

EE463 GLOBALIZATION AND INTERNATIONAL DEVELOPMENT

Semester 2/2020 (20 January – 19 May 2021)

“Inequality in Thai education”

First Draft

6204641358 Punisa Sakwarsawat

6204640608 Theerathid Saritphol

6204640061 Nichamon Ussayaporn

6204641606 Hyeseong Yoo

6204640632 pitchakorn chitpiboonsuk

6204641390 Nuttawat Sakulsantiporn

6204640327 Sahaphon chernviriyakul

The group provided a good overview of the background and issues. However the links need to be strengthened and flow between sections need to be smoother. In particular, the transition between global poverty and education inequality is Thailand has to be clearer.

On lessons learned, try to come up with reasons for successes/failures in joint effort to reduce inequality. The paper has the potential to come

FACULTY OF ECONOMICS

THAMMASAT UNIVERSITY

8 April 2021

The educational inequality in Thai's educational system.

Inequality is related to the difference in quality of life among different societies which can be shown as poverty. From the research, 9.9 percent of Thai population live under the poverty line. Poverty gap in Thailand rises disproportionately among children. Children who were raised in poverty likely have higher rates of lower income and incarceration due to not receiving enough education ~~level~~. There are many factors that cause the inequality that affect the education system in Thailand such as Thai government and private sectors. The factors that cause global poverty are inequality and ~~marginalization, conflict, hunger or malnutrition, poor health system, no excess to clean water, climate changes, lack of education, poor public works and infrastructure, lack of government support and jobs.~~ ^{access} ~~and~~ First, inequality and marginalization are all about economic and social inequalities with the combination of vulnerability and hazards. The cycle of poverty would become better with ~~the~~ ^{this} combination. Second, conflict is a word of violence that has a huge impact on communities. For example, female-headed households are where women get a lower paying rate and are not included in community decisions. Third, hunger can cause poverty if the workers ~~have~~ lack of energy and ~~they~~ cannot go to work because of sickness. Fourth, a weak healthcare system can make poverty worse. If there is a disease in the community, they would need money to take care of themselves ^{besides} especially there will be ~~additional~~ ^{access} money for the long distance from their place to the doctor. Fifth, ~~no excess~~ ^{access} to hygienic water or poor water infrastructure. People need to spend their time to get water ~~instead~~ ^{while} they can use that time to go to work instead. Sixth, climate change can create hunger which would lead to poverty like in the third example. Seventh, lack of education comes together with the lack of money. Education is the first step ~~for you~~ to get jobs and survive. So, education can help with poverty. Eighth, poor public works and infrastructure such as poor roads, poor transportation in the city make it harder to go to work or go to school. Not only take time, but also cause you money. That keeps the poverty in families. Last, lack of government support and jobs. Not every government can give support such as food, money, or healthcare to all their population which will keep poverty in the communities. Also, no job equal ^s to no money. People will face poverty. From reasons of poverty that are written above shows that the lackness of education can cause poverty. Also, poverty can make inequality in society include education.

Trend in global poverty

Time period of poverty in the world

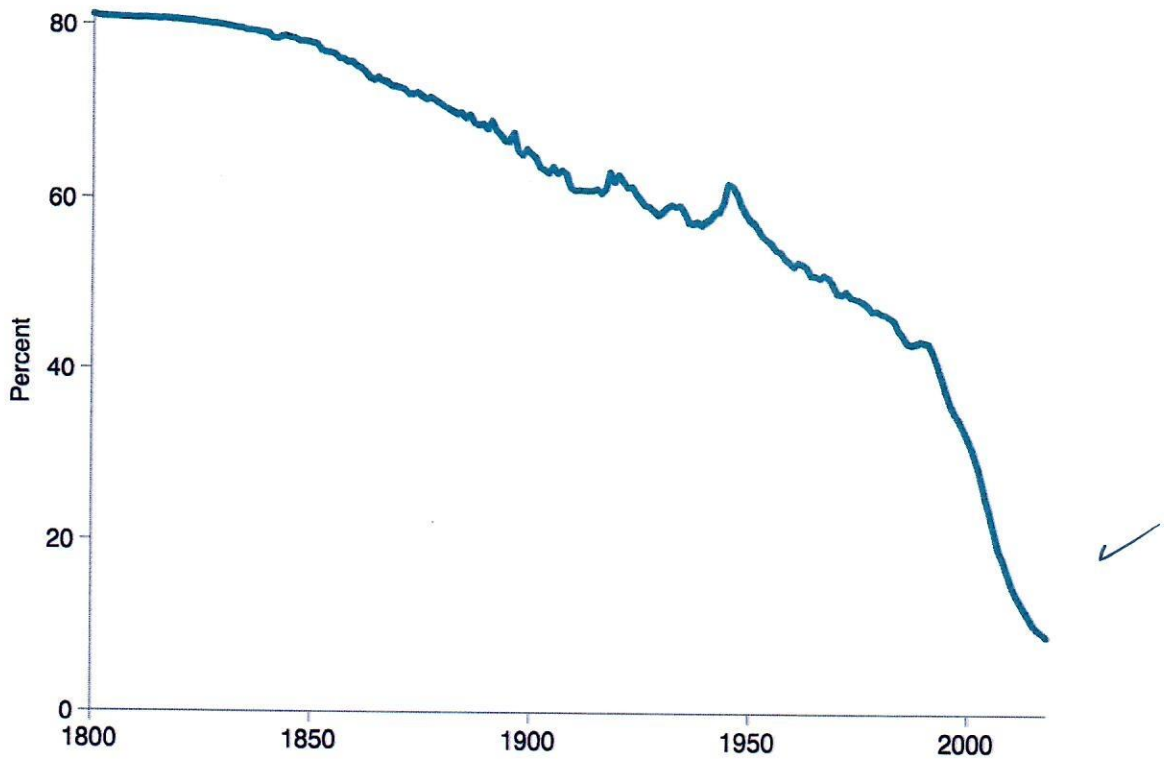
Graph 1 shows the share of the worldwide population which is in poverty explain about per-capita household income and Ginni coefficients of inequality from the Swedish foundation Gapminder. The y-axis determines the percentage of poverty and x-axis shows the years.

indicates

not clear what this means.

Please re-write

There seems to be a v-imp here; need to link inequality with poverty.



As we see in the graph above, poverty decreased slowly in the nineteenth century and it decreased by three percent points to less than one percent point every 15 years. Next, from 1850 to 1990 poverty has fallen constantly with a fall of more than thirty-four percent points every year ~~in the~~ ^{during} period of world war. ~~Last,~~ ^{Thereafter} poverty drops rapidly but cannot drop to zero.

Could the group also provide poverty reduction data for Thailand? This would enable a good transition to the next paragraph.

Gini coefficients were being applied to calculate the differences between the genuine dispensation of educational attainment and flawless equality to numerically approach the rank of inequality established in the education system in Thailand with the use of decades of educational attainment. In contrast to the previous findings which calculates the degree of inequality established in education by aggregating macro-level data, our group decided to disaggregate micro-level data instead. The upside of the micro level data is that it is more accurate and detailed when measuring the actual degree of educational inequality. The number of education Gini coefficients of the entire nation is 0.349. When considering this in a local tier, the Gini coefficients range from 0.272 in Nonthaburi and 0.521 in Mae Hong Son. It can be conveyed from our findings that the nearer a province is to Bangkok metropolis, the greater equality in education there will be. On the contrary, Samut Sakhon is the only province that contradicts the data. Even though it is located not far from Bangkok, the education is not equally dispensed. Accordingly, the education system in the northern part of Thailand is also in crisis especially in the border provinces. Aside from that, school is an aspect that affects the educational inequality at a regional level. Our group figured out that the average years of education at school was ^{closely} ~~marvelously~~ connected with unequal education that children received in a pessimistic way. However, that does not include Thailand's northern provinces. To clarify, the northern and southern parts of Thailand display the magnitude of coefficient of average years of schooling to be twice that of Central Thailand. This paper implies that the Thai government should focus and place more emphasis on the adjustment of the scope of distribution as follows: lowering the overall quantity of people that are unable to receive sufficient education and increase the educational completion of people from primary to secondary school. On a regional scale, the policies associated with the expansion of education in order to reach educational equity is only being undergone in the central parts of Thailand excluding the northern and southern regions. A recommendation for the Government to make use of the different strategies in different regions would prove to be efficient. Consequently, the Thai government should raise awareness on solving these societal issues which directly correlated to the topic of educational imbalance in our country.

Maybe a table indicating Gini coefficients for each province will be useful. If you could get this data it would be great. Otherwise if there is no data it is fine.

education

Identification of the key issues regarding the inequality in Thailand.

Today, there are 7.33 millions students in Thailand but we found that 3.6 millions or 49.45% of them are at a disadvantage of being studied, about 3.5 millions of the disadvantaged children have poverty issues and 15,173 of the disadvantaged children are orphans etc. As we can see, the ratio between the disadvantage and advantaged students are almost half and half. We can not deny the fact that inequality in Thailand's education system has become one of the main problems. Moreover, during the COVID-19 situation, we can see that the inequality in the education more clearly; ~~even~~ ^{all} schools have closed and taught via the online platforms ^{whereby} which some groups of students don't have any trouble with online studying due to they are fully equipped with all the online study equipment such as laptop, tablet etc. In contrast, there are the groups of students who are not ready for online study not only the study equipment but also the status, some are in the poverty class, they have something to do more than study such as help their family's business which can reduce the efficiency of study and it would be very difficult to elevate their status without study; leading these students faced against the poverty again and again in their future.

OK

In 2020, we found that over 500,000 of Thai students have fallen from the Thailand education system and about 2,000,000 students have a high chance of being left out by this education system too, surely, the trend won't stop at this number. As far as we are concerned, we see the 3 factors which are the main ~~reasons to leave the~~ ^{reasons that} disadvantaged students out of the education system. The first factor is poverty, according to the World Bank poverty rate report, Thailand poverty trend has sharply increased in the last three years and Thailand is the only country in ASEAN that had an increase in poverty rate in various times since 2000, moreover, almost 10% of the population in Thailand has the average income lower than 60 baht per day. If we bring that number to calculated for the cost of education, it absolutely won't cover all the educational ~~the~~ ^{cost}. Poverty is the first factor which interrupts the disadvantaged students from study and leads to the other problems. The second factor is the distance, Thailand's Educational Management In Highland And Remote Area has found the school in the rural area which 1,190 of these schools are on the plateau or on the mountain and about 124 schools are on the island; it can caused the chance for disadvantaged students to stop study at school, some of these students has to walk to school for more than 20 kilometers and walk through the river or mountain, these struggled can leading these students to give up from study and finally the chance of being educated is far away from them. The last factor is being orphaned, In Thailand the number of the disadvantaged students who are orphaned are around 200,000 people. Even though, this factor doesn't have a direct effect on these students ~~but~~ it can create a huge pressure on the students because they are not raised by their parents which can make them lack warmth and affection. In the end this factor ~~can lead them to have a high chance to be~~ ^{is likely to make students} interested in the negative things such as drugs or alcohols then turn their back on education.

are left

behavior

is likely to make students

Furthermore, ^{teachers' skills} the quality of the students depends on the potential of the teachers, however, the ability of the teachers is decreasing. We usually find that the countries that rank in the top of education quality give high value to the teacher but in Thailand this job is not admired as other countries do. Nowadays, every year Thailand has more than 12,000 graduates ^{as a teacher} but only about 3-4 thousands ^{actually} work as a teacher. Being a teacher in Thailand is not honored as they have a very low salary compared to the duty they ~~have to be~~ ^{are} responsible. Due to the ^{there is} problem, it leads to a lack of teachers in Thailand. From the Information System for Equitable Education (ISEE), the data shows that there are only 353,611 teachers in Thailand and the ratio of teacher and student is 1 teacher per 19 students. Also, most of the teachers have no academic standing. ~~From~~ ^{want} having a low salary which starts from 15,000, it discourages people to work as ^{the} teacher. They have ^{other} jobs ^{aside from} more than teaching but some even have to work as an assistant clerical officer in the school; also they have to teach on the subject that they are not professional at because the teacher is insufficient in the school. According to the problem of the lecturers, it leads to the quality of the education and the student. The teachers will cluster only in the good school or high paid salary but for the ~~outback~~ ^{rural and remote} area, there are not enough teachers and that leads to the inequality in Thai's education.

Moreover, the standard of education system or schools can not support all of the students. The inequality between city schools and the rural schools has ~~seen more~~ ^{widened} significantly. Nowadays, education is easier to access but the trend of inequality of the education quality is increasing as most of the rural area schools are lacking the readiness in educational resources and the educational personnel. According to the data from 2018, Thailand has more than 30,000 schools all over the country but there are about 30% that have a problem. The major problem is ~~the~~ ^{we} electricity; there are about 5,00 schools that do not have enough electricity and 15 schools that have no electricity. Without electricity, the student has difficulty to access better technology and information. Also, the internet is one of the most important things for education but more than 200 schools can not access the internet which leads the student to lose the opportunity to reach a wider information. Due to the COVID-19, ~~the~~ ^{we} school that has enough resources can easily ~~study~~ ^{have} online during the lockdown but on the other hand, ~~the~~ ^{we} school that has no internet or even electricity has to close the school and the student can not study during the outbreak. Having a COVID-19 is emphasizing the inequality of the standard of the education between big school in a city and small school in a rural area.

500
or
5,000?

utilize leaving

The reasoning and the education inequality policies

Affirmed in the research paper of Jones and Pimdee(2016), Thailand 4.0 is one of the policies initiated to elevate the country's performance while stepping out from the economic trap that can move the country to enhancement. At today's date, Thailand is undergoing the transformation by the lead of the policy, while information and communication technology play the major role. This has proven that in order to transform, learning new technology is the key. Further explains that education is one of the parts in the process of transformation.

Education plays a major role in producing high quality workers with high performances. Vichian Puncreobutr (2016, Education 4.0 : new challenge of learning) has mentioned that to attain the success of Thailand 4.0 would be delivering knowledge to people and the future generation.

Yet, the deeper view of the current situation in the educational point is that even if the government spending increased on education to increase access to secondary and tertiary education compared to before. The education outcomes are still falling behind competition to other countries that results in low ranked education in Asia. These outcomes show that Thai students lack the mathematics and science basics that students from other countries would learn on their general school curricula. That can overall affect the economic circumstances as there are skilled labor shortage and few business start-ups from the newly graduates. Furthermore, Habig (2017) has mentioned that due to the less communication and collaborative working between universities and industry also cause negative economic impact. Conclude that the two core problems are poor quality of education and education inequality that results in unsatisfied outcomes.

Education inequality is the fundamental problem where Thai people are facing where it can be caused from the economic gap among the country. Jon Fernquest (2017) has stated that due to the low level of Thailand's education compared to the global average standard, it is stimulating to increase inequality in the educational field.

This inequality has induced by the majority of the students are left behind from the education system which was research focusing on active learning students from various schools which these found to be very less in numbers compared to the total number of participating students. From the background, where parents are not forcing their kids to participate in school. This would delay the achievement of Thailand 4.0 and precipitate obstacles towards preparation of competitive workers for Thailand 4.0. Researchers support that different schools have a different classroom system and management. Teachers' attitude toward teaching and capacity of schools leads to a knowledge delivery system. With a size of school that means they have a lot of enrolled students and it is related to the education budget, therefore, it seems big schools will have more budget to spend in the system compared to small schools

Currently

This confirms an important element

of
please
revise
the
sentence,
it is a
bit unclear

unsatisfactory

It can
be

Eradicating poverty is the first goal of the study. UNESCO has mentioned that poverty reduction is the first goal of education and must be a quality schooling that will provide knowledge, and professional academics to allow life skills and professional skills to make a living, to fight poverty. Therefore, quality education is imperative. Moreover, education is an important basis for everyone to have, and the state must be an errand for all citizens. Because education is a measure of the quality of the people of the state that will drive the economic production sector and create political stability, especially democratic politics, that requires members of society to be involved in the destiny of the city, to participate in politics, economy, and society. Hence, a tool of all states to refine people in society as citizens who can create change and bear the mission of the nation's society with responsibility as the owner of society and their homeland.

Thus, the state designs and sets out the rules and regulations to appear in the direction and practice of creating the "people" or "citizens" of the state as required, which appears in the constitution, and the Act of all states, including Thailand. That appears in the current constitution used in 2017 is specified in category 5 of the state section 54.

Category 5 of the state section 54 *indicates that:*

- The state must conduct compulsory education for all children free of charge for 12 years.
- The state must continue to promote, support education for people according to their needs in various systems and provide cooperation between states, foreign countries, and the private sector. To manage all levels of education by providing quality and international standard management.
- States must provide funding shortfalls to support expenses according to their aptitudes, set up a fund to help those in need to reduce inequality in education.
- The state must provide young children with a look and develop before they are educated to develop their bodies, minds, and emotions to be suitable for their age.

Category 16 (Reforming the country) section 258

The state provides mechanisms and systems for producing, screening, developing practitioners, and providing a true spirit of knowledge and competence. Moreover, the instructor must receive compensation that is appropriate for teaching ability and efficiency, as well as a mechanism for creating a moral system for personnel management of teacher practitioners. The policies to support education inequality are not only about the students but also stakeholders who are involved in the educational system.

Any other ^{govt} regulations, laws or decrees to address inequality in education and poverty reduction?

The lesson learned

Throughout the world, there have been continuous attempts to reform the educational system but it is still an essential factor in the economic atmosphere. The different causes are deeply rooted in society, history, and culture, making it difficult to eradicate. Most of the educational inequality is attributed to economic disparities that often fall along with the marginalized group of the people, that group is inseparable from the lack of opportunity that varies across the group of the people in the society. The lesson learned from finding the cause of the inequality among the group of the students suggests that a variety of the factors are able to influence the aspects of education. Despite the state intervention, educational development is still far from the ideal goals, for example, compulsory education is yet to be proven effective since in the rural area most of the students value other activities more than education thus making it difficult to achieve those ideals.

ps. the lesson we still unable to conclude since we would like to hear the comment from you.

Based on ~~your~~ the overview and issues section, ~~for~~ the group my propose some lessons learned:

→ Inequality in education is a serious issue in Thailand. Inequality is caused by several factors such as

~~In order to address inequality,~~ Inequality can be narrowed, but cannot be fully eradicated.

Addressing inequality cannot be separated from poverty, quality of teacher and incentives for teachers, →

and laws (ps. name these). Some
worked, ~~some~~ effective, some a less so
(mention these).