Reducing Educational Disparities Through Cross-Border Collaboration: Synergies for Human Capital Development in the Mae Sai-Tachilek Border Region

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Educational inequality, especially between urban and rural areas, remains a global challenge, with border regions facing unique socio-political and economic barriers. The Mae Sai-Tachileik border, dividing Myanmar and Thailand, exemplifies these challenges due to political instability, economic underdevelopment, and cultural diversity. This study investigates: How can cross-border educational collaboration improve access to education and reduce disparities in the region? By applying Sen's Capability Approach (expanding individual freedoms through education) and Ostrom's Collective Approach (stakeholder collaboration), the research examines initiatives like bilingual education, joint vocational training, and cross-cultural exchanges. These efforts have led to a 15% increase in school retention rates in targeted communities (World Bank, 2022), along with improved vocational skills and language proficiency, enhancing employability. Programs also fostered cultural understanding and cooperation, strengthening socio-economic ties. The research highlights human capital development as a key outcome, showing how educational synergy equips individuals with skills to improve socio-economic prospects. Employing a research-based approach through literature review and document analysis, including stakeholders like local communities, governments, NGOs, and the private sector, this study explores how these entities enhance educational access and quality. While acknowledging limitations such as potential data biases, the study addresses challenges rooted in political instability, economic disparity, and cultural diversity. Ultimately, it proposes a combined framework to reduce disparities, foster sustainable development, and strengthen socio-economic connections, with human capital development identified as a core driver.

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1.Introduction

1.1 Background Information

Educational inequality remains a pressing global challenge, particularly between urban and rural areas, where it perpetuates cycles of poverty and hinders socio-economic development. This divide is especially pronounced in border regions, where socio-political and economic barriers complicate access to education. The Mae Sai-Tachileik border region, which separates Thailand and Myanmar, exemplifies a complex socio-political and economic landscape that significantly influences educational disparities. Historically, this area has experienced substantial changes, including shifts in political boundaries and economic development, which have further impacted educational access and quality (Todaro & Smith, 2020; UNESCO, 2015). Political instability, high poverty rates, and persistent unemployment exacerbate these challenges, rendering education a critical concern for community development. Issues such as inadequate infrastructure, a shortage of qualified teachers, and limited educational resources disproportionately affect rural areas, making it essential to explore these disparities through the lens of human development theories and collective approach theory. This paper examines the potential of cross-border collaboration and human development frameworks in addressing these educational challenges, with a focus on the political and ethnic diversity in the region and its impact on education.

1.2 Problem Statement

Despite the geographical proximity of Mae Sai and Tachileik, cross-border educational collaborations remain underutilized and often misaligned with the actual needs of the communities. This research addresses this gap by exploring the potential for more effective and synergistic cross-border initiatives that can bridge the educational divide. In 2022, only 45% of children in rural Tachileik completed primary education, compared to 78% in urban Mae Sai (UNICEF, 2023). This disparity highlights deeper socio-political and economic issues, including political instability, economic underdevelopment, and limited educational resources in rural areas. Factors such as long travel distances, insufficient school infrastructure, and inadequate teacher training contribute to these low completion rates and ongoing educational inequity (UNICEF, 2023). Additionally, language barriers and cultural differences further complicate access to quality education. Political conflicts and ethnic diversity in the region further exacerbate these issues, leading to unequal educational opportunities. Anderson and

Black (2020) emphasize that educational inequity in border regions often perpetuates cycles of poverty and underdevelopment. Thus, a comprehensive understanding of the political, ethnic, and cultural factors affecting access to education is essential.

1.3 Research Purpose and Significance

This research aims to address educational disparities in the Mae Sai-Tachileik region while providing insights that may apply to other border regions facing similar socio-political challenges. The findings could inform broader educational policies and cross-border collaboration strategies. According to the World Bank (2022), each additional year of schooling increases an individual's earning potential by 10%. Addressing educational inequality is crucial for fostering regional stability and economic growth. By enhancing educational access and quality, communities in the Mae Sai-Tachileik border region can overcome socio-economic barriers, reduce poverty, and improve overall well-being (World Bank, 2022). A synergistic approach that fosters collaboration among different stakeholders—including local communities, governments, non-governmental organizations, and the commercial sector—can create lasting change. This research will analyze the roles of each of these stakeholders in fostering cross-border educational collaboration. Furthermore, the significance of the human development framework (Sen, 1999), which emphasizes the enhancement of individual freedoms and capabilities, will be explored as a more suitable approach to addressing educational disparities compared to other frameworks. This research seeks to evaluate the effectiveness of initiatives such as bilingual education, joint vocational training, and cross-cultural exchanges in reducing educational disparities. These initiatives will be explored through the lens of human development theories, aiming to create a model for sustainable educational improvement in border regions.

1.4 Synergy in Cross-Border Education

In the Mae Sai-Tachileik border region, where Thailand and Myanmar intersect, entrenched educational disparities hinder the advancement of marginalized communities. These disparities manifest as unequal access to quality education, insufficient resources, and significant achievement gaps between urban and rural students. Addressing these challenges requires a comprehensive and synergistic approach that leverages the collective strengths of both nations to develop inclusive and effective educational solutions. Cross-border initiatives, such as joint teacher training programs, exemplify this synergy but often encounter significant obstacles, including political tensions and resource limitations that can impede effective

Nan Ei Hlyen Htet Soe

collaboration. This research will critically analyze these initiatives to uncover key factors that drive or obstruct successful collaboration. By assessing the impact of these synergistic efforts, the study aims to reduce educational disparities and enhance human capital development, which is vital for fostering socio-economic growth and resilience in the region.

Research Question: *How can educational synergy, through cross-border collaboration, reduce educational disparities and improve human capital development in the Mae Sai-Tachileik border region?*

2.Importance of Education in Border Regions
2.1 Unique Characteristics of Border Regions

Education is a fundamental pillar of human development, serving as a powerful engine for social, economic, and political advancement (UNESCO, 2020). In border regions like Mae Sai-Tachileik, where challenges and opportunities are magnified, education takes on even greater importance. It equips individuals with essential knowledge, skills, and critical thinking abilities, empowering borderland communities to navigate adversity, engage meaningfully in societal development, and drive regional progress (World Bank, 2018).

However, these regions, often divided by multiple countries, face complex political, cultural, and socio-economic dynamics that can impede equitable access to education. Political instability frequently disrupts schooling, leading to closures and the displacement of students and teachers. Additionally, cultural diversity presents challenges; curricula that fail to integrate multiple languages and perspectives can exclude students from varied backgrounds, reducing engagement and academic achievement (Hurtado, 2020). These challenges underscore the urgent need for customized educational programs that respond to the unique requirements of border communities.

2.2 Educational Disparities and Vulnerabilities

The inherent complexities of border regions, including socio-political fragmentation and cultural diversity, contribute to significant educational disparities, especially in economically vulnerable areas. In rural Tachileik, for instance, children often endure long and perilous journeys to attend poorly resourced schools, which diminishes their educational attainment. These border communities frequently face marginalization, receiving less governmental support and fewer resources than more central regions. This marginalization results in significant educational gaps, characterized by lower enrollment rates, higher dropout

rates, and poorer academic outcomes (OECD, 2021).

Moreover, border regions are particularly susceptible to crises—such as armed conflicts, natural disasters, and economic downturns—which exacerbate existing educational challenges and disrupt learning (Save the Children, 2021). For example, the long distances that children in rural Tachileik must travel to school contribute to lower attendance and increased dropout rates (UNICEF, 2020).

2.3 Urban-Rural Educational Divide

The educational divide between urban and rural areas is well-documented, with rural regions often lagging in infrastructure, teacher quality, and access to educational resources. This gap is especially pronounced in border areas, where rural communities face additional challenges such as geographic isolation and limited transportation options. In the Mae Sai-Tachileik border region, urban areas like Mae Sai enjoy relatively better educational facilities and opportunities, while rural areas on both sides of the border grapple with inadequate school infrastructure, poorly trained teachers, and restricted access to technology (UNICEF, 2020).

This urban-rural divide has significant implications for human development, as education is a key driver of social and economic mobility. Without access to quality education, rural communities in border regions remain trapped in cycles of poverty, perpetuating socio-economic disparities across generations (UNESCO, 2021). Furthermore, this educational divide poses a broader threat to regional stability, as it can exacerbate socio-political tensions and obstruct economic integration.

3. Current Educational Landscape in the Mae Sai-Tachileik Border Region
3.1 Challenges in Accessing Education

The educational landscape in the Mae Sai-Tachileik border region is marked by significant disparities driven by socio-political and economic dynamics. The independent educational systems of Myanmar and Thailand present formidable challenges in coordinating resources and standardizing policies, leading to a fragmented educational experience for students. For instance, socio-political instability in Myanmar has resulted in fluctuating policies that disrupt educational continuity, particularly in border areas (World Bank, 2022). Moreover, economic disparities between the two countries create uneven access to educational resources. Schools on both sides of the border are plagued by infrastructure shortages; a survey conducted by the Mae Fah Luang University in 2023 revealed that 40% of schools in Tachileik lack proper classrooms, forcing students to learn in makeshift facilities. This inadequacy

impacts both comfort and academic performance.

Long travel distances to schools further hinder access to education. For example, a student from a rural village in Tachileik might travel over 10 kilometers daily to attend school in the city. This commute can take up to two hours, significantly impacting attendance rates and limiting time for homework and study. Additionally, language barriers and differing curricula between Thailand and Myanmar further exacerbate inequities, making it difficult for students to keep up, leading to disengagement and high dropout rates.

3.2 Quality and Accessibility of Education

The quality and accessibility of education in Mae Sai-Tachileik are severely compromised by these challenges. In rural Tachileik, classrooms often exceed the 1:50 teacher-student ratio, leading to insufficient individual attention for students (World Bank, 2022).A 2021 report by the OECD highlighted that approximately 60% of schools in the region lack essential resources like textbooks and functional libraries, undermining effective learning. Teacher shortages, particularly in specialized subjects like mathematics and science, worsen these issues. A school may have only one qualified math teacher for over 200 students, restricting the quality of education. Additionally, the curriculum may lack relevance to local culture and history, leading to disengagement and higher dropout rates, with only 30% of rural students in Tachileik advancing to secondary education (OECD, 2021). Consequently, these barriers perpetuate cycles of poverty and inequality, limiting opportunities for higher education and skill development.

3.3 Addressing Educational Disparities through Synergy

Achieving synergy in education involves the integration of various theories and collaborative approaches to create more effective and sustainable solutions. Synergy is the process of combining diverse efforts to produce outcomes greater than the sum of individual contributions. In the context of the Mae Sai-Tachileik region, synergy is essential for overcoming educational disparities caused by socio-economic and political challenges. The following subsections explore how human development theories, collective approaches, and cross-border collaboration policies collectively contribute to this goal.

3.3.1 Human Development Theories

Human development theories, particularly Amartya Sen's Capability Approach, underscore the importance of education as a means of expanding individual freedoms and enhancing overall well-being (Sen, 1999). In the Mae Sai-Tachileik region, education serves as a crucial tool for breaking down socio-economic barriers and empowering communities. For example, initiatives that focus on adult education and skill development not only elevate individuals' capabilities but also stimulate community growth and resilience against economic instability. These efforts demonstrate how education enhances both personal development and collective well-being, contributing to a more synergistic and inclusive regional framework.

3.3.2 Collective Approach Theory

Elinor Ostrom's Collective Approach Theory emphasizes the significance of stakeholder collaboration in overcoming educational disparities. By pooling resources and expertise, various stakeholders can create more effective and contextually relevant educational solutions. Successful cross-border educational programs, such as the "Cross-Border Learning Network," exemplify this approach, where educators from both Thailand and Myanmar collaborate to share best practices, resulting in improved teaching methodologies and student engagement (Ostrom, 1990). In Mae Sai-Tachileik, such collaborative efforts can facilitate more sustainable educational initiatives that address the unique needs of the region.

3.3.3 Educational Collaboration Policies

Cross-border educational policies are vital for the Mae Sai-Tachileik region. Policies that promote resource sharing, joint curricula, and mutual recognition of qualifications can significantly enhance educational access and support regional socio-economic development (World Bank, 2022). For instance, the establishment of a joint curriculum framework for primary education has enabled students to transition smoothly between schools in both countries, leading to improved academic performance and higher retention rates. These policies exemplify how strategic collaboration can enhance educational access and support regional socio-economic development, ensuring that synergy is achieved through coordinated policy efforts.

3.4 Roles of Key Stakeholders

3.4.1 Local Communities, NGOs, Governments, and the Private Sector

Governments must prioritize cross-border collaboration to develop inclusive educational policies and enhance infrastructure, ensuring that all children in the Mae Sai-Tachileik region receive quality education (UNESCO, 2021). NGOs play a critical role in supporting these

Nan Ei Hlyen Htet Soe

cross-border initiatives through teacher training programs and advocacy for educational rights (Human Rights Watch, 2021). For example, organizations like Prospect Burma have made significant strides by offering scholarships to disadvantaged students and collaborating with local schools to improve facilities and teaching resources. The private sector also has a crucial role, in providing essential funding and implementing educational programs that promote equity. Effective collaboration among these stakeholders is essential for improving educational access and quality, as evidenced by successful models in other regions. For example, cross-border collaborations in the Colombia-Venezuela border region have successfully reduced school dropout rates by 25% over five years, demonstrating the potential of such partnerships (World Bank, 2021).

3.4.2 Key Initiatives for Educational Development in Border Regions

3.4.2.1 Bilingual Education

Bilingual and multicultural education programs have been implemented in various communities to bridge cultural and linguistic divides, thereby enhancing educational access and engagement for students from diverse backgrounds. Such programs not only foster inclusivity and respect for cultural diversity but also improve academic performance and socio-emotional development (UNESCO, 2022). For instance, bilingual education initiatives in Thai and Burmese have been introduced in select schools in Tachileik, allowing students to develop proficiency in both languages while also gaining a deeper understanding of each culture, thus facilitating smoother navigation through the educational systems of both countries.

3.4.2.2 Joint Vocational Training

Joint vocational training programs have emerged as a critical strategy for addressing resource disparities in border areas. Collaborative efforts between Thai and Myanmar educational institutions include joint teacher training initiatives and curriculum development tailored to regional economic needs. For example, vocational training programs focusing on agriculture and hospitality have been launched, equipping students with relevant skills for employment in both countries. This has not only enhanced their job prospects but also contributed to regional economic development by addressing local labor market demands (World Bank, 2022).

3.4.2.3 Community-Based Education Initiatives

Community-based education initiatives that involve local stakeholders in decision-making processes have proven effective in improving educational outcomes by tailoring programs to meet the specific needs of borderland communities. For example, initiatives in Mae Sai-Tachileik

have engaged local leaders and parents in the development of educational programs, ensuring that they are culturally relevant and responsive to community needs. Such approaches have led to increased enrollment rates and improved educational relevance, showcasing the effectiveness of community involvement in addressing local challenges (Hurtado, 2020).

4. Human Rights to Education and Its Significance in Border Regions

4.1 Fundamental Right to Education and Human Rights

Education is recognized as a fundamental human right, vital for the development of individuals and societies. The Universal Declaration of Human Rights (1948) and the Convention on the Rights of the Child (1989) emphasize the right to free and compulsory primary education for all children. In border regions like Mae Sai-Tachileik, this right holds particular significance as education can serve as a bridge to overcome socio-economic and cultural barriers, foster peace, and promote sustainable development (UNESCO, 2019). For instance, educational initiatives designed to address language barriers can facilitate the integration of marginalized communities, enhancing communication and understanding between diverse cultural groups.

4.2 Impact of Political Expectations Without Ensured Education

Communities in border regions often face significant challenges in accessing education, largely due to human rights violations stemming from political instability and economic underdevelopment. While governments may set ambitious educational outcomes, they frequently fail to provide the necessary infrastructure, resources, or support to meet these expectations. This disconnect exacerbates existing inequalities, leaving marginalized communities—especially in border areas—further disadvantaged. For example, inadequate funding for schools in rural Tachileik severely limits access to quality education. Such deficiencies not only perpetuate a cycle of poverty and inequality but also hinder the broader realization of human rights and development goals (Human Rights Watch, 2021).

Moreover, issues such as armed conflict, forced displacement, and discrimination further impede educational access. Children from ethnic minorities or those fleeing violence often encounter barriers such as lack of documentation, which prevents their enrollment in schools. Furthermore, cultural and linguistic differences can lead to exclusion from mainstream educational systems, exacerbating feelings of alienation and hindering social integration.

Nan Ei Hlyen Htet Soe

4.3 International Agreements and Key Policies

International agreements and policies are essential for upholding the right to education, particularly in vulnerable regions. The Sustainable Development Goals (SDGs), specifically Goal 4, advocate for inclusive and equitable quality education for all, focusing on reaching the most marginalized populations, including those in border regions (UN, 2015). Additionally, regional agreements such as the ASEAN Declaration on Human Rights emphasize the importance of education in promoting regional stability and development. These international frameworks are crucial for guiding national policies and ensuring the right to education is respected and implemented, even in challenging border areas (ASEAN, 2012).

The successful implementation of these policies in Mae Sai-Tachileik can lead to significant improvements in educational access and quality, ultimately fostering social cohesion and economic development. Ensuring that the right to education is upheld requires not only commitment from governments but also active engagement from local communities and international organizations to address the specific challenges faced by border region residents. This collaborative approach is essential for creating a supportive environment where all children can thrive and realize their potential.

5. Research Methodology and Data Sources
5.1 Research Methods and Key Participants

This study employs a research-based approach that integrates a literature review and document analysis to investigate educational disparities in the Mae Sai-Tachileik Border Region. Traditional survey-based methods may have limitations in capturing the complexities of border-specific educational challenges; therefore, this approach synthesizes academic articles, reports from educational organizations, and relevant case studies to provide a comprehensive understanding of the educational landscape (Creswell & Poth, 2018).

The literature review draws on theoretical frameworks, including human development theories, the collective approach, dependency theory, and the rights to education. These frameworks offer insights into the structural and socio-economic factors influencing educational outcomes. Human Development (HD), for instance, emphasizes the importance of access to basic human rights, such as education, as a pathway to achieving a life free from fear and hunger (Sen, 1999). The HD framework aligns with the philosophy of Liberalism, asserting that access to education is not only a fundamental right but also a critical determinant of individual and community well-being (Harris & Jones, 2020). This section inte-

grates HD by examining how education accessibility in the Mae Sai-Tachileik region aligns with human rights-based frameworks, particularly in cross-border communities.

A key part of the document analysis includes reviewing educational materials such as policy documents, program reports, and research studies from international organizations (e.g., UNESCO, OECD), and local NGOs working in the region. These documents were selected based on their relevance, credibility, and timeliness. The analysis investigates gaps in educational infrastructure and assesses the effectiveness of various initiatives aimed at reducing disparities. Document analysis also highlights the role of local communities and cross-border cooperation in overcoming educational inequalities (OECD, 2020; UNESCO, 2020).

Key participants in this study include educators, policymakers, and community leaders from both sides of the Mae Sai-Tachileik border. Their insights, reflected in existing literature and documented evidence, illuminate the challenges and contributions of these stakeholders in addressing educational inequalities. This multi-source approach is instrumental in overcoming the limitations of traditional research methodologies and provides a richer, context-sensitive understanding of the educational landscape in the region.

5.2 Limitations

Despite the comprehensive approach, the study acknowledges certain limitations. The reliance on existing literature and document analysis may not fully capture the lived experiences of individuals directly affected by educational disparities. Additionally, the availability and access to relevant documents, especially from non-governmental and community-driven initiatives, may be constrained by political factors. These limitations highlight the need for primary data collection in future research to fully capture the complexity of the issues faced by cross-border communities.

5.3 Ethical Considerations

Conducting research in a border region entails specific ethical considerations. Ensuring the confidentiality and safety of participants is paramount, particularly in contexts where political tensions and social vulnerabilities exist. Informed consent must be obtained from all stakeholders, with careful attention given to the cultural sensitivities of the communities involved. Moreover, the research should strive to represent the voices and perspectives of marginalized groups accurately, avoiding any form of exploitation or misrepresentation.

Nan Ei Hlyen Htet Soe

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5.4 Future Research

Future research could explore primary data collection methods, such as interviews or focus group discussions with key stakeholders, to gain deeper insights into the educational challenges faced by the Mae Sai-Tachileik border region. Moreover, longitudinal studies would also provide valuable insights into the long-term impact of educational policies and initiatives. Additionally, exploring other cross-border educational frameworks and comparing them to the Mae Sai-Tachileik context could deepen understanding and offer broader insights for similar regions.

6. Findings and Discussion

6.1 Educational Disparities in Mae Sai-Tachileik

Educational disparities in the Mae Sai-Tachileik border region reflect broader patterns observed in border areas globally, similar to those along the Mexico-U.S. border. Research indicates that rural students in these regions frequently encounter significant educational inequities, with literacy rates reported to be up to 30% lower than their urban counterparts (OECD, 2020). In Tachileik, students face numerous challenges, including travel distances averaging over 10 kilometers to reach schools, limited access to learning materials, and lower levels of teacher qualifications—approximately 40% of teachers in rural areas are untrained, compared to just 10% in urban centers (UNESCO, 2020). These factors collectively contribute to diminished academic performance, with dropout rates in Tachileik reported at 15%, significantly higher than the national average of 9% (UNESCO, 2020).

Structural challenges, such as underdeveloped infrastructure—evidenced by the lack of basic facilities in over 50% of rural schools—and insufficient funding, further exacerbate these issues (World Bank, 2022). Furthermore, limited funding for educational programs restricts the implementation of reforms necessary for improving educational outcomes in the region. These statistics highlight the urgent need for targeted interventions to bridge these educational gaps and improve the quality of education in the Mae Sai-Tachileik border region.

6.2 Impact of Cross-Border Collaboration

Cross-border collaboration between Myanmar and Thailand has demonstrated the potential to mitigate some of these educational disparities. Initiatives such as joint educational programs, resource sharing, and vocational training have significantly enhanced access to quality education in certain areas. For instance, bilingual education programs implemented

in 2019 have led to a 40% increase in literacy rates among participants, effectively bridging language gaps for ethnic minority students (World Bank, 2022). Additionally, joint vocational training initiatives have equipped over 300 students with practical skills pertinent to the local economy, leading to a 20% increase in employment rates for graduates of these programs (World Bank, 2022).

However, obstacles such as political instability, logistical complexities, and differing educational standards between the two countries continue to impede the comprehensive implementation of these initiatives. For example, the lack of standardized curricula has resulted in inconsistencies in educational quality, complicating the recognition of qualifications across borders. To address these challenges, adaptive strategies, and sustained diplomatic engagement are crucial, as evidenced by successful models in regions like the Colombia-Venezuela border, which achieved a 25% reduction in school dropout rates over five years through collaborative efforts (World Bank, 2022). Insights gleaned from these successful models can inform strategies for enhancing educational outcomes in the Mae Sai-Tachileik region.

6.3 Role of Human Rights Frameworks

Applying human rights frameworks to education in border regions emphasizes the need to guarantee that all children, regardless of socioeconomic background or geography, have equitable access to high-quality education. Considering the fact that international law ensures the right to education, its effective implementation in the Mae Sai-Tachileik border region is obstructed by factors such as political instability, economic underdevelopment, and cultural discrimination.

This study explores how these challenges contribute to violations of the right to education, with approximately 25% of children in the region not attending school due to socioeconomic barriers (UNICEF, 2020). To address these issues, potential strategies include community engagement initiatives aimed at raising awareness about educational rights and implementing targeted programs to support marginalized groups, such as ethnic minorities and displaced families. Integrating human rights principles into educational planning holds promise for diminishing disparities and promoting equitable outcomes, aligning with international obligations such as the Convention on the Rights of the Child (UNICEF, 2020). By prioritizing human rights in educational discourse and practice, stakeholders can foster a more inclusive educational environment that supports the aspirations and potential of all children in the region.

7. Conclusion

This study emphasizes the crucial role of synergy in addressing educational disparities in the Mae Sai-Tachileik border region. Cross-border collaboration, particularly through bilingual education and vocational training, has proven effective in overcoming socio-political and economic barriers, significantly enhancing educational access and quality. For example, initiatives in this region have led to a 15% increase in school retention rates (World Bank, 2022), and similar programs have achieved a 25% reduction in school dropout rates in other border regions, such as Colombia-Venezuela (World Bank, 2022). These findings highlight the potential of cross-border educational initiatives to foster long-term socio-economic growth and regional stability. Policymakers should prioritize cross-border educational strategies between Thailand and Myanmar, focusing on joint resource allocation, curriculum development, and mutual recognition of educational qualifications (World Bank, 2021). Furthermore, community-based approaches tailored to local needs, along with investments in bilingual and multicultural education, are essential for overcoming language barriers and promoting inclusivity (UNESCO, 2022).

Despite its valuable insights, this study has some limitations, including its reliance on secondary data and its focus on specific educational initiatives. Future research should incorporate qualitative methods, such as interviews and focus groups, to provide a deeper understanding of the complexities of educational inequity in border regions. Longitudinal studies and comparative analyses across other regions will further contribute to identifying best practices for cross-border educational collaboration (Smith, 2020; Jones, 2019; Lee, 2021). Investing in education, as a means of human capital development, is not only critical to addressing immediate disparities but also imperative for long-term socio-economic stability. By enhancing educational access and quality, synergistic approaches in the Mae Sai-Tachileik region can foster resilience, contributing to broader regional growth and peace (World Bank, 2022). In conclusion, addressing educational disparities through synergistic methods, such as bilingual education and vocational training, is vital for fostering human capital development and regional stability. The success of cross-border collaborations offers a model for sustainable socio-economic growth, underscoring the importance of prioritizing such initiatives in policy and practice.

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