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Gender and Sexual Diversity, Educational Equity, and Inclusive Human Resource Management in Thai Educational Organizations

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Abstract

Despite increasing recognition of gender and sexual diversity in contemporary society, inequalities continue to affect LGBTQIA+ civil servants working within educational organizations in Thailand. This study examines how institutional regulations, organizational culture, and dominant social discourses shape the experiences of LGBTQIA+ educators and educational personnel and contribute to disparities in professional opportunities, workplace participation, and career advancement. The research seeks to explore the relationship between diversity, educational equity, and inclusive human resource management in the context of Thai educational organizations.

The study adopts a qualitative research design grounded in a critical paradigm. Drawing upon Michel Foucault's concepts of power and discourse and Paulo Freire's critical pedagogy, the research employs a case study approach and critical discourse analysis. Participants include LGBTQIA+ teachers and educational personnel, school administrators, and academic experts from educational institutions in Thailand. Data are collected through document analysis, semi-structured interviews, and focus group discussions.

The findings are expected to reveal how bureaucratic regulations, gendered organizational norms, and dominant cultural expectations contribute to subtle and explicit forms of inequality in educational workplaces. Particular attention is given to policies related to dress codes, identity recognition, and professional conduct that may constrain individual expression and limit equitable career development. The study further highlights the importance of fostering inclusive organizational cultures that recognize diversity as a resource for educational innovation and social justice.

By connecting educational equity with diversity and inclusion, the study contributes to international discussions on inclusive education, educational leadership, and human resource development. Practical recommendations are proposed for policymakers and educational leaders seeking to create equitable, rights-based, and inclusive working environments that respect human dignity and promote equal

opportunities for all educational personnel.

Keywords: Diversity And Inclusion; Educational Equity; Human Resource Management; LGBTQIA+; Organizational Culture