

Research Article

Cite this article: Srikolchan, A., Jearajit, C., Hengpatana, S., Langka, W., Rungsiyanont, S., Rojsiriruch, P., & Jantan, P. (2026). Developing Multi-Stakeholder Coordination Mechanisms for Educational Equity: Insights from Thailand's Inter-Agency Collaboration Experience. *Educational Process: International Journal*, 23, e2026072. <https://doi.org/10.22521/edupij.2026.23.72>

Received September 16, 2025

Accepted November 17, 2025

Keywords: Educational equity, multi-stakeholder collaboration, inter-organizational coordination, partnership framework

Author for correspondence:

Anchalee Srikolchan

✉ anchaleesu@g.swu.ac.th

✉ Faculty of Social Sciences, Srinakharinwirot University, Thailand



OPEN ACCESS

© The Author(s), 2025. This is an Open Access article, distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted re-use, distribution, and reproduction, provided the original article is properly cited.

Developing Multi-Stakeholder Coordination Mechanisms for Educational Equity: Insights from Thailand's Inter-Agency Collaboration Experience

Anchalee Srikolchan^{ID}, Cholvit Jearajit^{ID}, Suwimon Hengpatana^{ID}, Wilailak Langka^{ID}, Sorasun Rungsiyanont^{ID}, Prapaporn Rojsiriruch^{ID}, Pimtawan Jantan^{ID}

Abstract

Background/purpose. Educational inequality in developing countries requires coordinated responses across multiple agencies, yet existing collaboration frameworks inadequately address capacity disparities and resource constraints common in these contexts. This study explores patterns of multi-stakeholder collaboration for educational equity promotion in Thailand and develops a preliminary coordination framework to enhance partnership effectiveness in resource-constrained environments.

Materials/methods. A qualitative case study examined coordination patterns across Thailand's educational equity ecosystem through 64 semi-structured interviews with representatives from government agencies, civil society organizations, the private sector, academic experts, and implementation-level actors. Data collection included document analysis and meeting documentation, with systematic thematic analysis identifying emerging coordination patterns and framework mechanisms.

Results. The analysis revealed three interconnected coordination mechanisms: integrated policy coordination, collaborative resource management, and cross-sector capacity development. These mechanisms address common coordination challenges, including procedural fragmentation, resource distribution asymmetries, and monitoring system disconnection. Key patterns suggest that effective partnerships maintain organizational autonomy while enabling collective action, require graduated participation mechanisms accommodating varying organizational capacities, and benefit from explicit linkage between resource allocation and capacity development.

Conclusion. The preliminary framework suggests potential directions for adapting collaboration theories to developing country contexts, emphasizing organizational complementarity over similarity and graduated participation over uniform requirements. The study offers initial guidance for partnership design accommodating capacity variations while leveraging organizational strengths, though systematic validation across diverse contexts is required before broader implementation.

1. Introduction

Educational inequality represents a persistent and multifaceted challenge confronting developing economies worldwide, undermining both human capital development and broader economic growth prospects (Rippner, 2014). Despite substantial investments in educational infrastructure and comprehensive policy reforms, disparities in educational access and quality persist across geographic, socioeconomic, ethnic, and gender dimensions. These inequalities contribute to compound disadvantages for marginalized populations, perpetuating cycles of poverty and limiting social mobility opportunities that education traditionally provides. The complexity of educational inequality stems from its interconnected nature, requiring coordinated responses that address infrastructure deficits, teacher shortages, curriculum inadequacies, and socioeconomic barriers simultaneously (Rippner, 2014). Traditional single-agency approaches have proven insufficient to effectively tackle these multidimensional challenges, as they often fail to recognize the interdependent nature of educational disparities (Voets et al., 2021). This limitation has prompted growing recognition that inter-agency collaboration and multi-stakeholder partnerships may offer more effective pathways to promoting educational equity (Ainscow, 2020).

A systematic examination of inter-organizational collaboration literature suggests significant limitations when applied to developing-country contexts. Early collaboration theory, rooted in Western organizational environments, emphasized formal coordination mechanisms and resource dependency relationships (Pfeffer & Salancik, 1978; Powell, 1990). Gray's (1991) influential framework identified three collaboration phases—problem-setting, direction-setting, and implementation—but assumed relatively stable institutional environments and adequate organizational capacity. Empirical applications in developing countries revealed fundamental limitations, with studies from Sub-Saharan Africa (Bratton, 1992; Ostrom, 2009) demonstrating that formal coordination mechanisms often failed due to weak institutional frameworks and resource constraints. Research from Latin America (Tendler, 1997; Evans, 1996) showed that successful collaboration required adaptation to informal networks and hierarchical governance structures that existing frameworks inadequately addressed. Research in Southeast Asian contexts suggests that successful inter-organizational collaboration requires adapting Western theoretical models to account for hierarchical organizational cultures, the importance of informal networks, and government-led coordination mechanisms (Chandra & Hillegersberg, 2022). However, existing collaboration theories primarily derive from experiences in developed countries. They may not adequately address the institutional realities of developing economies, particularly in the education sector, where multiple government agencies, international organizations, and civil society actors must coordinate across different governance levels.

Educational equity literature suggests that general frameworks inadequately address sector-specific collaboration challenges. UNESCO's Global Monitoring Reports (2015, 2020) consistently identify coordination failures as primary barriers to achieving the Education for All goals, while Rose's (2009) comparative analysis across 15 developing countries found that educational partnerships require specialized coordination mechanisms to address teacher deployment, curriculum development, and infrastructure provision simultaneously. Research on educational equity in developing countries identifies coordination as a persistent challenge, with studies from similar middle-income countries demonstrating that fragmented approaches limit impact, as agencies often work in parallel rather than synergistically (Hanushek & Woessmann, 2015). Evidence suggests that effective coordination requires shared problem identification across agencies, complementary resource allocation mechanisms, and joint monitoring systems that enable collective learning (Fiszbein & Schady, 2009). Recent studies from similar middle-income countries provide relevant insights but reveal persistent gaps. Research on Brazil's education partnerships (Ferreira et al., 2016) demonstrates that federal-state-municipal coordination requires explicit attention to variations in

capacity across governance levels. Mexican case studies (Santibañez, 2005) showed that civil society integration enhanced partnership effectiveness when organizations possessed complementary rather than similar capabilities. Recent studies from Thailand and similar contexts demonstrate that successful educational partnerships require systematic stakeholder mapping to identify both formal and informal actors, conflict-resolution mechanisms that respect hierarchical relationships, and graduated participation structures that accommodate varying organizational capacities (Epstein et al., 2018; Pilz, 2016).

Multi-stakeholder participation theory, building on Freeman's (1984) stakeholder framework, emphasizes the inclusion of diverse actors in policy formulation and implementation. In developing country education contexts, evidence suggests that effective multi-stakeholder approaches must address specific challenges, including power imbalances between international and local actors, coordination costs in resource-constrained environments, and capacity limitations among civil society organizations (Rose, 2009). Neither pure collaboration theory nor stakeholder theory adequately addresses educational contexts in developing countries. Resource dependency theory suggests organizations collaborate when they lack sufficient resources to achieve objectives independently (Pfeffer & Salancik, 1978), while network theory emphasizes how inter-organizational relationships create value through information sharing and resource pooling (Powell, 1990). However, collaboration theory offers valuable insights into coordination. However, it assumes institutional stability and resource adequacy, while stakeholder theory addresses participation and inclusion but inadequately addresses the dramatic capacity disparities common in developing countries, where government agencies, international organizations, and civil society actors possess vastly different resources and capabilities.

This study addresses these knowledge gaps by exploring how inter-organizational collaboration theory (Gray, 1991) might be integrated with multi-stakeholder participation theory (Freeman, 1984) and adapted for educational contexts in developing countries. This theoretical exploration is necessary because educational equity challenges in developing countries require both effective coordination mechanisms and inclusive participation frameworks that account for varying organizational capacities. The study pursues two primary research objectives: first, to analyze the roles and collaborative patterns of agencies involved in promoting educational equity across different institutional sectors in Thailand, and second, to develop a preliminary conceptual framework for multi-stakeholder partnerships that could enhance coordination effectiveness in educational equity initiatives in developing-country contexts.

The theoretical foundation explores how collaboration and stakeholder theories might be integrated to address constraints in developing countries. Drawing on collaboration theory, the exploration incorporates shared problem identification adapted to contexts of educational inequality, resource-sharing mechanisms suited to resource-constrained environments, and coordination processes that respect organizational autonomy while enabling collective action. Within stakeholder theory, the framework includes stakeholder mapping that encompasses informal actors and community networks, participation mechanisms adapted to hierarchical organizational cultures, and accountability frameworks that operate across different governance levels. Based on this theoretical exploration, the study develops three conceptual propositions that guide the empirical investigation: first, that effective educational equity partnerships in developing countries may require coordination mechanisms that enable collective action while preserving organizational autonomy and comparative advantages; second, that multi-stakeholder participation might enhance partnership effectiveness when participation mechanisms are graduated to accommodate varying organizational capacities and cultural preferences for hierarchical engagement; and third, that sustainable partnerships in resource-constrained contexts may require explicit linkage between resource sharing arrangements and capacity development initiatives.

Thailand provides a compelling context for this investigation as a middle-income developing country that exemplifies persistent educational inequality challenges and has established multiple specialized agencies focused on educational equity, creating opportunities to study inter-agency collaboration dynamics. The country's decentralized governance structure, which combines national ministries with local administrative organizations, provides insights into multi-level coordination challenges common across developing countries with similar institutional arrangements (Mirzania et al., 2019; Qvist, 2017). Thailand's constitutional monarchy creates specific governance dynamics that emphasize hierarchy and consensus-building, representing cultural factors relevant to many Asian developing Asian countries. The significance of this research extends across both theoretical and practical dimensions. Theoretically, the study contributes to the inter-organizational collaboration literature by examining how coordination mechanisms operate in resource-constrained educational contexts, where multiple government agencies, civil society organizations, and private sector actors must align their efforts despite capacity disparities. The research explores how stakeholder participation can be structured across multiple governance levels simultaneously while accommodating variations in organizational capacity. Practically, the study offers preliminary insights for developing multi-stakeholder partnerships that leverage complementary organizational capabilities while addressing coordination challenges commonly faced in developing economies. The emerging framework provides initial guidance for policymakers and practitioners designing educational equity initiatives that require sustained inter-organizational collaboration. However, further validation and adaptation would be necessary before broader implementation.

Objectives

1. To analyze the roles and collaborative patterns of agencies involved in educational equity promotion across different institutional sectors in Thailand
2. To develop a preliminary conceptual framework for multi-stakeholder partnerships that might enhance coordination effectiveness in educational equity initiatives within developing country contexts.

2. Literature Review

This section develops an operational framework for multi-stakeholder coordination in educational equity contexts by first examining existing international partnership models and their limitations in developing-country settings. The analysis reveals critical gaps in current frameworks, particularly their inadequate treatment of capacity disparities, resource constraints, and cultural factors prevalent in developing economies. Building on this critique, the section presents an integrated theoretical model that synthesizes collaboration and stakeholder theories and is adapted specifically for resource-constrained educational contexts.

Despite extensive research on educational partnerships, significant gaps remain in understanding the dynamics of multi-stakeholder coordination. Current studies predominantly focus on bilateral partnerships rather than on complex multi-actor networks (Brinkerhoff, 2002; Harriss, 2007), with limited longitudinal analysis of the evolution of coordination and insufficient attention to informal mechanisms that enable stakeholder collaboration (Ansell & Gash, 2008; Camps & Marques, 2014). This study addresses these gaps by examining multi-stakeholder networks in educational equity contexts, analyzing both formal coordination structures and informal relationship-building processes that influence the effectiveness of collaboration over time.

Furthermore, existing literature provides limited longitudinal analysis of how coordination mechanisms evolve through stakeholder learning and adaptation processes. Most studies offer cross-sectional snapshots rather than examining the dynamic processes through which coordination patterns develop and change over time (Thompson & Davis, 2022). Additionally, current research

gives insufficient attention to informal coordination mechanisms—such as relationship-building processes, trust development, and cultural factors—that operate alongside formal partnership structures and significantly influence coordination effectiveness (Wilson et al., 2023). This study addresses these critical gaps by examining comprehensive stakeholder networks in educational equity initiatives, providing insights into both formal and informal coordination mechanisms and their evolution over time through systematic analysis of multi-actor dynamics in resource-constrained contexts.

The proposed three-mechanism framework addresses the identified limitations by employing interconnected coordination mechanisms that preserve organizational autonomy while enabling collective action across multiple governance levels.

2.1. Existing Multi-stakeholder Partnership Models

2.1.1. International Framework Analysis

The OECD Partnership Framework. The OECD's (2016) multi-stakeholder partnership framework emphasizes shared governance, joint accountability, and resource pooling. However, applications in developing countries (Morocco, Jordan, Turkey) revealed implementation challenges, including capacity disparities among partners and coordination costs exceeding benefits for smaller organizations.

The World Bank's Multi-Stakeholder Approach. The World Bank's stakeholder engagement framework emphasizes inclusive participation and systematic consultation as core principles for project implementation. Research across multiple developing countries demonstrates that while this framework effectively identifies stakeholder concerns and expectations, significant challenges remain in translating participatory insights into improved coordination among project partners. Studies conducted in Bangladesh and Vietnam reveal that the World Bank's engagement processes successfully capture stakeholder needs and concerns, particularly in the health and education sectors (Jabeen et al., 2024; Rahman et al., 2022). These initiatives demonstrate the framework's capacity to gather comprehensive stakeholder input during project planning phases. Despite successful stakeholder identification, practical implementation faces substantial obstacles. Leadership changes frequently disrupt continuity of stakeholder involvement, while translating engagement insights into actionable policy changes often fails to enhance coordination among participating organizations (Holcomb et al., 2021; Jabeen et al., 2024). This gap between improvements in participation and coordination represents a critical weakness in current approaches. Effective stakeholder engagement requires continuous dialogue and iterative feedback mechanisms rather than one-time consultations (Bell-Brown et al., 2022). The World Bank promotes the establishment of ongoing feedback loops to refine strategies and strengthen relationships over time, acknowledging that engagement must be adaptable to changing contexts (Forsythe et al., 2019). While the World Bank's multi-stakeholder approach shows promise in identifying concerns, its limited success in translating participation into improved coordination highlights the need for enhanced strategies that better integrate stakeholder insights into operational frameworks (Lyulyov et al., 2023).

USAID's Local Capacity Strengthening (LCS) Policy emphasizes local ownership and adaptive management through collaborative approaches (U.S. Agency for International Development, n.d.). The policy is built on seven mutually reinforcing principles that guide effective programming and equitable partnerships, including starting with local systems, strengthening diverse capacities through varied approaches, and planning for performance improvement in collaboration with local partners. The framework builds upon existing strengths of local actors and systems while responding to dynamic local priorities.

2.1.2. Framework Limitations and Adaptation Requirements

Systematic comparison suggests that existing frameworks inadequately address:

Capacity Assumptions: Most frameworks assume relatively uniform organizational capacity, inadequately addressing the dramatic capability variations common in developing countries

Resource Integration: Existing models focus on resource sharing mechanisms but provide limited guidance on addressing resource scarcity constraints

Cultural Adaptation: Frameworks developed in Western contexts may not adequately account for hierarchical organizational cultures and informal network importance in many developing countries

Multi-level Coordination: Current models inadequately address coordination across multiple governance levels (national, regional, local) simultaneously

2.2. Integrated Theoretical Model Development

2.2.1. Theoretical Synthesis Approach

The study develops an integrated framework that combines Gray's (1991) collaboration phases with Freeman's (1984) stakeholder principles, adapted through insights from developing-country studies. The integration addresses identified gaps by incorporating graduated participation mechanisms that accommodate varying organizational capacities, resource-capacity linkage that integrates collaboration coordination with explicit capacity development, multi-level coordination that extends Gray's framework to address simultaneous coordination across governance levels, and cultural adaptation that incorporates insights from Asian organizational culture studies.

2.2. Three-Mechanism Framework

The integrated framework proposes three interconnected coordination mechanisms addressing identified limitations:

Integrated Policy Coordination: Combines Gray's direction-setting phase with graduated stakeholder input mechanisms that respect hierarchical relationships while enabling inclusive participation

Collaborative Resource Management: Links resource dependency principles with capacity-differentiated allocation approaches that address resource scarcity while building organizational capabilities

Cross-sector Capacity Development: Integrates coordination learning with stakeholder capacity enhancement to ensure sustainable partnership effectiveness

This framework extends the existing literature by providing a systematic approach to multi-stakeholder coordination that explicitly addresses constraints in developing countries while maintaining theoretical rigor grounded in established collaboration and stakeholder theories.

2.3. Framework Positioning and Novel Contributions

The theoretical integration represents a novel contribution by addressing the gap between general collaboration theories and sector-specific applications for promoting educational equity in developing-country contexts. Unlike existing frameworks that assume institutional stability and resource adequacy, this integrated approach explicitly accounts for capacity disparities, resource constraints, and cultural factors that characterize contexts in developing economies.

The integration of these theoretical elements and empirical insights from developing-country contexts yields the operational framework illustrated in Figure 1. This framework demonstrates how

the three coordination mechanisms—integrated policy coordination, collaborative resource management, and cross-sector capacity development—function as interconnected components within a multi-stakeholder partnership system. The framework explicitly incorporates the cultural, institutional, and resource realities of developing-country educational contexts while maintaining theoretical rigor grounded in established collaboration and stakeholder theories. Figure 1 visualizes these relationships and provides a foundation for understanding how multi-stakeholder partnerships might operate effectively in resource-constrained environments where traditional coordination approaches have proven insufficient.

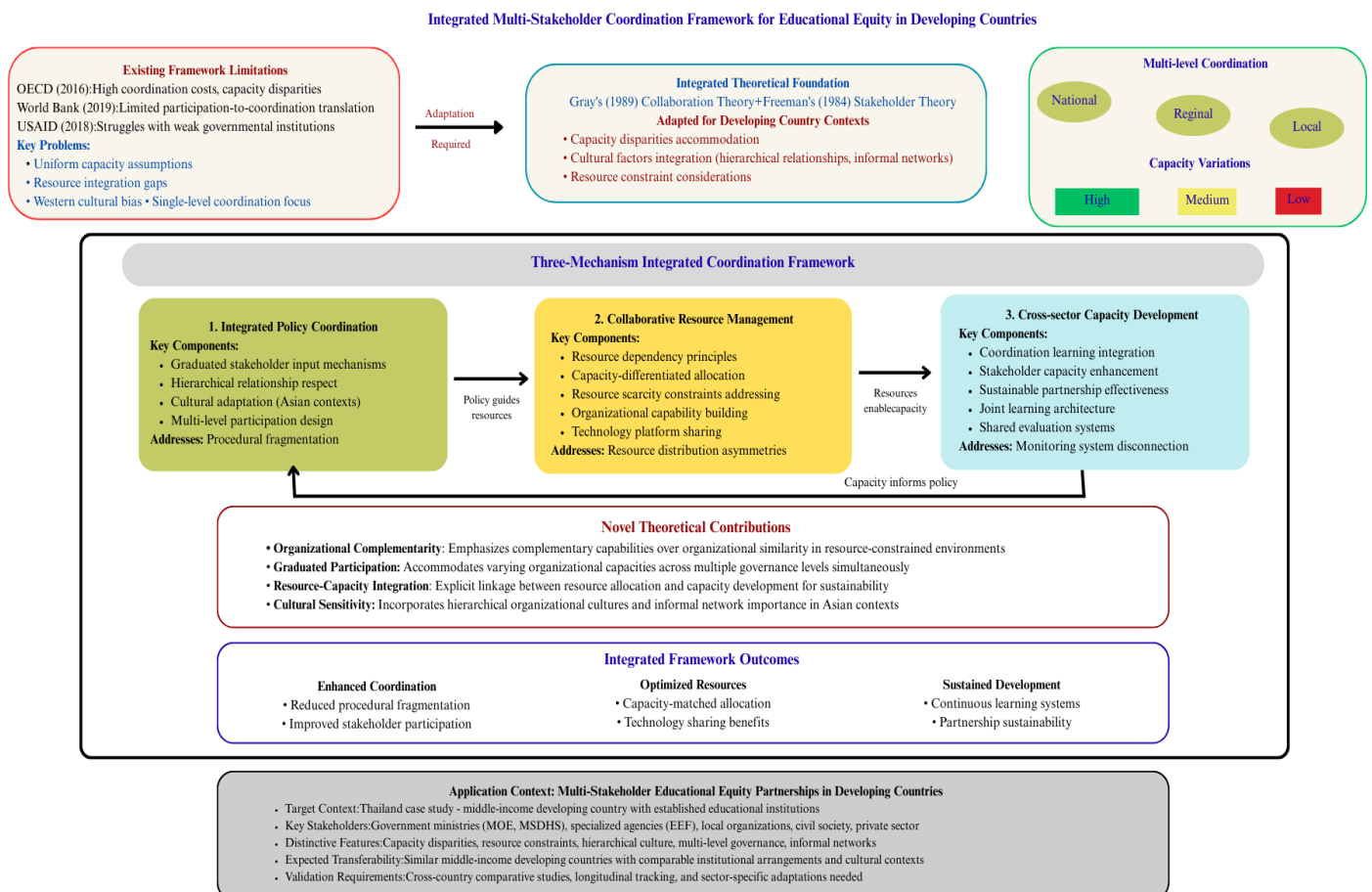


Figure 1. Conceptual framework

3. Methodology

3.1. Research Design and Strategic Case Selection

3.1.1. Case Study Approach and Theoretical Justification.

This study employed a qualitative case study approach to examine patterns of multi-stakeholder collaboration to promote educational equity in Thailand. The case study methodology was selected for its capacity to provide rich, contextual understanding of complex social phenomena within real-world settings (Stake, 1995; Yin, 2018). Given the exploratory nature of multi-stakeholder coordination mechanisms in educational equity contexts, qualitative methodology provided the flexibility necessary to identify emergent themes and develop theoretical insights grounded in empirical evidence (Creswell & Poth, 2018).

3.1.2. Strategic Case Selection Rationale.

Thailand serves as a strategic case (Seawright & Gerring, 2008) representing middle-income developing countries facing persistent educational inequality challenges while maintaining multiple

specialized agencies focused on educational equity. This selection aligns with the study's theoretical framework development objectives for several critical reasons:

Theoretical Representativeness: Thailand exemplifies the theoretical conditions identified in the integrated framework - it possesses multiple agencies with varying capacities (exploring coordination-autonomy dynamics), operates across multiple governance levels (examining graduated participation patterns), and faces resource constraints while maintaining established institutions (investigating resource-capacity integration possibilities). This configuration creates suitable conditions for exploring how the balance of coordination-autonomy, graduated participation, and resource-capacity integration might function in practice.

Institutional Complexity: Thailand's educational governance structure includes national ministries (the Ministry of Education [MOE] and the Ministry of Social Development and Human Security [MSDHS]), specialized coordination agencies (the Equitable Education Fund), local administrative organizations, and active civil society sectors. This multi-stakeholder configuration provides the institutional complexity necessary to examine inter-organizational collaboration dynamics across different organizational types and governance levels, directly addressing the study's focus on multi-stakeholder partnerships.

Developing Country Representativeness: As a middle-income developing country, Thailand shares characteristics with similar economies facing educational equity challenges - decentralized governance systems, resource allocation disparities between urban and rural areas, and coordination challenges between national and local agencies. The country's experience offers insights that may be transferable to other middle-income developing countries with comparable institutional arrangements.

Cultural and Governance Context: Thailand's constitutional monarchy creates governance dynamics that emphasize hierarchy and consensus-building, reflecting cultural factors relevant to many developing Asian countries. These characteristics enable examination of how hierarchical organizational cultures affect multi-stakeholder collaboration and address the cultural adaptation requirements identified in the theoretical framework.

Policy Innovation Context: Thailand has established specialized institutions (particularly the Equitable Education Fund) specifically designed to coordinate educational equity efforts across multiple agencies. This institutional innovation provides opportunities for studying coordination mechanisms, resource-sharing arrangements, and capacity development initiatives in practice.

Data Accessibility: Thailand's relatively open governance system and established research infrastructure enabled comprehensive data collection from government, civil society, and private-sector stakeholders, ensuring a robust empirical foundation for framework development.

3.1.3. Case Boundaries and Scope.

The study focuses on inter-organizational collaboration to promote educational equity within Thailand's formal education system, examining coordination among agencies serving school-age populations (ages 6-18). The temporal scope covers collaboration patterns from 2015 to 2023, capturing the period following the Equitable Education Fund's establishment and enabling assessment of the evolution of coordination over time.

Geographic scope includes national-level coordination mechanisms and implementation across three representative regions: Bangkok (urban, resource-rich), Northeastern Thailand/Isaan (rural, resource-constrained), and Southern Thailand (mixed urban-rural, ethnically diverse). This geographic variation enables examination of how coordination mechanisms function across different resource and demographic contexts.

3.2. Sampling Strategy and Participant Selection

3.2.1. Theoretically-Informed Sampling Framework.

The study used purposive sampling as the primary strategy, supplemented by snowball sampling to ensure comprehensive representation of stakeholders across Thailand's educational equity landscape. Sampling decisions were guided by the theoretical framework's emphasis on multi-stakeholder coordination across varying organizational capacities and governance levels.

Theoretical Sampling Criteria: Participants were selected to represent the theoretical categories identified in the integrated framework: coordination Actors: Representatives from agencies with formal coordination responsibilities, resource Providers: Organizations contributing financial, human, or technical resources, implementation Actors: Agencies responsible for direct service delivery, beneficiary Representatives: Community and civil society actors representing target populations, cross-level Connectors: Individuals with experience across multiple governance levels.

3.2.2. Stakeholder Categorization and Selection Logic

The participants comprised various stakeholders across multiple organizational contexts and governance levels, enabling a thorough examination of multi-stakeholder coordination mechanisms in educational equity initiatives. The breakdown of participants by sector and role is as follows:

Government Sector (n=16): Selected proportionally to reflect the number of agencies involved in educational equity initiatives, with representation from national ministries (MOE, MSDHS), regional offices, and local administrative organizations. Selection prioritized officials with strategic decision-making authority and multi-agency coordination experience.

Equitable Education Fund Representatives (n=8): Comprehensive coverage of EEF's specialized coordination role, including executives, program managers, and field coordinators. This group provides insights into the functions and challenges of specialized coordination agencies.

Private Sector Participants (n=5): While limited in number, selection focused on corporations with substantial educational CSR programs and experience collaborating with government agencies, ensuring representation of business perspectives on partnership dynamics.

Academic Experts (n=4): Educational policy researchers and evaluation specialists with direct experience studying or evaluating multi-stakeholder educational initiatives in Thailand, providing analytical perspectives on coordination effectiveness.

Implementation-Level Actors (n=6): School administrators and teachers with direct experience managing multi-agency coordination at the service delivery level, representing implementation perspectives often overlooked in policy-focused studies.

Civil Society and Community Representatives (n=25): The largest group, due to geographic diversity and a range of organizational types across Thailand's educational landscape. Selection prioritized organizations with sustained educational equity engagement and experience collaborating with government agencies.

This comprehensive participant selection, totaling 64 individuals, ensured representation across multiple organizational contexts and governance levels, enabling thorough examination of multi-stakeholder coordination mechanisms in educational equity initiatives.

3.2.3. Theoretical Saturation and Validation.

Data collection continued systematically until theoretical saturation was reached, using a structured process to ensure comprehensive theme development. The saturation process was guided by the theoretical framework's three conceptual propositions:

Coordination-Autonomy Patterns: Initial interviews (n=45) identified the primary coordination mechanisms and autonomy-preservation strategies across stakeholder groups. Additional interviews (n=18) examined the consistency of patterns across different organizational contexts and geographic regions.

Participation Mechanism Variations: The sampling strategy specifically sought participants representing different levels of organizational capacity to explore graduated participation mechanisms. Final interviews (n=60-63) confirmed that no new participation patterns or capacity-accommodation approaches had emerged.

Resource-Capacity Linkage Examples: Data collection explicitly sought examples of resource sharing combined with capacity development initiatives. Theoretical saturation was achieved when additional interviews yielded no new mechanisms linking resource allocation with organizational capacity enhancement.

3.3. Data Collection Procedures

3.3.1. Multi-Method Data Collection Strategy

Semi-Structured Interviews: Primary data collection method using interview protocols developed specifically for different stakeholder categories while maintaining consistency in core questions addressing collaboration patterns, coordination challenges, and partnership recommendations. Interview guides incorporated open-ended questions designed to elicit detailed narratives about inter-agency experiences, specific examples of coordination successes and failures, and stakeholder perspectives on potential improvement mechanisms.

Document Analysis: Systematic collection and analysis of policy documents, organizational reports, program evaluations, and inter-agency agreements related to educational equity initiatives. Documents were systematically collected from government agencies, civil society organizations, and academic institutions to provide contextual information that supports interview findings and enables triangulation of data sources.

Meeting Documentation Analysis: Systematic analysis of publicly available meeting minutes, coordination committee reports, and inter-agency documentation to supplement interview accounts with documented evidence of coordination processes, decision-making patterns, and collaboration challenges as recorded in official proceedings.

3.3.2. Interview Implementation

All interviews were conducted by trained researchers fluent in both Thai and English and lasted between 45 and 90 minutes, depending on participant availability and response depth. Interviews were audio-recorded with explicit participant consent and transcribed verbatim in the original language. For interviews conducted in Thai, transcripts were translated into English by certified translators and verified through back-translation procedures to ensure accuracy and preserve meaning.

Interview scheduling accommodated participants' organizational contexts and cultural preferences, with government officials typically interviewed in formal office settings. In contrast, community representatives were interviewed at community centers or in informal settings where they felt comfortable expressing candid views on collaboration challenges.

3.4. Data Analysis Framework

3.4.1. Theory-Guided Thematic Analysis

Data analysis followed systematic thematic analysis procedures adapted for exploratory qualitative research (Braun & Clarke, 2006). The analysis process was guided by the study's three conceptual propositions while remaining open to emergent themes that might extend or challenge the theoretical framework.

Phase 1 - Data Familiarization: Multiple readings of transcripts with attention to coordination mechanisms, participation patterns, and resource-capacity linkages identified in the theoretical framework.

Phase 2 - Theory-Informed Coding: Initial code generation using both deductive codes derived from conceptual propositions and inductive codes emerging from data patterns.

Phase 3 - Conceptual Exploration: Systematic analysis of coded data to explore support for conceptual propositions while identifying contradictory evidence or framework limitations.

Phase 4 - Framework Refinement: Integration of empirical findings with the theoretical framework to develop the preliminary three-mechanism coordination model.

3.4.2. Cross-Stakeholder Pattern Analysis

The analysis explicitly examined coordination patterns across stakeholder types to identify common experiences and divergent perspectives. This approach enabled assessment of whether coordination mechanisms functioned similarly across organizational types or required stakeholder-specific adaptations.

Organizational Capacity Analysis: Systematic comparison of coordination experiences across high-capacity (government ministries, large NGOs) and low-capacity (community organizations, rural schools) stakeholders to explore graduated participation possibilities.

Governance Level Analysis: Examination of coordination patterns at national, regional, and local levels to assess multi-level coordination requirements and mechanisms.

3.5. Validation and Quality Assurance

3.5.1. Multiple Validation Procedures

Data Triangulation: Comparison of information across stakeholder groups and between interview and document sources to verify findings and identify potential biases in stakeholder accounts.

Investigator Triangulation: Multiple researchers involved in coding and interpretation processes, with systematic discussion of divergent interpretations and consensus-building around final themes.

Member Checking: Key findings shared with selected participants from each stakeholder category to verify interpretation accuracy and gain additional insights into coordination dynamics.

Conceptual Validation: Systematic assessment of empirical findings against conceptual propositions to identify supporting evidence, contradictory patterns, and framework refinement needs.

3.5.2. Inter-rater Reliability

Two researchers independently coded all transcripts using NVivo software to ensure coding consistency. Cohen's kappa coefficient was calculated to assess coding reliability, yielding an acceptable value ($\kappa = 0.82$) for the final coding framework. Disagreements were resolved through discussion and, when necessary, consultation with a third researcher.

3.6. Ethical Considerations and Study Limitations

3.6.1. Ethical Procedures

This study received ethical approval from the Institutional Review Board for Research Ethics in Human Subjects, Srinakharinwirot University (Certificate No. SWUEC-056/2566, dated July 24, 2023). The research protocol was reviewed and approved prior to data collection to ensure compliance with ethical standards for social science research involving human participants.

All participants provided informed consent before participating in interviews, with explicit permission to audio-record and use the data in research publications. Participant confidentiality was maintained throughout the study by using pseudonyms and removing organizational identifiers from direct quotations. Data collection procedures adhered to established guidelines for protecting participant privacy and ensuring voluntary participation

3.6.2. Methodological Limitations

Single-Country Focus: Limits the cross-cultural generalizability of findings, though theoretical insights may be transferable to similar developing-country contexts with appropriate adaptation.

Cross-Sectional Design: Captures collaboration patterns at one time point but cannot assess partnership evolution or sustainability over extended periods.

Stakeholder Self-Reports: Reliance on participants' accounts may introduce social desirability bias, particularly regarding claims about organizational effectiveness, though triangulation procedures help mitigate this limitation.

Limited Private Sector Representation: Five private-sector participants may underrepresent business perspectives on educational equity partnerships, reflecting the relatively limited private-sector engagement in Thailand's educational equity landscape.

The study's methodological approach provides a robust empirical foundation for the development of a preliminary framework while acknowledging the inherent limitations of qualitative case study research in complex, multi-stakeholder contexts.

4. Results

This section presents findings from a comprehensive stakeholder analysis involving participants from five institutional categories, conducted through interviews and focus group discussions. The analysis employed thematic coding and cross-case pattern identification to reveal coordination dynamics within Thailand's educational equity ecosystem, using theoretical saturation principles and structured data collection to ensure comprehensive theme development.

4.1. Multi-Stakeholder Landscape and Collaboration Dynamics

Analysis revealed five primary institutional actors engaged in educational equity coordination, each contributing distinct capabilities and operating within specific constraints:

Table 1. Institutional Roles and Capabilities in the Educational Equity System

Institution	Primary Role	Key Capabilities	Main Constraints
Government Sector	Policy framework development and strategic coordination	National policy setting, resource allocation, inter-agency	Implementation disparities between urban and rural

Institution	Primary Role	Key Capabilities	Main Constraints
	across educational equity initiatives, ministries (MOE, MSDHS), regional offices, and local administrative organizations	coordination mechanisms, and regulatory authority	contexts, bureaucratic silos, and coordination complexity
Equitable Education Fund	Specialized coordination hub with comprehensive coverage, including executives, program managers, and field coordinators	Data-driven targeting, systematic coordination approaches, multi-stakeholder coordination experience, and resource allocation expertise	Coordination complexity across diverse agency requirements and procedures, resource distribution challenges
Private Sector	Resource contribution through CSR programs and educational initiatives targeting educational equity partnerships	Innovation capacity, financial resources, flexible implementation approaches, and business expertise	Limited coordination experience with government agencies, and understanding of fragmented procedures
Academic Experts	Analytical perspective and evaluation expertise in educational policy research and multi-stakeholder coordination	Research methodologies, theoretical frameworks, independent assessment capabilities, analytical perspectives	Limited direct implementation experience, potential theory-practice gaps in coordination dynamics
Implementation-Level Actors & Civil Society Representatives	Direct service delivery coordination and community engagement with sustained educational equity engagement experience	Grassroots community knowledge, direct service experience, local context understanding, diverse organizational perspectives	Variable organizational capacity, resource constraints, coordination experience gaps, and geographic diversity challenges

Table 1 demonstrates that the institutional landscape constitutes a complex adaptive system characterized by functional differentiation and interdependence. Three critical analytical patterns emerge from this stakeholder categorization, representing diverse organizational types across Thailand's educational landscape:

Resource Asymmetry and Scale Variation: The substantial representation of civil society and community representatives, relative to private-sector participants, reflects the extensive community-based implementation structure, in which resource disparities and variations in organizational capacity create systematic coordination challenges that compound across the educational equity pipeline.

Institutional Complementarity and Specialization: Each stakeholder category demonstrates distinct comparative advantages—government sector policy authority, EEF's specialized coordination expertise, private sector innovation and resources, academic analytical capabilities, and implementation actors' community knowledge. This distribution suggests coordination effectiveness through leveraging complementary capabilities rather than attempting institutional homogenization.

Coordination Experience Disparities: Despite EEF's institutional design as a coordination hub with comprehensive coverage capabilities and implementation actors' extensive field experience, coordination challenges persist across all categories. This indicates that effective coordination requires systemic solutions beyond individual agency expertise, supporting meta-governance approaches.

4.2. Coordination Challenge Patterns

Three dominant challenge patterns emerged consistently across all stakeholder categories, representing systematic coordination barriers rather than isolated incidents through the structured data collection process:

Table 2. Coordination Challenge Patterns and Systemic Impacts

Challenge Pattern	Description	Systemic Impact	Representative Stakeholder Evidence
Procedural Fragmentation	Distinct administrative requirements and communication protocols across agencies create coordination complexity.	Increased transaction costs, reduced partnership efficiency, and a barrier to resource-sharing initiatives	Private-sector representatives consistently identified navigation difficulties across multiple agencies' requirements and procedures.
Resource Distribution Asymmetries	Geographic and institutional capacity disparities affecting partnership effectiveness and equity outcomes	Cumulative disadvantage amplification, unequal access to coordination benefits, systematic exclusion patterns	Implementation-level actors emphasized inadequate resource support despite multiple agency engagements, particularly in rural contexts.
Monitoring System Disconnection	Fragmented evaluation systems with limited cross-agency learning	Reduced collective adaptation capacity, parallel assessment	Academic experts and evaluation specialists identified the lack of joint

Challenge Pattern	Description	Systemic Impact	Representative Stakeholder Evidence
	and joint impact assessment	inefficiency, and missed coordination opportunities.	assessment frameworks to improve educational equity.

Table 2 reveals that these challenge patterns reflect deeper structural issues in multi-stakeholder governance systems. The analysis identifies three interconnected coordination failure mechanisms that emerged through the thematic analysis process:

Bureaucratic Silos Effect: Each agency's distinct procedures represent rational responses to its specific mandates and accountability systems. However, this creates a collective action problem in which individually rational behavior produces collectively inefficient outcomes—a classic coordination dilemma that requires meta-governance solutions, as evidenced consistently across government sector participants and EEF representatives.

Cumulative Disadvantage Amplification: Resource asymmetries compound through the system because coordination mechanisms assume equal partnership capacity. Implementation-level actors and civil society representatives demonstrated particular awareness of this pattern, in which organizations face not only resource scarcity but also a reduced ability to navigate multiple agency requirements, leading to systematic exclusion from coordination benefits.

Information Asymmetry Loops: Fragmented monitoring systems prevent collective learning and adaptation. Without shared evaluation frameworks, agencies cannot identify successful coordination patterns or adapt their approaches based on collective outcomes, perpetuating ineffective practices. This pattern was emphasized particularly by academic experts and EEF representatives with their analytical and coordination perspectives.

These mechanisms suggest that effective coordination requires simultaneous intervention across procedural, resource, and information dimensions rather than addressing each challenge independently, supporting the need for comprehensive coordination framework development.

4.3. Framework Mechanism Development

Stakeholder recommendations revealed three interconnected coordination mechanisms that emerged through systematic pattern analysis of solution-oriented responses across all participant categories:

Table 3. Coordination Framework Mechanisms and Implementation Strategies

Mechanism	Core Components	Implementation Approach	Expected Coordination Outcomes
Integrated Policy Coordination	Joint planning processes, shared objective development, inter-agency consultation protocols, and graduated	Differentiated approaches: formal national-level coordination mechanisms combined with flexible community-level arrangements	Aligned strategic direction while preserving organizational autonomy, reduced procedural fragmentation, and

Mechanism	Core Components	Implementation Approach	Expected Coordination Outcomes
	participation mechanisms.		enhanced policy coherence
Collaborative Resource Management	Strategic resource pooling, technology platform integration, graduated support systems, capacity-responsive allocation mechanisms	EEF coordination hub model, private sector expertise contribution, multi-agency resource coordination with explicit equity focus	Maximized collective impact with enhanced organizational capabilities, addressed resource asymmetries, and improved coordination efficiency
Cross-Sector Capacity Development	Joint learning architecture, shared evaluation, integration, collective knowledge management, standardized coordination metrics.	Collaborative training programs, peer-to-peer learning networks, integrated assessment protocols, systematic knowledge sharing	Enhanced coordination capabilities across partner organizations, improved collective adaptation, and strengthened partnership sustainability.

Table 3 demonstrates that the proposed mechanisms align with coordination theory while addressing contextual constraints identified within Thailand's educational equity ecosystem. Each mechanism targets specific coordination failures through theoretically-grounded interventions validated by stakeholder experiences:

Policy Coordination as Meta-Governance: Addresses procedural fragmentation through what coordination scholars term 'governance of governance'—creating shared frameworks that coordinate agency coordination efforts without constraining organizational autonomy. The differentiated approach emerged particularly among government-sector participants, who emphasized the need for flexibility across governance levels while maintaining effective coordination.

Resource Management as Capacity Building: Transforms resource asymmetries from coordination barriers into coordination opportunities through graduated support systems. Rather than assuming equal capacity, this approach explicitly addresses capacity variations while building long-term partnership capabilities. EEF representatives particularly emphasized their potential role as coordination hubs, leveraging data-driven targeting capabilities.

Capacity Development as Collective Learning: Establishes shared evaluation frameworks that enable system-wide adaptation and improvement. Joint learning architecture creates feedback loops that allow the coordination system to evolve based on collective experience, addressing the information asymmetry problem identified by academic experts and emphasized across implementation-level participants and civil society representatives.

The interconnected design reflects stakeholders' recognition that coordination challenges are systemic rather than isolated, requiring comprehensive rather than piecemeal solutions, which emerged through the theoretical saturation process.

4.4. Implementation Considerations

Analysis revealed critical factors for successful framework implementation that reflect broader theoretical principles of institutional change and coordination governance, emerging consistently across participant responses:

Autonomy Preservation Requirements: Coordination mechanisms must enhance rather than replace existing organizational capabilities and institutional mandates

Capacity Accommodation Needs: Framework requires flexible engagement approaches that accommodate varying organizational capacities and resource constraints

Cultural Adaptation Factors: Coordination mechanisms must respect hierarchical organizational relationships while enabling inclusive multi-stakeholder participation

These implementation considerations reflect institutional theory insights about the conditions necessary for coordination mechanism sustainability in complex organizational environments, particularly evident across different stakeholder categories:

Institutional Logic Compatibility: Each organization operates within established institutional logics—taken-for-granted assumptions about appropriate structures and behaviors. Coordination mechanisms that conflict with these logics face resistance regardless of their technical merit. Government-sector participants particularly emphasized preserving autonomy to ensure that coordination enhances rather than threatens organizational identity and legitimacy.

Absorptive Capacity Recognition: Organizations vary significantly in their ability to absorb new coordination practices, depending on their existing capabilities, resources, and experience. Implementation-level actors and civil society representatives showed marked variation in coordination experience, necessitating graduated engagement approaches that prevent coordination overload while building capacity for deeper involvement over time.

Cultural Embeddedness: Coordination occurs within specific cultural contexts that shape interaction patterns and power relationships. The emphasis on hierarchical respect, combined with inclusive participation, emerged across all stakeholder categories, reflecting Thai cultural values while enabling effective multi-stakeholder engagement through culturally responsive coordination design.

These theoretical foundations suggest that successful coordination requires simultaneous attention to institutional, organizational, and cultural factors, rather than focusing solely on technical coordination mechanisms, as evidenced through the comprehensive stakeholder analysis process.

4.5. Framework Synthesis and Validation

Table 4. Framework Synthesis and Theoretical Implications

Framework Element	Key Finding	Validation Evidence	Theoretical Implication
Mechanism Interconnection	All three coordination mechanisms require simultaneous attention rather than sequential implementation.	Consistent stakeholder emphasis across categories on integrated approaches: policy coordination enables resource management effectiveness, capacity	Reflects systems thinking—coordination effectiveness emerges from mechanism interaction and synergy rather than

Framework Element	Key Finding	Validation Evidence	Theoretical Implication
		development supports sustainability	individual mechanism strength
Contextual Adaptation	Framework flexibility is essential for accommodating varying institutional contexts and organizational capacities.	Consistent participant emphasis across all stakeholder categories on graduated implementation and cultural sensitivity requirements	Supports institutional theory—coordination mechanisms must align with local institutional logics and organizational capabilities to achieve sustainability.
Sustainability Focus	Long-term partnership capacity building is prioritized over short-term coordination fixes and dependency relationships.	Stakeholder recommendations consistently emphasized self-sustaining coordination capabilities and the preservation of organizational autonomy across participant categories.	Aligns with capacity building theory—effective coordination develops organizational capabilities and system resilience rather than creating external dependencies

Table 4 demonstrates that the framework synthesis reveals a coherent coordination architecture that addresses both immediate coordination challenges and long-term system sustainability requirements. Three analytical insights emerge from the comprehensive stakeholder analysis:

Emergent System Properties: The framework demonstrates that effective coordination creates emergent properties—capabilities that arise from stakeholder interaction and system-level processes rather than individual organizational capacity. This finding, consistent across all participant categories, suggests that coordination success should be measured at the system level through collective outcomes rather than individual agency performance indicators.

Adaptive Governance Architecture: The emphasis on flexibility and contextual adaptation reflects adaptive governance principles—the ability to adjust coordination approaches in response to changing conditions and organizational learning. This pattern emerged particularly strongly from implementation-level participants and civil society representatives who emphasized the need for responsive coordination mechanisms that accommodate diverse organizational contexts and capacities.

Capacity-Building Logic: The sustainability focus indicates that stakeholders across all categories conceptualize coordination as a capability-building process rather than as a resource-distribution mechanism. This perspective, validated through theoretical saturation, suggests that successful

coordination should increase rather than decrease organizational autonomy and effectiveness over time through systematic capacity development.

These insights position the framework within broader theoretical discussions about multi-stakeholder governance and coordination theory, suggesting that effective educational equity coordination requires system-level thinking, adaptive governance capabilities, and long-term institutional development rather than short-term coordination fixes or technical solutions.

The proposed coordination framework represents collective stakeholder insights derived from comprehensive analysis across five institutional categories, addressing identified coordination challenges through systematic, culturally responsive mechanisms that preserve organizational autonomy while enhancing collaborative effectiveness. The analytical foundation demonstrates that this framework addresses both immediate coordination needs and long-term system sustainability requirements within Thailand's educational equity ecosystem.

5. Discussion

5.1. Emerging Coordination Patterns

This study suggests potential directions for adapting inter-organizational collaboration frameworks to developing country educational contexts, contributing to growing literature on partnership effectiveness in resource-constrained environments (Ansell & Gash, 2008). Three key patterns emerged from Thailand's multi-stakeholder experience that may inform broader theoretical and practical understanding of coordination mechanisms in developing economies (Brass, 2018; Mosse, 2005).

Coordination-Autonomy Balance: Thailand's experience suggests that effective coordination mechanisms respect organizational independence rather than imposing standardized procedures, aligning with recent findings on collaborative governance that emphasize adaptive management over rigid structures (Ansell, 2011; Qvist, 2017). The Equitable Education Fund's facilitative approach illustrated this dynamic, with one government official noting: "EEF doesn't tell us how to do our job, but helps us do it better by sharing information and coordinating timing." This pattern indicates that organizational complementarity may be more valuable than standardization in resource-constrained contexts (Powell, 1990; Wood & Gray, 1991), potentially challenging assumptions in traditional collaboration theory about organizational similarity facilitating coordination (Gray, 1989; Chrislip & Larson, 1994).

Graduated Participation: The multi-level coordination approach demonstrated how participation mechanisms might accommodate varying organizational capacities, extending recent work on stakeholder engagement in complex governance systems (Littau et al., 2010; Okoko & Campbell-Chudoba, 2025). Formal representation operated effectively at the national level, where organizations possessed institutional resources, while informal networks proved more effective at the community level, where social capital substituted for formal capacity (Ostrom, 2009). This pattern suggests potential adaptations to stakeholder theory (Parmar et al., 2010; Donaldson & Preston, 1995), indicating that effective engagement may require graduated approaches that match participation requirements to organizational capabilities, rather than uniform inclusion mechanisms traditionally emphasized in Western contexts (Hutchcroft, 2000; Harriss, 2007).

Resource-Capacity Integration Gap: While stakeholders recognized the importance of linking resource sharing with capacity development, implementation remained inconsistent, reflecting broader challenges identified in development partnership literature (Kharas, 2008). This gap highlights a potential limitation in existing frameworks—the assumption that resource availability automatically enables coordination capacity (Pfeffer & Salancik, 1978; Howard et al., 2016). The Thailand experience suggests that sustainable partnerships may require explicit attention to capacity

development alongside resource allocation, supporting recent arguments for capacity-integrated approaches in developing country contexts (Camps & Marques, 2014; Inemek & Matthysens, 2013).

5.2. Framework Positioning and Comparative Analysis

The preliminary three-mechanism framework addresses some limitations in existing international frameworks by explicitly incorporating capacity variations and graduated participation, contributing to an evolving understanding of partnership design in developing countries (Aunger et al., 2021; Muijs et al., 2011). The OECD's (2016) emphasis on shared governance appears less suitable for contexts where capacity disparities preclude uniform structures, consistent with critiques of the applicability of Western partnership models to developing economies (Bratton, 1992; Tandler, 1997). The World Bank's consultation-focused approach may inadequately address the translation of participation into coordination, reflecting broader challenges in stakeholder engagement identified across development contexts (Rose, 2009; Riehl, 2000). USAID's (2022) local ownership principles align partially with the autonomy preservation findings, though they may not adequately address the capacity development requirements emphasized in recent partnership effectiveness literature (Klewitz & Hansen, 2014; Popa et al., 2015).

The framework's emphasis on organizational complementarity rather than similarity may offer practical advantages for partnership design in resource-constrained contexts, thereby supporting network-theory perspectives on inter-organizational value creation (Powell, 1990). However, its emergence in Thailand's middle-income context may limit its applicability to lower-income countries (Bigsten & Söderbom, 2006; Akyeampong et al., 2007), while cultural factors specific to hierarchical governance systems may affect its transferability across different power distributions (Cooperrider, 2000).

5.3. Critical Assessment of Framework Limitations

While the three-mechanism framework offers potential directions for improving coordination, several limitations warrant acknowledgment. The framework's emphasis on graduated participation may inadvertently reinforce existing power imbalances if implementation lacks adequate safeguards, consistent with critiques of stakeholder engagement approaches that fail to address structural inequalities (Cornwall & Coelho, 2007; Gaventa, 2009). Organizations with greater capacity might dominate coordination processes despite mechanisms intended to promote inclusion, particularly if smaller organizations lack the confidence or skills to engage effectively in formal settings (Cleaver, 2001; Hickey, 2004).

The resource-capacity integration mechanism assumes organizational willingness to invest in long-term capacity development, which may conflict with immediate operational pressures in resource-constrained environments (Edwards & Hulme, 1996; Lewis, 2001). Community organizations facing daily survival challenges may find it difficult to allocate time and resources to capacity-building activities, despite their importance for partnership sustainability, reflecting broader tensions between development ideals and organizational realities identified in the civil society literature (Bebbington et al., 2008; Fowler, 2000).

Additionally, the framework's emergence from a single context limits understanding of its broader applicability. While Thailand's experience provides valuable insights, the mechanisms may require substantial adaptation for contexts with different governance traditions, resource availability, or cultural norms around hierarchy and consensus-building (Brinkerhoff, 2002).

5.4. Theoretical Implications and Boundaries

The study's findings suggest potential modifications to existing collaboration theory, though these should be considered preliminary hypotheses rather than established principles. The emphasis

on organizational complementarity over similarity challenges traditional assumptions about partnership formation (Gray, 1991; Wood & Gray, 1991), but this finding requires validation across diverse contexts before broader theoretical claims can be made (Brass, 2018; Evans, 1996).

The graduated participation approach extends stakeholder theory by suggesting capacity-differentiated engagement mechanisms (Freeman et al., 2010), though questions remain about how to prevent such approaches from excluding certain voices or perspectives (Pretty, 1995). The framework does not adequately address situations in which capacity disparities are so extreme that meaningful participation becomes practically impossible, a limitation recognized in the broader participation literature (Cooke & Kothari, 2001).

5.5. Contextual Boundaries and Transferability Concerns

The framework's development within Thailand's hierarchical governance culture raises important questions about transferability to more egalitarian political systems (Hutchcroft, 2000). The emphasis on consensus-building and respect for organizational hierarchy may not translate effectively into contexts where confrontational advocacy or direct challenge to authority is the norm (Houtzager et al., 2003).

Similarly, the coordination hub model exemplified by the Equitable Education Fund may require specific institutional conditions—including government support, technical capacity, and multi-stakeholder legitimacy—that may not be present in other developing-country contexts (Evans, 1996; Ostrom, 1996). The framework does not specify how to create such conditions where they are absent, reflecting broader challenges in institutional development literature (North, 1990; Leftwich, 1993).

6. Conclusion

6.1. Framework Summary and Contributions

This study explored multi-stakeholder collaboration for educational equity in Thailand and developed a preliminary coordination framework comprising three interconnected mechanisms: integrated policy coordination, collaborative resource management, and cross-sector capacity development. These mechanisms address common coordination challenges, including procedural fragmentation, asymmetries in resource distribution, and disconnection of monitoring systems.

The research suggests potential directions for integrating collaboration theory with stakeholder theory when addressing capacity disparities and resource constraints in developing economies. The emphasis on organizational complementarity challenges traditional assumptions about similarity facilitating coordination, while graduated participation mechanisms accommodate varying organizational capacities.

6.2. Study Limitations

This research has several important limitations that require acknowledgment. The single-country focus limits cross-cultural generalizability, though insights may be transferable to similar developing country contexts with appropriate adaptation. The cross-sectional design captures collaboration patterns at a single time point but cannot assess partnership evolution or sustainability over extended periods, reflecting broader challenges in partnership research identified in developing-country contexts. Additionally, reliance on stakeholder self-reports may introduce social desirability bias, particularly regarding organizational effectiveness claims, though triangulation procedures help mitigate this limitation (Patton, 2015).

6.3. Concluding Remarks

This research represents an initial step toward understanding multi-stakeholder coordination in developing country educational contexts. The study's contributions lie primarily in demonstrating

potential directions for theoretical adaptation and practical application rather than providing definitive solutions.

7. Suggestion

7.1. Implementation of Research Findings

Policymakers should initiate small-scale pilot implementations in limited geographic areas to test coordination mechanisms before broader application, allowing for iterative learning and adjustment based on local contexts and organizational readiness. Specialized coordination agencies can facilitate multi-stakeholder partnerships when they possess technical capabilities and maintain legitimacy, though effectiveness depends on facilitating rather than controlling relationships. They should develop explicit criteria for measuring the effectiveness of coordination while acknowledging that improvements may take several years to become apparent. Establishing capacity assessment protocols before implementing graduated participation mechanisms can help prevent the inadvertent exclusion of potential partners.

Practitioners should conduct a thorough mapping of existing informal networks and relationships before introducing formal coordination structures, recognizing the importance of social capital in developing-country contexts. Participation mechanisms may require differentiation based on organizational capacity and governance levels, with formal representation at higher levels and informal networks at the community level. Investing significant time in relationship-building activities before launching resource-sharing initiatives is essential, as trust-building requires sustained engagement. Resource allocation decisions might benefit from explicit capacity assessment and development planning, representing a shift toward capacity-integrated strategies. Establishing realistic timelines that account for the complexity of multi-stakeholder coordination, particularly in resource-constrained environments, will improve implementation success.

7.2. Future Research

Future validation studies should include comparative case studies across different governance systems to assess the framework's adaptability beyond Thailand's hierarchical context. Priority research areas include comparative studies across developing countries, longitudinal tracking of partnerships, and mixed-methods validation that combines qualitative insights with quantitative effectiveness measures. Longitudinal tracking of partnership sustainability beyond the initial establishment phases would provide insight into long-term coordination dynamics. Investigating framework performance in lower-income developing countries with more severe resource constraints than those in Thailand, a middle-income country, would test the framework's broader applicability.

Methodological development should focus on creating quantitative metrics to measure coordination effectiveness that account for context-specific factors while enabling cross-case comparisons. Developing tools to assess variations in organizational capacity and their implications for participation mechanisms would enhance framework implementation. Cross-sectoral research could identify common coordination principles while examining the applicability of frameworks to the health, environment, and economic development sectors. Future research should also examine the potential of digital platform integration to enhance coordination effectiveness while addressing capacity disparities, reflecting the growing interest in technology-mediated partnerships.

Declarations

Author Contributions. A.S.: Methodology, investigation, formal analysis, writing – original draft. C.J.: Supervision, conceptualization, and funding acquisition. S.H.: Investigation, formal analysis, validation. W.L.: Investigation, validation. S.R.: Conceptualization, project administration. P.R.:

Writing – review & editing. P.J.: Investigation, formal analysis. All authors have read and approved the final version of the article.

Conflicts of Interest. The authors declare no conflict of interest. This research was funded by the National Research Council of Thailand (NRCT) under Grant N34A650991 as part of a study examining approaches to enhance the operational capacity of the Equitable Education Fund. The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript, or in the decision to publish the results.

Funding. This research is part of the study "Enhancing the Operational Capacity of the Equitable Education Fund (EEF)" supported by the National Research Council of Thailand (NRCT) under Grant N34A650991 for the fiscal year 2022.

Ethical Approval. This study received ethical approval from the Institutional Review Board for Research Ethics in Human Subjects, Srinakharinwirot University (Certificate No. SWUEC-056/2566, dated July 24, 2023). The research protocol was reviewed and approved prior to data collection to ensure compliance with ethical standards for social science research involving human participants. All participants provided informed consent before participating in interviews, with explicit permission to audio-record and use the data in research publications. Participant confidentiality was maintained throughout the study by using pseudonyms and removing organizational identifiers from direct quotations. Data collection procedures adhered to established guidelines for protecting participant privacy and ensuring voluntary participation

Data Availability Statement. The datasets generated and analyzed during the current study are not publicly available due to ethical considerations regarding participant confidentiality and privacy protection, as approved by the Institutional Review Board for Research Ethics in Human Subjects at Srinakharinwirot University (Certificate No. SWUEC-056/2566). Anonymized data supporting the conclusions of this article may be available from the corresponding author upon reasonable request and with appropriate ethical approval.

Acknowledgments. The authors acknowledge funding support from the National Research Council of Thailand (NRCT) under Grant N34A650991. This research is part of a larger study examining approaches to enhance the operational capacity of the Equitable Education Fund.

AI Assistance Disclosure. This research used artificial intelligence tools to enhance the manuscript's quality and accessibility. AI-powered translation tools were used to translate Thai language content into English to ensure accurate and contextually appropriate language conversion while maintaining the original meaning and academic tone. Additionally, AI grammar-checking tools were used to review and refine the English text, ensuring proper grammar, syntax, and academic writing standards, including checking for spelling errors, sentence structure, and overall clarity. AI tools also assisted in formatting citations and references according to APA 7th edition style guidelines, ensuring consistency and accuracy in bibliographic entries, in-text citations, and reference list formatting. All AI-generated content was carefully reviewed, edited, and validated by the authors to ensure accuracy, appropriateness, and adherence to academic standards. The use of AI tools was supplementary to human expertise and did not replace critical analysis, interpretation of results, or academic judgment. The authors take full responsibility for the final content and any errors that may remain in the manuscript.

References

Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587>

- Akyeampong, K., Djangmah, J., Oduro, A., Seidu, A., & Hunt, F. (2007). Access to basic education in Ghana: The evidence and the issues. Country analytic report. Consortium for Research on Educational Access, Transitions and Equity (CREATE). ERIC. <https://eric.ed.gov/?id=ED508809>
- Ansell, C. (2011). *Pragmatist democracy: Evolutionary learning as public philosophy*. Oxford University Press.
- Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of Public Administration Research and Theory*, 18(4), 543–571. <https://doi.org/10.1093/jopart/mum032>.
- Aunger, J. A., Millar, R., Greenhalgh, J., Mannion, R., Rafferty, A. M., & McLeod, H. (2021). Why do some inter-organizational collaborations in healthcare work when others do not? A realist review. *Systematic reviews*, 10(1), 82. <https://doi.org/10.1186/s13643-021-01630-8>
- Bebbington, A. J., Hickey, S., & Mitlin, D. C. (Eds.). (2008). *Can NGOs make a difference? The challenge of development alternatives*. Zed Books.
- Bell-Brown, A., Watabayashi, K., Kreizenbeck, K., Ramsey, S., Bansal, A., Barlow, W., & Sullivan, S. (2022). An evaluation of stakeholder engagement in comparative effectiveness research: Lessons learned from SWOG S1415CD. *Journal of Comparative Effectiveness Research*, 11(18), 1313-1321. <https://doi.org/10.2217/cer-2022-0158>
- Bigsten, A., & Söderbom, M. (2006). What Have We Learned from a Decade of Manufacturing Enterprise Surveys in Africa? *The World Bank Research Observer*, 21(2), 241–265. <http://www.jstor.org/stable/40282351>
- Brass, J. N. (2018). *Allies or adversaries? NGOs and the state in Africa*. Cambridge University Press.
- Bratton, M. (1992). Civil Society and Political Transitions in Africa. In J. W. Harbeson et al. (Eds.), *Civil Society and the State in Africa* (Vol. 11, No. 6, pp. 33-50). Boston: Institute for Development Research (IDR) Report.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brinkerhoff, J. M. (2002). *Partnership for international development: Rhetoric or results?* Lynne Rienner Publishers.
- Camps, S., & Marques, P. (2014). Exploring how social capital facilitates innovation: The role of innovation enablers. *Technological Forecasting and Social Change*, 88, 325-348. <https://doi.org/10.1016/j.techfore.2013.10.008>
- Chandra, D. R. ., & van Hillegersberg, J. (2022). Governance of inter-organizational systems: a longitudinal case study of Rotterdam’s Port Community System. *International Journal of Information Systems and Project Management*, 6(2), 47–68. <https://doi.org/10.12821/ijispm060203>
- Chrislip, D. D., & Larson, C. E. (1994). *Collaborative leadership: How citizens and civic leaders can make a difference*. Jossey-Bass.
- Cleaver, F. (2001). Institutions, agency and the limitations of participatory approaches to development. In B. Cooke & U. Kothari (Eds.), *Participation: The new tyranny?* (pp. 36-55). Zed Books.
- Conditional cash transfers: reducing present and future poverty (English). *A World Bank policy research report* Washington, DC: World Bank. <http://documents.worldbank.org/curated/en/914561468314712643>
- Cooke, B., & Kothari, U. (Eds.). (2001). *Participation: The new tyranny?* Zed Books.

- Cooperrider, D. L., Sorensen, P. F., Jr., Whitney, D., & Yaeger, T. F. (Eds.). (2000). *Appreciative inquiry and organizational transformation: Reports from the field*. Stipes Publishing L.L.C.
- Cornwall, A., & Coelho, V. S. (Eds.). (2007). *Spaces for change? The politics of citizen participation in new democratic arenas*. Zed Books London.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Donaldson, T., & Preston, L. E. (1995). The Stakeholder Theory of the Corporation: Concepts, Evidence, and Implications. *Academy of Management Review*, 20, 65-91. <https://doi.org/10.2307/258887>.
- Edwards, M., & Hulme, D. (1996). *Beyond the Magic Bullet: NGO Performance and Accountability in the Post-Cold War World*. West Hartford, CT: Kumarian Press.
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L., Martin, C. S., Thomas, B. G., Greenfeld, M. D., Hutchins, D. J., & Williams, K. J. (2018). *School, family, and community partnerships: Your action handbook* (4th ed.). Corwin Press.
- Evans, P. (1996). Government action, social capital and development: Reviewing the evidence on synergy. *World Development*, 24(6), 1119-1132. [https://doi.org/10.1016/0305-750X\(96\)00021-6](https://doi.org/10.1016/0305-750X(96)00021-6).
- Ferreira, A. E. C. S., Carvalho, C. H., & Gonçalves Neto, W. (2016). Federalism and education in the Republic of Brazil: Dilemmas of educational organization (1889-1930). *Acta Scientiarum. Education*, 38(2), 109-120. <https://doi.org/10.4025/actascieduc.v38i2.26897>
- Forsythe, L., Carman, K., Szydlowski, V., Fayish, L., Davidson, L., Hickam, D., & Anyanwu, C. (2019). Patient engagement in research: Early findings from the patient-centered outcomes research institute. *Health Affairs*, 38(3), 359-367. <https://doi.org/10.1377/hlthaff.2018.05067>
- Fowler, A. F. (2000). *Civil society, NGOs and social development: Changing the rules of the game* (Geneva 2000 occasional papers). UN Research Institute for Social Development
- Freeman, R.E. (1984). *Strategic Management: A Stakeholder Approach*. Pitman, Boston.
- Gaventa, J. (2009). Finding the spaces for change: A power analysis. *IDS Bulletin*, 37(6), 23-33. <https://doi.org/10.1111/j.1759-5436.2006.tb00320.x>
- Gray, B. (1991). *Collaborating: Finding common ground for multiparty problems* (Jossey-Bass Management Series). Jossey-Bass.
- Hanushek, E. A., & Woessmann, L. (2015). *The knowledge capital of nations: Education and the economics of growth* (CESifo Book Series). The MIT Press..
- Harriss, J. (2007). The Search for Empowerment: Social Capital as Idea and Practice at the World Bank. *Development in Practice*, 17(1), 162-164. <https://doi.org/10.1080/09614520601092113>
- Hickey, S. (2004). *Participation: From tyranny to transformation: Exploring new approaches to participation in development*. Zed Books.
- Holcomb, J., Ferguson, G., Sun, J., Walton, G., & Highfield, L. (2021). Stakeholder engagement in adoption, implementation, and sustainment of an evidence-based intervention to increase mammography adherence among low-income women. *Journal of Cancer Education*, 37(5), 1486-1495. <https://doi.org/10.1007/s13187-021-01988-2>

- Houtzager, Peter P.; Gurza Lavallo, Adrián; Acharya, Arnab (2003). *Who participates? : civil society and the new democratic politics in São Paulo, Brazil*. The Institute of Development Studies and Partner Organisations. Report. <https://hdl.handle.net/20.500.12413/4005>
- Howard, M., Steensma, H. K., Lyles, M., & Dhanaraj, C. (2016). Learning to collaborate through collaboration: How allying with expert firms influences collaborative innovation within novice firms. *Strategic Management Journal*, 37(10), 2022-2044. <https://doi.org/10.1002/smj.2424>.
- Hutchcroft, P. (2000). Obstructive corruption: the politics of privilege in the Philippines, M.H. Khan, K.S. Jomo (Eds.), *Rents, Rent-Seeking and Economic Development*, Cambridge University Press, Cambridge, 207-247.
- M.H. Khan, K.S. Jomo (Eds.), *Rents, Rent-Seeking and Economic Development*, Cambridge University Press, Cambridge (2000), pp. 207-247
- Inemek, A., & Matthyssens, P. (2013). The impact of buyer–supplier relationships on supplier innovativeness: An empirical study in cross-border supply networks. *Industrial Marketing Management*, 42(4), 580-594. <https://doi.org/10.1016/j.indmarman.2012.10.011>
- Jabeen, S., Chandrima, R. M., Hasan, M., Rahman, M. M., Rahman, Q. S., Hossain, A. K. M. T., Dewan, F., Alim, A., Nadia, N., Mahmud, M., Sarker, M. H., Islam, J., Islam, M. S., Ashrafee, S., Haider, M. S., Chisti, M. J., Sheikh, M. Z. H., Miah, M. S., Al-Mahmud, M., Ameen, S., Ahmed, A., Arifeen, S. E., & Rahman, A. E. (2024). A context-driven approach through stakeholder engagement to introduce a digital emergency obstetric and newborn care register into routine obstetric health care services in Bangladesh. *Journal of Global Health*, 14, Article 04098. <https://doi.org/10.7189/jogh.14.04098>
- Kharas, H. (2008). The new reality of aid. In L. Brainard & D. Chollet (Eds.), *Global development 2.0: Can philanthropists, the public, and the poor make poverty history?* Brookings Institution Press.
- Klewitz, J., & Hansen, E. G. (2014). Sustainability-orientated innovation of SMEs: A systematic review. *Journal of Cleaner Production*, 65, 57-75. <https://doi.org/10.1016/j.jclepro.2013.07.017>.
- Leftwich, A. (1993). Governance, Democracy and Development in the Third World. *Third World Quarterly*, 14(3), 605–624. <http://www.jstor.org/stable/3992489>
- Lewis, D. (2001). *The management of non-governmental development organizations*. Routledge.
- Littau, P., Jujagiri, N. J., & Adlbrecht, G. (2010). 25 Years of Stakeholder Theory in Project Management Literature (1984-2009). *Project Management Journal*, 41(4), 17-29. <https://doi.org/10.1002/pmj.20195>.
- Lyulyov, O., Chygryn, O., Pimonenko, T., & Kwiliński, A. (2023). Stakeholders' engagement in the company's management as a driver of green competitiveness within sustainable development. *Sustainability*, 15(9), Article 7249. <https://doi.org/10.3390/su15097249>
- Mirzania, P., Ford, A., Andrews, D., Ofori, G., & Maidment, G. (2019). The impact of policy changes: The opportunities of Community Renewable Energy projects in the UK and the barriers they face. *Energy Policy*, 129, p. 1282–1296. <https://doi.org/10.1016/j.enpol.2019.02.066>.
- Mosse, D. (2005). *Cultivating development: An ethnography of aid policy and practice*. Pluto Press.
- Muijs, D., Ainscow, M., Chapman, C., & West, M. (2011). *Collaboration and networking in education*. Springer.
- North, D. C. (1990). *Institutions, institutional change and economic performance*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511808678>

- OECD. (2016). *Development co-operation report 2016: The sustainable development goals as business opportunities*. OECD Publishing. <https://doi.org/10.1787/dcr-2016-en>
- Okoko, J. M., & Campbell-Chudoba, R. (2025). The role of inter-organizational collaborations and partnerships in leading K-12 education of ethnically and linguistically diverse newcomers. *Journal of Professional Capital and Community*, 10(3). <https://doi.org/10.1108/jpcc-01-2025-0001>.
- Ostrom, E. (2009). A general framework for analyzing sustainability of social-ecological systems. *Science*, 325(5939), 419-422. <https://doi.org/10.1126/science.1172133>
- Parmar, B. L., Freeman, R. E., Harrison, J. S., Wicks, A. C., Purnell, L., & de Colle, S. (2010). Stakeholder Theory: The State of the Art. *The Academy of Management Annals*, 4(1), 403–445. <https://doi.org/10.1080/19416520.2010.495581>
- Patton, M. (2015). *Qualitative Research and Evaluation Methods*. 4th Edition, Sage Publications, Thousand Oaks.
- Pfeffer, J. and Salancik, G. (1978). *The External Control of Organizations: A Resource Dependence Perspective*. Harper & Row, New York.
- Pilz, M. (2016). India: Preparation for the world of work—Education system and school to work transition. In *International handbook of education, development and learning* (pp. 717-732). Springer.
- Popa, F., Guillermin, M., & Dedeurwaerdere, T. (2015). A pragmatist approach to transdisciplinarity in sustainability research: From complex systems theory to reflexive science. *Futures*, 65, 45–56. <https://doi.org/10.1016/j.futures.2014.02.002>
- Powell, W. M. (1990). Neither Market nor Hierarchy; Network Forms of Organization. In B. M. Staw, & L. L. Cummings (Eds.), *Research in Organizational Behavior* (Vol. 12, pp. 295-336). Greenwich, CT: JAI Press
- Pretty, J.N. (1995) Participatory Learning for Sustainable Agriculture. *World Development*, 23, 1247-1263. [https://doi.org/10.1016/0305-750X\(95\)00046-F](https://doi.org/10.1016/0305-750X(95)00046-F)
- Qvist, M. (2017). Meta-governance and network formation in collaborative spaces of uncertainty: The case of Swedish refugee integration policy. *Public Administration*, 95(2), 498-511. <https://doi.org/10.1111/padm.12310>
- Rahman, A. E., Jabeen, S., Fernandes, G., Banik, G., Islam, J., Ameen, S., Ashrafee, S., Hossain, A. T., Alam, H. M. S., Majid, T., Saberin, A., Ahmed, A., Kabir, A. N. M. E., Chisti, M. J., Ahmed, S., Khan, M., Jackson, T., Dockrell, D. H., Nair, H., Arifeen, S. E., Islam, M. S., & Campbell, H. (2022). Introducing pulse oximetry in routine IMCI services in Bangladesh: A context-driven approach to influence policy and programme through stakeholder engagement. *Journal of Global Health*, 12, Article 06001. <https://doi.org/10.7189/jogh.12.06001>
- Riehl, C. J. (2000). The Principal's Role in Creating Inclusive Schools for Diverse Students: A Review of Normative, Empirical, and Critical Literature on the Practice of Educational Administration. *Review of Educational Research*, 70(1), 55-81. <https://doi.org/10.3102/00346543070001055>
- Rippner, J. A. (2014). State P-20 Councils and Collaboration Between K-12 and Higher Education. *Educational Policy*, 31(1), 3-38. <https://doi.org/10.1177/0895904814558008>

- Rose, P. (2009). NGO provision of basic education: alternative or complementary service delivery to support access to the excluded? *Compare: A Journal of Comparative and International Education*, 39(2), 219–233. <https://doi.org/10.1080/03057920902750475>
- Santibañez, L., Vernez, G., & Razquin, P. (2005). *Education in Mexico: Challenges and opportunities* (Report No. DB-480-HF). RAND Corporation. https://www.rand.org/pubs/documented_briefings/DB480.html
- Seawright, J., & Gerring, J. (2008). Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options: A Menu of Qualitative and Quantitative Options. *Political Research Quarterly*, 61(2), 294-308. <https://doi.org/10.1177/1065912907313077>
- Stake, R. E. (1995). *The art of case study research*. SAGE Publications.
- Tendler, J. (1997). *Good government in the tropics*. Johns Hopkins University Press.
- Thoretz, J. (2022). *USAID's local capacity strengthening policy* [Policy brief]. Humentum. <https://www.humentum.org/article/usaid-local-capacity-strengthening-policy>
- U.S. Agency for International Development. (n.d.). Local capacity strengthening policy: An overview. <https://www.usaid.gov/>
- UNESCO. (2015). *Education for all 2000-2015: Achievements and challenges*. UNESCO Publishing.
- UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education*. UNESCO Publishing.
- Voets, J., Brandsen, T., Koliba, C., & Verschuere, B. (2021, May 26). *Collaborative Governance*. Oxford Research Encyclopedia of Politics. Retrieved 16 Sep. 2025, from <https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-1419>.
- Wood, D. J., & Gray, B. (1991). Toward a Comprehensive Theory of Collaboration. *The Journal of Applied Behavioral Science*, 27(2), 139-162. <https://doi.org/10.1177/0021886391272001>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

About the Contributor(s)

Anchalee Srikolchan, PhD, is Assistant Professor in the Department of Social Studies Education, Faculty of Social Sciences, Srinakharinwirot University, Bangkok, Thailand. The main research interests include curriculum development, educational quality assurance, competency-based education, and educational equality. She has published extensively in leading international journals and also authored books and chapters on education and student development.

Email: anchaleesu@g.swu.ac.th

ORCID: <https://orcid.org/0009-0002-2409-8500>

Cholvit Jearajit, Ph.D, is an Associate Professor in the Department of Sociology, Faculty of Social Sciences, Srinakharinwirot University, Bangkok, Thailand. His distinguished research focuses on community and development, with additional expertise in the sociology of religion, Buddhism and development, and social management. He has published extensively in leading international journals and authored several books and book chapters in sociology and religious studies.

Email: cholvit@g.swu.ac.th

ORCID: <https://orcid.org/0009-0006-3465-1997>

Suwimon Hengpatana, Ph.D., is an Assistant Professor of Economics at Srinakharinwirot University, Bangkok, Thailand. Her main research interests include economic development and policy analysis. She has published extensively in leading international journals and authored books and book chapters on economics and development studies.

Email: suwimonh@g.swu.ac.th

ORCID: <https://orcid.org/0000-0001-8239-3669>

Wilailak Langka, Ph.D, is Associate Professor in the Faculty of Education, Srinakharinwirot University, Bangkok, Thailand. Her main research interests include educational research and curriculum development. She has published extensively in leading international journals and also authored books and chapters on education and teaching methodologies.

Email: wilailakl@g.swu.ac.th

ORCID: <https://orcid.org/0000-0001-5947-8242>

Sorasun Rungsiyanont, Ph.D, is Associate Professor in the Faculty of Dentistry, Srinakharinwirot University, Bangkok, Thailand. His main research interests include Oral diagnostic sciences, dental health and healthcare management. He has published extensively in leading international journals and also authored books and chapters on dental sciences and healthcare administration.

Email: sorasun@g.swu.ac.th

ORCID: <https://orcid.org/0000-0003-2701-1773>

Prapaporn Rojsiriruch, LL.D, is Assistant Professor in the Department of Law, Faculty of Social Sciences, Srinakharinwirot University, Bangkok, Thailand. Her main research interests include private law, tort law, compensation, juvenile justice, trademark law, business law, and soft skills development. She has published extensively in leading international journals and also authored books and chapters on law and social sciences.

Email: prapapornr@g.swu.ac.th

ORCID: <https://orcid.org/0009-0001-2103-4483>

Pimtawan Jantan, Ph.D., is an Assistant Professor in the Department of Social Studies Education, Faculty of Social Sciences, Srinakharinwirot University, Bangkok, Thailand. Her main research focuses on citizenship education and social studies curriculum development. She has published extensively in leading journals and has also authored books and chapters on citizenship education and the development of the social studies curriculum.

Email: pimtawan@g.swu.ac.th

ORCID: <https://orcid.org/0000-0002-9085-5306>

Publisher's Note: *The opinions, statements, and data presented in all publications are solely those of the individual author(s) and contributors and do not reflect the views of Universitepark, EDUPIJ, and/or the editor(s). Universitepark, the Journal, and/or the editor(s) accept no responsibility for any harm or damage to persons or property arising from the use of ideas, methods, instructions, or products mentioned in the content.*
