Social responsibility It is about the well-being of brothers and sisters. Children and relatives, people in the community.

Local governments have to deal with education by making it more flexible and linking educational activities to other social issues. Local education can help reduce regional and social inequalities. Furthermore, find and manage education in its entirety. If the at-risk groups are unable to reach This is an investment that will have long-term results. Children without school apply for a municipal school. This is a social responsibility that will not leave children without a place to study. Children must be given lunch. Equipment must be up to date. Encourage schools to buy good equipment like schools in Bangkok. The inspector must not ask why it is so expensive. However, the question must be whether the children living in the provinces will have the same quality and quality education as the children in Bangkok or not. This is an important thing that we must do. Encourage the underprivileged to have more access. In education, 48 local government agencies were selected in 2019, requiring local education to be all aspects of life. Moreover, setting local educational goals must start with targeting groups. Determine appropriate service management guidelines. Building a support system facilitates by giving schools the freedom to solve problems and report back to their parents".[13]

The situation of inequality in education in Thailand Currently, poor students are 2.1 million underprivileged, representing 29.9% of the total students having informal children, 4.3 lakh students aged 6-14 years, and the quality of rural schools' lags behind two academic years compared to urban schools.

Furthermore, the COVID-19 situation Last year, the number of poor children increased by 300,000, and poor children had the opportunity to pursue higher education at only 5% per generation, with the gap between low- and middle-income earners reaching a 20 percent gap in access to education. So far, despite the law stating that compulsory education must be provided to children at no charge, today, about 1.1 million children are ready to drop out of the education system because of poverty. Some people are at the age of going to elementary school but have not yet attended school. Approximately 1.7 million children have been dropped out of the education system. In addition, about 1 million children are in the post-compulsory stage of education, aged 15-25. The latest number of children who dropped out of education is about 1 million.

The opportunity to access education and the quality of education remains a problem that will stay in Thai society for a while. Many people believe that children must get the same amount. The reality is that every child is born at the exact cost. People in the area will see that there is a shortage of people. How many disabled children are there? Which the local can immediately fill in what is lacking, not filling. The local area sees children every day. Far and away, people in the central ministry cannot know which child is lacking, how much is lacking, and who will fill it. Therefore, local mechanisms are Thailand's only hope of fulfilling what is lacking as closely as possible.[14]

2. Teaching techniques: one of the factors in the development to reduce inequality in education.

The NESDB and OECD research results were conducted using Stratified Random Sampling (SRS) and Propensity Score Matching (PSM) processes with a sample of more than 5,000 Thai students and more than 200 teachers. People from 200 schools expand opportunities under OBEC, OECD, and NESDB throughout 2016-2018. Based on a preliminary joint analysis of data between NESDB and experts from the OECD and the University of Paris, there are promising results. There are three issues of interest and policy implications: (1) Thai students in the experimental group, An experimental group in which teachers are trained by experts from the OECD and use the OECD's creative and critical thinking skills promotion and assessment tools for one semester. Statistically significant compared to the control group.

That is, when other factors were fixed, the learners in the experimental group had higher development of creative skills when

1. Teachers know and understand the potential and limitations of individual learners in the classroom.
2. Teachers use the High Functioning Classroom teaching management model from the OECD training, an active learning process to develop learners' skills through practice and build their own body of knowledge.

3. Teachers use the OECD's Formative Assessment process to modify their classroom teaching rigorously and continually throughout the semester. Including the intention to continue to use it in the next academic year
4. Learners have confidence in the ability to teach teachers creative skills and the teacher's attitude towards learners that the learners can develop; and
5. Educational institution administrators to support teachers' work in the project. Furthermore, they intend to continue using this tool in the next academic year.

Besides that, The OECD analysis found that students with higher creative development after the experiment were more likely to have better educational interactions with their parents through discussions about their studies at school. Moreover, more books to read outside school hours and success in developing creative skills among teachers and students above occurred in primary school students from ordinary- and low-income families. However, the effect was lower among junior high school students in expanding opportunities in schools.

It may be concluded from this preliminary research that Thai teachers and students who participated in research projects with OECD and 11 countries for three years proved that the creativity skills of Thai students in expanding schools are the most common group. Received the lowest average PISA score almost every time the exam was held. Can develop statistically significant, not losing other countries from around the world. When learners, teachers, and school administrators understand and trust each other's potential, Dare to change the teaching and learning process, It has individual development goals shared using formative assessment tools. These findings have important policy implications for education system reform in terms of quality. Furthermore, the dimension of equality for all learners in the education system indicates that the Thai education system can produce certain groups of students with unsurpassed learning achievements. Both students come from common families or students from low-income families. Currently, OBEC and NESDB are working together to expand this research with the OECD to 400 more educational institutions across the country. including in educational innovation areas in 3 provinces (Satun, Rayong, Sisaket) as a mechanism for further expanding national performance. [15][16]

3. Increasing conditional subsidies resulted in more students coming to school.

OBEC and NESDB found the achievement of conditional subsidies. As a result, more students come to school, gain weight and height, and improve their quality of life. OBEC revealed that the research results of NESDB play an essential role in helping OBEC to reach the target groups of students

Building quality for students Must create opportunities for children first. They must take care of food and housing, including children's health. If the child has a good quality of life, Quality learning will follow. Therefore, it is necessary to pay attention to the integration together.

4. Creating a system of participation in education management to reduce inequality in education

The COVID-19 pandemic caused many students to experience learning problems via distance learning systems. Moreover, some parents cannot help guide their children's studies as they should be. If a machine can be reached in the area, this problem condition will benefit children's learning to continue. This will reduce the risk of leaving the education system in another way. It will support working at the local level, helping students reach the village level. Village-based and learning advice will also provide health advice to students and the community. Resulting in rapid assistance and support, NESDB will begin working with network schools already working together as a model in the early stages. which can support starting the operation immediately. [17]

Organizing study volunteers and assisting youngsters in the community, on the other hand, will aid in surveying children at risk of dropping out of school. In around five weeks, recommend learning and sanitation management to students and local people.[18]

5. Accessing educational opportunities, employment, and access to credit public health services, including land, will enable people to adjust their living status. It is something that the government has to do, such as land reform, scholarships, unsecured lending, etc.
6. Strong Law Enforcement because if law enforcement is weak, It will incentivize people to get rich through the rental system. Corruption and illegal acts will increase inequality in the country.

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