

Original Article

Education Inequality and Its Long-Term Implications

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ABSTRACT

Educational inequality is a major social issue affecting both developing and developed countries, limiting equal access to quality education and learning opportunities. This study examines the structural causes of educational inequality and its long-term effects on economic development, social mobility, employment, and national productivity. Inequality appears in areas such as school infrastructure, teacher quality, digital access, curriculum availability, and financial resources, particularly affecting rural and marginalized communities. Using a mixed analytical approach with comparative educational indicators and policy analysis, the study explores links between unequal education access and socioeconomic outcomes. The findings show that education inequality contributes to income gaps, unemployment, intergenerational poverty, and slower economic growth. The research highlights the growing importance of digital literacy and technology access in modern education. It concludes that inclusive policies, fair resource allocation, improved infrastructure, teacher training, and digital learning initiatives are essential to reduce educational disparities and support sustainable economic and social development.

KEYWORDS

Education Inequality, Social Mobility, Educational Access, Economic Development, Human Capital, Digital Divide, Educational Policy, Socioeconomic Disparities.

1. INTRODUCTION

1.1. Background of Education Inequality

The problem of education inequality has gained some relevance in scholarly studies and community policies both worldwide. Even though the access to schooling has increased among many countries in the last few decades, the equitable access to good education has not been realized. There are still huge disparities in the resources, facilities and learning opportunities given to student of various socioeconomic backgrounds. Kids in affluent families tend to enjoy better access to well-endowed schools, current classrooms, skilled educators, and better learning technologies. They can also receive other education-related needs like home tutoring, after school facilities, and a consistent learning environment. These benefits usually enhance their education achievements and raise their probabilities of advancing to higher stages of education. On the contrary, low-income communities often encounter various problems of the education system among students. There is a tendency of schools in economically disadvantaged regions that lack adequate funds, infrastructure, crowds in the classroom and lack of qualified teacher attributes. These states may have a deteriorating impact on the quality of education and making students unable to perform well in their academic life. Moreover, some families cannot afford to give sufficient learning resources, undistracted learning environments, and other academic assistance to their children because of their inability to do so financially. Consequently, poor students will have poor academic performance and decreased chances of higher education and professionalism. These education inequalities are caused by a number of structural and systemic factors. Funding of schools in many countries is partly on a basis of local taxation or regional budgetary provisions which may lead to a situation whereby the schools in the richer communities receive higher funding and those in the poorer regions receive less funding. This arrangement of financing strengthens the social and economic inequalities. There are also new dimensions of inequality that have come about with the rapid technological advancements. The availability of the digital learning tools like computers, tablets, and the fast access to the internet has become a crucial part of contemporary learning. Nevertheless, such resources are not available to many students living in the rural or low-income regions, which forms a digital divide that makes the possible learning process even more restricted. On the whole, education inequality mirrors the existence of social and economic inequalities in society. To overcome these inequalities, there is a strong need to have holistic policy interventions that aim at enhancing equitable resource allocation, promotion of better school facilities and availability of digital learning tools. Undergoing educational inequality will enable the societies to provide students with more opportunities to attend schools and foster socio-economic and social developments over the long term.

1.2. Importance of Education Inequality

It is necessary to understand education inequality as it not only influences opportunities of the life of an individual, but even the social and economic growth of a country in general. Lack of equal access to good education means that some communities will thrive more than others, which in the long run will result in inequalities in terms of jobs, earnings and social mobility. Researching the inequality in education assists researchers and policy makers to understand what influences the lack of educational opportunities and formulate solutions to maintain the notion that everyone has equal access to learning as well as achieving success. The significance of the education inequality issue can be perceived in terms of some important points.

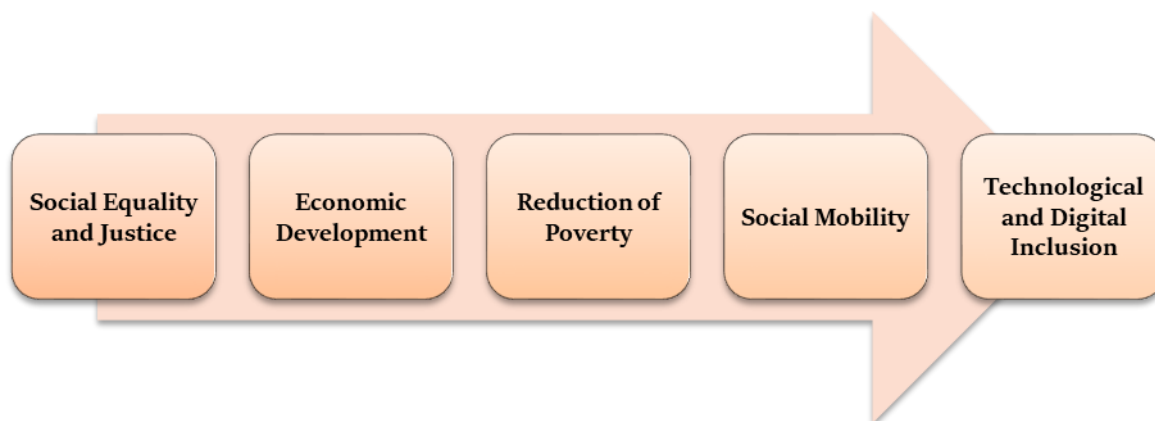


Fig 1 - Importance of Education Inequality

1.2.1. Social Equality and Justice

Education is important in enhancing social equality and justice. When everyone has the chance to obtain a good education, they tend to realize their potentials despite their socioeconomic background, sex, and the region that they live in. Nevertheless, when some groups do not have access to the education opportunities, social divisions are sharpened. Education inequality can be reduced, which will contribute to a more equal society in which people will be evaluated based on their skills and initiatives, but not their economic or social backgrounds.

1.2.2. Economic Development

Economic growth and productivity are related to education. Educated population will help in innovation, human technology, and more skilled personnel. In case, there is an unequal access to education, many people cannot realize their full potential, and it restrains overall efficiency of the economy. Through equal access to education, nations would be able to have a better working force and establish a sustainable economic development.

1.2.3. Reduction of Poverty

Education is one of the best opportunities to ensure poverty is reduced. When people get quality education, chances of getting well-paying jobs are high and are likely to have better lives. Nevertheless, whereby education is not accessible to the unprivileged societies, poverty may exist across generations. The education inequality can be used to stop this cycle as it equips people with knowledge and skills to enable them to better their financial situations.

1.2.4. Social Mobility

Education has been thought of as a major vehicle through which social mobility takes place enabling people to rise above the economic standing of their families. With equitable education systems, one can find intelligent people regardless of their background to get higher education and career in professional fields. But when an opportunity to obtain education is not available to some groups of people, social mobility will be blocked. Providing equal access to education enables one to acquire upward mobility and helps to build a society that is more inclusive.

1.2.5. Technological and Digital Inclusion

Digital technologies and online learning platforms are becoming increasingly important in the education sector of the modern world. Digital access to computers, internet connectivity and training of digital skills is also necessary to effective learning. A digital divide will exist when not all the

students have access to these technologies thus stretching education disparities. The need to address the education inequality also entails the provision of digital inclusion to allow every student to enjoy contemporary educational facilities and opportunities.

1.3. Education Inequality and Its Long-Term Implications

The long-term effects of education inequality on a person, community and the development of countries are immense. Uneven distribution of access to good education has long-term skills, knowledge, and opportunities differences among various groups of people in the society. People with poor or limited education find it difficult to get the qualification and competencies that are needed in the contemporary job markets. Due to this, they might experience problems getting sustainable jobs, getting the right income and attain financial autonomy. In the long run, this may cause endemic economic inequality between those who received quality education and those who did not. The most critical long-term impacts of inequality in education are the perpetuation of poverty between generations. Children that belong to poor families who go to low resourced schools might be disadvantaged with regards to the quality of education they obtain compared to children in well off families that attend schools with adequate resources. Such inequality in the quality of education would lower their likelihood of getting higher education or well remunerated employment. As a result, such individuals continue to work in low-income jobs and, therefore, cannot offer their own children opportunities to get better educational opportunities. This vicious pattern of low education and financial struggle might go through multiple generations and families will not be able to escape poverty. The issue of education inequality has an impact on the wider social and economic development. In societies where equal educational opportunities are lacking, the level of productivity and innovation is likely to be weak. A good percentage of the population can be under-trained so there will be low supply of skilled work force that can sustain economic development and technological development. In addition to that, the lack of equal educational opportunities may contribute to social conflicts and the lack of social cohesion. Once some groups have a smaller number of opportunities on an ongoing basis, the lack of belonging and discontent will persist resulting in a possible impact on political stability and trust to the institutions. Moreover, long-term consequences of education inequality are tightly related to the increasing role of digital knowledge and related tech abilities in contemporary economies. Those who never have access to the digital learning materials throughout their education process might struggle to embrace the technology-oriented work environment in future. Such digital disparity can also contribute to the expansion of economic differences and the inability to participate in new sectors. Altogether, education inequality forms long-term issues that are well beyond the classroom. By enforcing policies on inclusive education, better infrastructure and equal access to the learning facilities can be used to solve these disparities and allow social mobility, poverty eradication and sustainable economic and social development to occur.

2. LITERATURE SURVEY

2.1. Theoretical Foundations

The human capital theory is a valuable theory in explaining the correlation between education and the economy. According to the theory, education is an investment that upgrades the competencies, abilities and the knowledge of individuals making them more productive and earning. The scholars are of the opinion that once people obtain quality education they will be in a better placed to take part in labor market, embrace emerging technologies and make contributions to economic growth. Nevertheless, the unequal access to the education system may cause the differences in incomes and at the workplaces, which strengthens the social and economic inequalities.

Because of this, the necessity to increase access to education and enhance the quality of the one provided has become a topic highlighted by numerous researchers as a means to ensure equitable development and sustainable national growth.

2.2. Socioeconomic Barriers

The socioeconomic factors have a significant role in the access and success of students to education. It has been established through various researches that poverty is also one of the most prominent barriers to education. Low-income families also tend to put their students through various problems such as poor dietary habits, lack of access to learning resources, and having to earn additional money by working part time to support the family. Moreover, such students might not have a nurturing learning environment at home or they may not be able to have academic guidance of their parents or tutors. These drawbacks have the potential to impact concentration, motivation and performance adversely. As a result, socioeconomic disparity tends to have the effects of reducing the level of enrollment, increasing the level of dropouts, and decreasing the level of higher education among deprived groups.

2.3. Geographic Disparities

Geographic occupation is also setting an important impact on educational opportunities and outcomes. Studies have also constantly reported significant disparity in the education facilities between the cities and the rural areas. Usually, urban schools have facilities that are better, more teachers are qualified and more educational systems like libraries, laboratories and technology are available. Conversely, a problem of lack of trained teachers, inadequate classroom, means of transport, and funding is common in rural schools. Such problems may result in full classrooms and poor education. This has led to more challenges in education and access to higher education levels by the students in the rural areas hence the perpetuation of inequalities within the regions.

2.4. Digital Divide in Education

The progress in digital technology is changing the contemporary world of education, so online learning systems, virtual-classroom and digital-resources become the matters of great concern. The advantages of online learning do not come in equal measures, however. According to scholars, this inequality can be defined as the so-called digital divide, which is the disparity between people who can have stable access to computers, Internet connection, and digital literacy and the ones who cannot. The disadvantaged students in their poor neighborhoods or in the rural regions do not have the devices or access to different internet networks that they need in order to conduct successful online lessons. This drawback was especially noticeable at times of remote learning when most students could not engage fully in digital learning space. Consequently, the lack of access to the same level of technology may help to increase existing inequalities in education and constrain academic growth.

2.5. Policy Interventions

Governments and international organizations have put in place diverse types of policy interventions to reduce access to education in response to the disparities in education. These programs involve scholarship opportunities to the needy students, free or subsidized primary education, food plans in the school, and online education programs aimed at enhancing access to technology. Other policies are also concerned with the training of teachers, development of infrastructure and curriculum changes with an aim of improving the quality of education. Although most of these programs have helped in a rise in enrollments as well as enhanced performance in

education, their success is usually determined by issues like proper financing, proper implementation and constant monitoring. Thus, scholars underline that properly-developed policies along with a robust institutional backing are needed to decrease education inequalities and facilitate comprehensive inclusive educational growth.

3. METHODOLOGY

3.1. Research Design

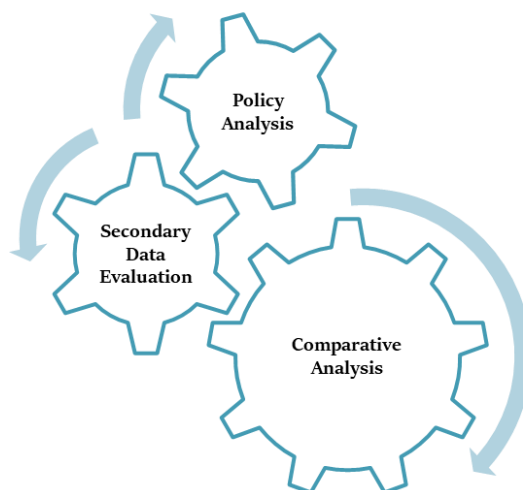


Fig 2 - Research Design

3.1.1. Comparative Analysis

The study relies on comparative analysis to analyze the distinction in inequality in education in different contexts, i.e. the urban and rural regions or different socioeconomic groups. The study determines patterns and inequality that is present in the education system by comparing the achievement of education, access to resources and infrastructures. This method is beneficial in bringing out the various factors which have a role to play in educational opportunities as well as enabling the researcher to comprehend the levels of inequality in education and the nature of the same.

3.1.2. Secondary Data Evaluation

Evaluation of secondary data entails use of available data that has been obtained in reputable institutions like government publications, scholarly journals, learning databases as well as international agencies. This study will not require gathering primary data through the participants; instead, it will analyze the past published statistics and research regarding education, poverty, and internet access. Based on the secondary data, it assists in obtaining a more extensive picture of the problem, contributes credible evidence to the research, and gives an opportunity to assess the long-term trends of educational inequality.

3.1.3. Policy Analysis

Policy analysis is done to determine the effectiveness of the government efforts and policies in education to lessen education inequality. This involves an analysis of programs like the scholarship schemes, free education policies, digital learning programs, and rural education development programs. Policy analysis evaluates how the interventions have been effective in tackling the education barrier and it also determines the policy gaps in the policy objectives and their actual

application. This aids in finding out the effectiveness or inefficiencies of the current policies used and the changes that might be required to bring about fairer educational results.

3.2. Data Sources

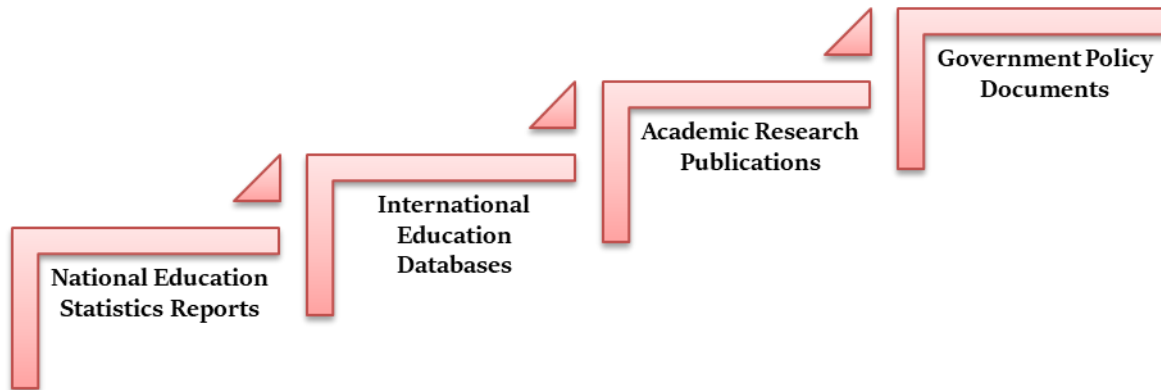


Fig 3 - Data Sources

3.2.1. National Education Statistics Reports

The education statistics report of the country is a valuable data in this research. Such reports are normally reported by the government agencies and give handouts on the rates of enrollment, the level of literacy, the school facilities, the availability of teachers and the educational performance of various regions. Through these reports, the research acquires valid information on the present condition of the education system and traces the trends of inequalities in the nation.

3.2.2. International Education Databases

Data in international education databases are comparative data that assists in locating the national education trends in a global context. The large datasets gathered and released periodically by organizations like international educational and development institutions on the indicators of enrollment of schools, digital access, gender equality of education and learning outcomes. By relying on these databases, the research will be able to compare educational conditions in different countries and have a better idea of which global trends affect the educational inequality.

3.2.3. Academic Research Publications

To identify the theoretical and analytical dimensions of the study, academic research, that is, journal articles, books, and conference papers, are used to support the study. These sources contain some information about the past works done by the scholars researching in the area of education, economics, and sociology. The research will be able to rely on the available academic literature to develop knowledge in prior studies, to outline the most important factors influencing educational inequality, and to enhance the validity of the analysis.

3.2.4. Government Policy Documents

Government policy documents contain the information about the policies, programs, and initiatives which are introduced to improve the access to education and decrease the disparities. Such records contain official education policies, development plans and program guidelines released by

the government. The study will analyze such documents and compete to learn the aims of various educational policies, the approach adopted in dealing with the inequality, and how far the policies are intended to promote inclusive and equitable education.

3.3. Analytical Model

The model of analysis employed in the current research is meant to be used in an attempt to quantify the degree of inequality in education levels among various population groups. In order to do this the study employs a conceptual index named as Education Inequality Index (EI). The index assists in the measurement of the level of educational attainment variation in both individuals or regions. The model does not concentrate on average levels of education but it concentrates on the spread of the levels of education within an environment. To be short, the Education Inequality Index is obtained by dividing the standard deviation of the educational attainment by the mean educational attainment. It can be written in the formula form as follows, Education Inequality Index (EI) = Standard Deviation of Educational Attainment/Mean Educational Attainment. In this model, the standard deviation of the level of education portrays the extent the education levels of individuals differ with the average level of education. When there is a wide range of educational attainment between people or between groups such as when there is a wide difference between the number of years of school obtained by some people and the number of years of school obtained by very few people, then the standard deviation will be greater. When the standard deviation is high it means that there is a greater dispersion of the educational outcomes in the population. Mean educational attainment on the other hand is the average number of years schooling that people in the population have taken. This figure gives a rough notion of the the education level as a whole in the society. The Education Inequality Index, by dividing the standard deviation by the mean level of education, gives a relative contrast of inequality. This implies that it represents the degree of inequality in relation to that of the general population of education. When the EI value is low it implies that the educational attainment of a majority of the people is relatively similar which implies more equal education system. An increase in the EI value on the other hand reveals disparity in the distribution of educational attainment i.e. there are groups that have a much higher access to education than those with lower EI. The utility of this analytical model is that researchers can also compare the inequality of education between various regions, social-economic groups or time. It can also help the policymakers in realizing areas in which there are serious educational disparities and where special action may be necessary. Through the application of this model to the available data, the study will be able to evaluate at a systemic level the level of inequality in education and have a better understanding of how the structures lead to unequal educational opportunities.

3.4. Evaluation Indicators



Fig 4 - Evaluation Indicators

3.4.1. Enrollment Rate

One such indicator, which is used to measure education access, is enrollment rate. It means the percentage of children or students studying in teaching institutions at a specific level that is either primary, secondary or higher level. One of the indications of improvement in education systems is a

high rate of enrolment which implies more people have access to education and are more likely to be subject to the education system. The study can determine whether some groups of people like those living in rural areas or those with low-income households have challenges with accessing schooling by analyzing the enrollment rates. The disparity of enrollment rates usually informs the existence of social and economic disparities within the education system.

3.4.2. Teacher–Student Ratio

The teacher student ratio is defined as the amount of students per teacher in a school or an educational institution. The indicator is valuable in determining the quality and access of education and the teaching resources. A smaller teacher to student ratio tends to imply that the teachers will be in a position to give more personal care and assistance to the students and with this it is possible to enhance the results of learning. Conversely, a high teacher student ratio could imply surrogated classrooms and insufficient teaching facilities. Where qualified teachers are usually inadequate in various parts of the underdeveloped or rural regions, high teacher student ratios can be a problem that can bring negative impacts in teaching quality.

3.4.3. Access to Digital Learning

Access to digital learning is the availability and accessibility of digital technology in learning including computer, tablet, internet connection and online learning. As the value of technology in contemporary education continues to rise, digital access has emerged as a determinant of the accessibility of education. Online learning resources, virtual classes, and interactive learning materials may be used by students who have access to digital learning resources. Nevertheless, not all students in underprivileged and rural areas have access to good internet connections or other digital devices, which forms a digital divide leading to unequal access to education.

3.4.4. Higher Education Participation

The participation in higher education is a measure that gauges the rate of students that proceed with their education in a university or other higher learning institution after high school. Such an indicator is useful to evaluate the opportunity level to obtain advanced education and skills improvement. The increased levels of participation are mostly an indicator of enhanced education opportunities and availability of institutions of higher learning. Nevertheless, low-income and marginalized group students are frequently prone to face financial and social constraints that restrict the possibilities of acquiring higher education. Hence, the discussion of higher education attendance can be used to detect the disparities in the access to further educational opportunity.

3.4.5. Literacy Rates

Literacy rate is one of the core indicators which are used to assess the minimum level of education of a population. It is a percentage of individuals who are able to read and write meaningfully. The high literacy rates usually depict the fact that there was an elaborated education system that covers a high number of people in basic education. On the other hand, low literacy levels are usually the indication of the lack of access to education particularly in the rural or poor areas. Through analysis of literacy levels, the research can determine the effectiveness of education system in general in imparting necessary learning skills and the general areas of low education standards in the basic education.

4. RESULTS AND DISCUSSION

4.1. Key Findings

The trends and reasons of the educational inequality are identified by several significant findings as a result of the analysis of the available data. Among all the observations, a close linkage between household income levels and access to higher education is one of the most important ones. The population of students who have a high-income family has a considerably high rate of university enrollment oppressed to low-income households. Has monetary resources available to hire tutors and educational resources, which will help support students with high-financial means better in their academic pursuits. They will also have an improved chance of offering a stable learning atmosphere within the comfort of the homes, which may also lead to better academic performance and higher likelihoods of joining universities or other institutions of higher education. However, on the contrary, low-income students are usually under the pressure of financial demands that restrain their access to an education. A large number of them might be part-time employed in order to take care of their family or they might not have access to academic advice and assistance lessening their possibility to proceed with their education past the high school grade. The other important observation concerns the geographic differences in the access to digital infrastructure learning. The access to proper internet connectivity, computers, and other learning technologies is always low in the rural areas in comparison to the urban. With greater growing importance of digital technology in contemporary education, this infrastructure deficiency poses a major drawback to the students residing in rural areas. The schools in such regions may lack adequate technological facilities to facilitate online and digital research or activities in interactive education. This online disparity was especially so pronounced during the times of remote learning, since a large number of students living in rural areas could not attend an online course easily because of low connection, or due to poor device access. Moreover, the research establishes that there exists a high correlation between income inequality and educational inequality. Areas or communities with greater income inequality are also more likely to have an increase in differences in education opportunities and achievement. Unequal distribution of wealth tends to result in educational opportunities being clustered around the richer groups, and the poor populations have a low accessibility of good education and higher learning institutions. This connection indicates that the problem of educational inequality is not an educational problem alone and it encompasses a wider socioeconomic problem that echoes current economic inequalities. Education inequality therefore needs policies that take into consideration education reform as well as the overall economic development policies so as to ensure there is more equal distribution of learning opportunities in society.

4.2. Percentage Analysis

Table 1: Percentage Analysis

Indicator	High Socioeconomic Group (%)	Middle Socioeconomic Group (%)	Low Socioeconomic Group (%)
Primary Education Access	98%	92%	78%
Secondary Education Completion	95%	80%	60%
Higher Education Enrollment	72%	45%	18%
Digital Learning Access	90%	65%	30%
Employment after Graduation	88%	70%	40%

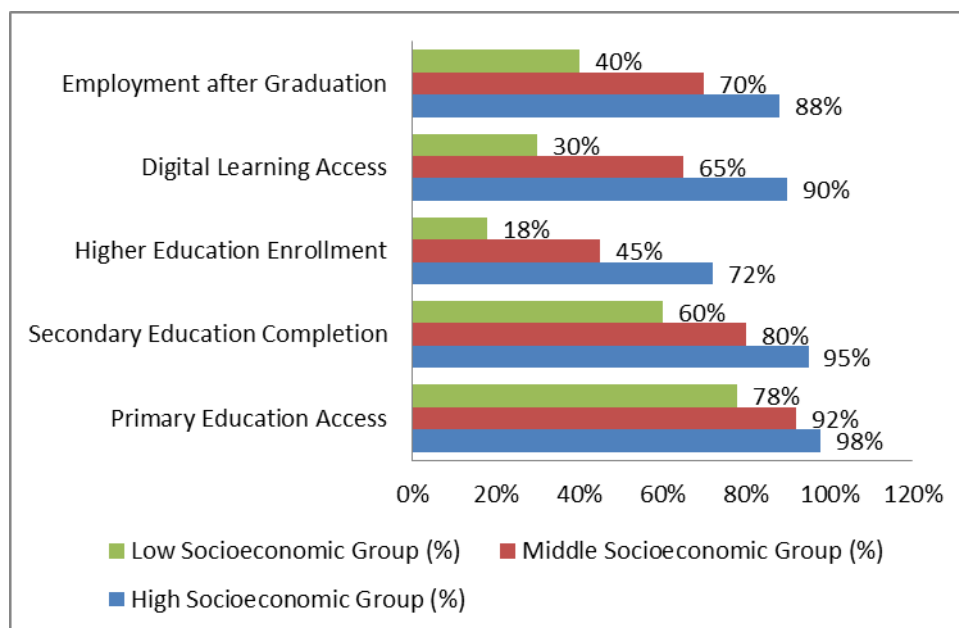


Fig 5 - Percentage Analysis

4.2.1. Primary Education Access

The data demonstrates that the relative access to primary education is rather high among all socioeconomic groups, yet, still, there are evident differences to be noticed. The highest access rate is recorded among the students of the high socioeconomic groups at 98 meaning that nearly every child in these families can attend primary school. Access is also high among the middle socioeconomic group with 92, but it is slightly lower in comparison to the high-income group. Conversely, low socioeconomic group has the lowest rate of access at 78%. This disparity implies that children in underprivileged families can be impeded by elements like monetary limitations, or absence of transport or access to school which can make them unable to gain admission to primary education at the identical degree as other affluent children.

4.2.2. Secondary Education Completion

The difference is magnified when secondary education completion rates are looked at. The high socioeconomic groups have a completion rate of 95 which means that most students in this category can overcome and complete secondary education successfully. The in-between socioeconomic group is at 80 percent completion as it is moderately participating yet an indication that some students were not able to complete their education. The rate however reduces to 60 percent among students separated into the low socioeconomic groups. This low rate indicates that economic demands, premature exposure to the world of work or academic failure can be among the factors leading to an increase in the dropout rates in the underprivileged students.

4.2.3. Higher Education Enrollment

The disparity is even greater when it comes to the higher education level. The statistics show that high school students in high socioeconomic groups join higher institutions of learning at a rate of 72 percent which indicates that there is a high success of the secondary to tertiary education. Comparatively, the intermediate category of socioeconomic data enrolls much lower at 45 percent. The difference is most reflected by the low socioeconomic stratum where the percentage ratio of students who execute higher education is only 18%. Such a huge disparity indicates the impact of

economic resources on higher education because tuition fees and other learning costs can stop many low-income students in further studies.

4.2.4. Digital Learning Access

There is also a wide disparity between socioeconomic groups in the case of access to digital learning resources. The high socioeconomic group has very high access to the digital about 90, which is considered to be a wide availability turnover of computers, internet connectivity, and digital learning platforms. The intermediate socioeconomic class also has an average level of access of 65 which means that as many students have internet resources, some students are left without. Yet, among the students of the low socioeconomic group, 30% have access to digital learning tools. This expansive gap indicates that there is a digital divide in which low access to technology may limit learning opportunities and enhance the learning gaps.

4.2.5. Employment after Graduation

The other difference also lies in employment results after graduation between the three socioeconomic groups. The statistics show that 88 percent of the high socioeconomic background graduates find employment after college. The ground socioeconomic sector has a low, yet comparatively high employment of 70%. On the contrary, graduates of low social economic status get employed only 40 percent on graduation. Such disparity can be characterized by difference in quality of education, career networks, placement and skill acquisition. This fact might put students with a disadvantageous background in an even tougher situation when they enter the job market, which will further support the existing socioeconomic disparities.

5. CONCLUSION

Education inequality has remained one of the most critical issues with regard to social justice as well as long-term economic growth. As the results of this research indicate, the inequalities in receiving educational opportunities have long-term effects on individuals and society. In the event that the children in poor backgrounds are denied access to quality schools, learning facilities and facilitating learning centers, their likelihood of attaining a higher level of education is highly diminished. Such drawback frequently leads to decreased chances of getting a job and reduced earnings and lack of social mobility. Conversely, people with good education have better chances to acquire high skills, good jobs that offer them/them a stable life and they have better chances in contributing to the economic and social growth. So, educational access differences do not merely have an impact on the personalities of people; they also define the economic inequality organization of society as a whole.

The correlation between education and the general state of the socioeconomic conditions is also evident in the analysis carried out in the research. Students whose families are of a high-income group have more opportunities to access educational resources including properly equipped schools, professional teachers, private tutoring and helpful home conditions. These are their benefits and they have more chances of succeeding in their studies and joining a university. Conversely, low-income households often impose various obstacles on the students such as financial conditions, insufficient learning resources, and insufficient academic advice. Therefore, they have increased chances of having low education levels. The patterns perpetuate the poverty cycles in which low levels of education result in low economic opportunities and subsequently the level of education to the next generation.

The other major point of interest raised by the research is the increased significance of the digital infrastructure within contemporary educational systems. Digital learning technology in the form of online platforms, virtual classes, and online educational materials have been the needed elements of learning in the recent past. Computer access, high-quality internet connectivity, and digital skills allow students to learn new things and experience a wider academic opportunity outside the classroom environment. Nonetheless, the digital divide is a significant challenge especially among students residing in the rural regions and those in communities with low incomes. Most schools and homes in the areas do not have the technological tools required to enable the use of digital learning. With the growing incorporation of technology in the teaching and learning mechanisms in education systems, it is a digital divide that can continue to augment the existing inequalities in education unless it is appropriately addressed.

These disparities should be minimized through proper policy interventions. Governments should ensure that education is fairly financed as it is necessary to keep all schools, especially those in underprivileged regions, with adequate facilities and materials. There should be an investment on the betterment of school facilities, expansion on teacher training and availing of proper learning materials to all the students. Besides that, the presence of technology in education necessitates the need to build dependable digital infrastructure, such as the inexpensive internet and the provision of digital gadgets to students who do not have them. Scholarship programs, financial aid and community based learning programs can also assist the marginalized group students and persuade them to attend higher learning institutions.

Moreover, education inequality is a challenge that has to be solved by a number of stakeholders. Governments, schools, and other organizations, as well as local communities, should combine their effort in order to develop sustainable and inclusive education systems. The increase of available technological equipment and enhancement of educational programs can be enlarged with the assistance of public-private collaborations, whereas the involvement of communities can assist local educational institutions and motivate students to be part of them. These partnerships could make the educational policies effective and deliver the resources to the populations where they would be most effective.

After all, the problem of education inequality is an issue of not just educational focus; however, it is a social duty. A comprehensive and a fair education system offers people the ability and knowledge to contribute positively to the economic, social and political life. The societies will be able to facilitate the social mobility, alleviate poverty, enhance democratic participation, and foster innovation and productivity by investing in equal educational opportunities across the board of citizens. Overall, a well-established and equitable education system in the long run will result in a sustainable economic development and the welfare of society as a whole.

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