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PERMANENT MISSION OF THAILAND
GENEVA

The Permanent Mission of Thailand to the United Nations Office and other International Organizations in Geneva presents its compliments to the Office of the United Nations High Commissioner for Human Rights (OHCHR) and has the honour to refer to the latter's Note dated 28 January 2010 inviting Member States to submit their national reports in response to questions contained in the questionnaire on the implementation of the first phase of the World Programme for Human Rights Education in accordance with Human Rights Council resolution 12/4 on the World Programme for Human Rights Education, which was adopted on 1 October 2004.

In this connection, the Permanent Mission of Thailand has further the honour to transmit herewith Thailand's national report on the implementation of the first phase of the World Programme for Human Rights Education for your perusal and kind attention. The information contained in Thailand's national report may be made available on the OHCHR website as appropriate.

The Permanent Mission of Thailand to the United Nations Office and other International Organizations in Geneva avails itself of this opportunity to renew to the Office of the United Nations High Commissioner for Human Rights the assurances of its highest consideration.



OHCHR REGISTRY

14 JUN 2010

Recipients: *HR Education*
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GENEVA 10.

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Evaluation of the first phase (2005 - 2009) of the World Programme for Human Rights Education (WPHRE)

GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

I. GUIDANCE

1. Introduction – The World Programme for Human Rights Education

The United Nations General Assembly, in resolution 59/113A of 10 December 2004, proclaimed the World Programme for Human Rights Education (2005-ongoing) as a global initiative structured in consecutive phases, in order to advance the implementation of human rights education programmes in all sectors. The first phase of the World Programme covers the period 2005-2009¹ and focuses on integrating human rights education in primary and secondary school systems.

The General Assembly, in resolution 59/113B of 14 July 2005, adopted the revised draft Plan of Action² for the first phase of the World Programme, which proposes a concrete strategy and practical ideas for implementing human rights education nationally. Resolution 59/113B, inter alia, encouraged “all States to develop initiatives within the World Programme and, in particular, to implement, within their capabilities, the Plan of Action” (para. 2) and appealed to “relevant organs, bodies or agencies of the United Nations system, as well as all other international and regional intergovernmental and non-governmental organizations, within their respective mandates, to promote and technically assist, when requested, the national implementation of the Plan of Action” (para. 4).

2. Background to the evaluation

The evaluation of the first phase of the World Programme for Human Rights Education is mandated both by the General Assembly and by the Human Rights Council as outlined below. The Plan of Action adopted for the first phase of the World Programme by all United Nations Member States through the General Assembly provides:

49. At the conclusion of the first phase (2005-2007) of the World Programme, each country will undertake an evaluation of actions implemented under this plan of action. The evaluation will take into consideration progress made in a number of areas, such as legal frameworks and policies, curricula, teaching and learning processes and tools, revision of textbooks, teacher training, improvement of the school environment, etc. The Member States will be called upon to provide their final national evaluation report to the United Nations Inter-agency coordinating committee.

...

51. The inter-agency coordinating committee will prepare a final evaluation report based on national evaluation reports, in cooperation with relevant international, regional and non-governmental organizations. The report will be submitted to the General Assembly at its sixty-third session (2008).

The Human Rights Council in resolution 12/4 of 1 October 2009:

6. Reminds Member States of the need to prepare and submit their national evaluation reports on the first phase of the World Programme to the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System by early 2010; and

¹ Although the first phase was initially launched for three years, until 2007, the Human Rights Council subsequently decided, in its resolution 6/24 (28 September 2007) to extend the first phase of the World Programme by two more years until the end of 2009.

² A/S/P/S/25/Rev.1 hereinafter referred to as “Plan of Action”. For easy reference, the Plan of Action may be accessed at <http://www.ohchr.org/Documents/Publications/PAActionEducation.pdf>

7. Requests the Coordinating Committee to submit a final evaluation report of the implementation of the first phase of the World Programme, based on national evaluation reports, in cooperation with relevant international, regional and non-governmental organizations, to the General Assembly at its sixty-fifth session (autumn 2010).

This evaluation will be carried out by the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), for which the Office of the High Commissioner for Human Rights (OHCHR) provides the secretariat.³

3. Content of evaluation

The aforementioned Plan of Action defines human rights education and outlines key actions to be undertaken by ministries of education and other school and civil society actors working in partnership to integrate human rights education effectively in the primary and secondary school systems. The UNIACC evaluation will therefore be based on national reporting on key elements drawn from the Plan of Action, namely the five main components of human rights education in the primary and secondary school systems, in the context of the minimum action which Member States are encouraged to undertake during the first phase of the World Programme.

3.1 Components of human rights education in the primary and secondary school systems

Human rights education promotes a rights-based approach to education. The Plan of Action provides at paragraph 18:

Therefore, human rights education in the primary and secondary school systems includes:

- (a) Policies — developing in a participatory way and adopting coherent educational policies, legislation and strategies that are human rights-based, including curriculum improvement and training policies for teachers and other educational personnel;*
- (b) Policy implementation — planning the implementation of the abovementioned educational policies by taking appropriate organizational measures and by facilitating the involvement of all stakeholders;*
- (c) Learning environment — the school environment itself respects and promotes human rights and fundamental freedoms. It provides the opportunity for all school actors (students, teachers, staff and administrators and parents) to practice human rights through real-life activities. It enables children to express their views freely and to participate in school life;*
- (d) Teaching and learning — all teaching and learning processes and tools are rights-based (for instance, the content and objectives of the curriculum, participatory and democratic practices and methodologies, appropriate materials including the review and revision of existing textbooks, etc.);*
- (e) Education and professional development of teachers and other personnel — providing the teaching profession and school leadership, through pre- and in-service training, with the necessary knowledge, understanding, skills and competencies to facilitate the learning and practice of human rights in schools, as well as with appropriate working conditions and status.*

A detailed description of the five components and related courses of action, to serve as a reference tool, is provided in the appendix.

3.2 Minimum action required by States

Paragraph 26 of the Plan of Action on "Stages of the implementation strategy" calls for analysis of the current situation of human rights education in the school system (stage 1); setting priorities and developing a national implementation strategy (stage 2); implementing and monitoring (stage 3); and evaluating (stage 4).

Paragraph 27 of the Plan of Action provides that Member States are encouraged to undertake as minimum action during the first phase (2005-2007) of the World Programme the following:

- (a) An analysis of the current situation of human rights education in the school system (stage 1);*
- (b) Setting of priorities and the development of the national implementation strategy (stage 2);*
- (c) The initial implementation of planned activities.*

³ UNIACC was established in September 2006, as mandated by the Plan of Action, to facilitate coordinated United Nations support to the national integration of human rights education in national school systems. The Inter-Agency Committee, for which OHCHR provides the Secretariat, is composed of 12 UN system entities and affiliated organizations, namely: ILO, OHCHR, UNAIDS, UNDG, UNDP, UNDP, UNICEF, UNFPA, UNHCR, UNICEF, UNRWA, and the World Bank. The Council of Europe has participated as an observer.

II. QUESTIONNAIRE FOR GOVERNMENTS

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also be provided as additional attachments to your report.⁴ Governments are strongly encouraged to involve National Human Rights Institutions and civil society in the preparation of their reports. Please return the completed questionnaire and any other additional information to the Methodology, Education and Training Section at the Office of the United Nations High Commissioner for Human Rights (by fax: +41 22 917 9006 or by email: registry@ohchr.org; with copy to wphre@ohchr.org) no later than **31 March 2010**. Submissions by email are preferred, but any materials not available electronically may be posted to OHCHR, attn: MEYS - WPHRE, Palais des Nations, 8-14 Avenue de la Paix, CH-1211 Geneva 10, Switzerland. Replies received by the deadline will be reflected in the evaluation report to be submitted to the UN General Assembly 65th session and may also be uploaded on OHCHR's website for the World Programme.

Part I: BASIC INFORMATION

1. Date:
2. Institution responsible for completing this questionnaire: Ministry of Education
3. Responsible department: Bureau of International Cooperation
The Office of Permanent Secretariat, Ministry of Education
4. Contact person: Bureau of International Cooperation
5. Mailing address: Bureau of International Cooperation
The Office of Permanent Secretariat, Ministry of Education
Ratchadamnoen-nok Road, Dusit
Bangkok, Thailand 10300
6. Telephone number: 66 2 628 5646 ext. 119
7. Fax number: 66 2 281 0953
8. E-mail address: ratchanin@yahoo.com
9. Webpage: <http://www.bic.moe.go.th>

⁴ This may include but is not limited to relevant information reported to the United Nations Human Rights Treaty Bodies contained in Common Core Documents and Treaty-specific reports, as well as relevant responses to UNESCO (e.g. Forth Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms), Council of Europe (EDC/HRE programme "Learning and Living Democracy for All" 2006-2009), and other consultations.

Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS

A. Educational policies⁵ and policy implementation

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?⁶

	<i>Yes</i>	<i>No</i>
▪ Human rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ The right to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ A rights-based approach to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ Human rights education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

You may elaborate further if you wish:

The formal attempt to mainstream human rights education into the school system was developed under the framework of the 1997 Constitution under which the National Education Act 1999 was enacted. The Act stated clearly that "the learning process shall aim at inculcating a sound awareness of politics and the democratic system of government under a constitutional monarchy; the ability to promote and protect the rights, responsibilities, freedom, respect for the rule of law, equality, and human dignity." The National Education Scheme (2002-2016) was subsequently developed to translate the Act into action. The scheme acknowledged human rights as one of its core objectives as it aims to build a society based on morality, wisdom and learning. The Act and the Scheme have combined to become the Nation's framework for human rights education.

Part 8 of the latest 2007 Constitution guarantees rights and liberties in education as follows :

Section 49. A person shall enjoy an equal right to receive education for the duration of not less than twelve years which shall be provided by State thoroughly, up to the quality, and without charge.

The indigent, disabled or handicapped, or destitute person shall enjoy an equal right under paragraph one and shall be supported by State to receive equal education with other persons.

The education and training provided by professional or private organisation, alternative education of the public, self-directed learning and lifelong learning shall get appropriate protection and promotion from State.

Section 50. A person shall enjoy an academic freedom.

Education and training, learning and teaching, research and disseminating of research according to academic principles shall be protected; provided that it is not contrary to his civic duties or good morals.

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?⁷

	<i>Yes</i>	<i>No</i>	<i>Doesn't exist</i>
▪ National human rights plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National plans of action against racism, racial discrimination, xenophobia and related intolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
▪ National poverty reduction strategies and other development plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National sectoral plans for primary and secondary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁵ Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies.

⁶ Plan of Action, appendix A.2-5.

⁷ Plan of Action, appendix A.5(d).

■ National plans for Education for All (EFA)

☒ ☐ ☐

■ National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)

☒ ☐ ☐

If yes to any of the above, please elaborate.

The National Human Rights Plan : Thailand has developed two Human Rights Plans of Action since 2001. The first Plan of Action was in force from 2001-2009 and the second Plan is in force from 2009 to 2013. The first Plan provided that HR education be integrated into formal and informal education systems and recommended HR training for education-related personnel, production of teaching materials and adequate funding allocation for the cause. The second Plan reemphasized the need to strengthen HR education by raising awareness and consciousness of human rights protection among people and developing the knowledge base on human rights in the Thai society.

National plans for primary and secondary education : Under the National Education Scheme, human rights have been incorporated into the curriculum of Grades 1-12 in the Social, Religion, and Cultural Subject area covering issues related to child rights, definition of human rights, domestic mechanisms, human rights organizations, and the Universal Declaration of Human Rights. Each level has its own focus on human rights learning standard that students are expected to achieve.

National Plan for Education for All : The policy guidelines of the National Scheme of Education target that all children will complete nine-year compulsory education and all Thais will have access to twelve-year basic education. The current government has further announced in its policy statement that free education will be expanded from 12 to 15 years. Such policy has now been under active implementation of the Ministry of Education. The universal education policy has also been extended to children and youths who have no legal status including those of migrant workers. Their right to education has been ensured without discrimination at public schools certified by the Ministry of Education under the Social Security Act and the Cabinet Resolution on Education for Stateless or Unregistered Persons.

National Development Plan : The 10th National Economic and Social Development Plan (2007-2011) has provided guiding policy for sustainable development by taking into account human development, human dignity, and community rights.

12. Has a national implementation strategy been developed to implement any human rights education policy objective?⁸

Yes.

If yes, have young people/learners been involved in both developing the national implementation strategy and in its implementation?

They have not been directly involved in developing the strategy but concerned organizations have always embraced them in the strategy's implementation.

Has the strategy been published and disseminated? If yes, please share a copy or refer to a website address if available online.

- 1999 National Education Act <http://www.edthai.com/act/index.htm#2>

13. Is human rights education present in the national curriculum and educational standards?⁹ If yes, please explain its status (e.g. obligatory or optional, subject-based or cross-curricular?).

The 2001 Basic Education Core Curriculum is divided into 8 subject areas

1) Thai language, 2) mathematics, 3) sciences, 4) social, religious and culture, 5) health and physical education, 6) the arts, 7) occupations and technologies, 8) foreign language

⁸ Plan of Action, appendix B.10.

⁹ Plan of Action, appendix A.5(e)(ii)-(iv).

HR content is found in the following three subject areas:

1. Social, Religious and Culture Subject Area - covering issues related to child rights, definition of HR, HR mechanisms, and the Universal Declaration of Human Rights.
2. Health and Physical Education Subject Area - covering the topic of consumer rights and rights to be free from sexual abuse.
3. Occupations and Technologies Subject Area - covering the study of consumer rights and the right to work.

Details of human rights-related content in the Social, Religious and Culture Subject area's curriculum are as follows :

First level (Grades 1-3) is aimed at understanding one's own and the others' status, role, rights, freedoms and duties, and the rights which should be protected, and learning to abide by the laws related to oneself and one's family.

Second level (Grades 4-6) is aimed at understanding one's own and the others' status, role, rights, freedoms and duties, as good citizens in the locality and the country, understanding children's rights to protect oneself and others, and abiding by laws pertinent to oneself, the family and the community.

Third level (Grade 7-9) is aimed at being good citizens, living together as citizens of the state and at understanding human rights for protection of oneself and the others in order to live peacefully in society. It also focuses on abiding by laws relating to oneself, the family, community and nation, based on moral integrity according to one's own religion.

Fourth Level (Grade 10-12) is aimed at understanding human rights including the concept, importance, principles, UDHR, CRC, the role of the NHRC, participation in human rights protection, knowledge of human rights related laws concerning oneself, the family, community and the country.

At the university level, human rights education at university level is provided mainly in a law degree as part of the courses on international law. There is only one specific postgraduate degree on human rights at Mahidol University.

14. Please state whether guidelines exist for writing or revising textbooks that reflect human rights principles?¹⁰

The National Scheme of Education states that education should use an integrated and holistic approach. This approach is to be applied to the content of education, the teaching methodology and the goals of education as well as human rights education. This holistic approach is described in Section 24 of the National Education Act :

- (1) Provide content and arrange activities in line with the student interests and aptitudes, bearing in mind individual differences.
- (2) Provide training in the thinking process, management, how to face various situations and application of knowledge for obviating and solving problems.
- (3) Organize activities for learners to draw from authentic experience, drills in practical work for complete mastery, enable learners to think critically and acquire the reading habit and a continuous thirst for knowledge.
- (4) Achieve in all subjects a balanced integration of subject matter, integrity values, and desirable attributes.
- (5) Enable teachers to create the ambiance, environment, instruction media, and facilities for students to learn and be well rounded people and able to benefit from research as part of learning process.
- (6) Enable individuals to learn at all times and in all places. Cooperation with parents, guardians, and all parties concerned in the community shall be sought to jointly

¹⁰ Plan of Action, appendix A.5(e)(viii).

develop the students in accordance with their potential.

Have textbooks been prepared according to these guidelines?

The Ministry of Education only published the text of the core curriculum and leaves room for the education area or schools to develop detailed lesson plans in accordance with the guidelines. The Ministry recognizes and recommends a number of textbooks that each school can choose to use.

The key documents with content on HR being used in schools:

- Basic Education Curriculum B.E. 2544 (A.D. 2001), published by the Department of Curriculum and Instruction Development, Ministry of Education.
- Instruction in social studies, religion and culture substance for First and Second level primary education grades 1-6, published by the Department of Curriculum and Instruction Development, Ministry of Education.

The Ministry, in collaboration with other institutions, also published some materials with content related to HR, for example:

- A translation of the UNESCO Handbook for the Teaching of Social Studies: part I in 1995 published by UNESCO and the Academic Department, the Ministry of Education.
- A translation of the Primary School Kit on the United Nations published by the Textbooks Development Center, Academic Department, the Ministry of Education.
- A translation of UNESCO's "Tolerance: The threshold of peace" published by the Academic Department, Ministry of Education in 1999.

Some of the HR laws and mechanisms mentioned in the primary and secondary schools curriculum are the Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child (CRC), the Thai Constitution 2007, the United Nations and the National Human Rights Commission. Most of the time the content of relevant laws or the CRC is mentioned briefly.

There is still limited content regarding HR in schools' textbooks. From a textbook overview, it was found that HR issues are addressed mainly as part of legal issues and civic education, except the more elaborate parts concerning child rights. Other HR education materials produced by the NGOs are still not widely distributed.

15. Please refer to any national or sub-national policies that promote a human rights-based approach to school governance, management, discipline procedures, inclusion policies and other regulations and practices affecting the school culture and access to education.¹¹

The Thai Constitution 2007, the National Education Act 1999 and the National Scheme of Education provide the crucial policy framework for the development of HR education in the Thai School system. The existing framework constitutes an attempt to mainstream HR education into the educational system by encouraging teachers to integrate HR issues in their teaching.

16. Is there a comprehensive training policy on human rights education for teachers and other educational personnel in schools?¹²

The Ministry of Education have organized series of seminars and exhibitions on human rights education which provided the opportunity for teachers to share their experiences in teaching techniques and learning programmes to raise human rights awareness among students.

There are also several courses organized by NGOs that offer teachers and educational personnel HR issues training. For example, HR education is one of the Peace and Justice Commission's core activities. It provides HR training for teachers

¹¹ Plan of Action, appendix A.5(e)(ix).

¹² Plan of Action, appendix A.5(f).

and schools twice a year and also organizes workshops for school executives, especially those at Catholic schools and publishes HR education manuals.

Amnesty International (Thailand) has provided training on HR education since 1994, with financial support from the Rights Education Action Programme (REAP) of Amnesty International (Norway). It cooperated with various governmental and non-governmental agencies including the Ministry of Education, the National Human Rights Commission and the Children Foundation. So far, there have been 15 training sessions, participated in by teachers, representatives of local organizations and NGO's. The training includes basic HR training and comprehensive training of trainers (TOT) for those who have passed the basic training.

B. Learning environment

17. Are human rights integrated into the learning environments of schools including school governance and management?¹³ Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively: 1 2 3 4 5 Not at all

☐ ☒ ☐ ☐ ☐

According to the academic research on human rights education in Thailand, there are schools whose administrators are very supportive of human rights education. Every teacher in the school has attended at least one human rights training session organized by the school itself or by the NGOs. Consequently, human rights content is integrated effectively into every course taught in school. Teachers also actively engaged in human rights education activities. The teacher stimulates the students to think about human rights in their class and also organizes extracurricular activities on human rights, for example, quizzing contest, human rights exhibition and participation in human rights-related activities organized by other organizations. Those schools have provided best practices to be shared with other schools through seminars on human rights teaching organized by the Ministry of Education.

18. Do practices not defined as human rights education exist in your country which reflect the principles of the rights-based approach to education, such as peace education, citizenship and values education, multicultural education, global education, education for tolerance or education for sustainable development?¹⁴ If yes, please explain.

Yes. In every learning level, there are the content which reflect the principles of the rights-based approach, for example; the status, role, rights and freedoms and duties, as good citizens of democratic society with moral integrity according to one's own religious faith and awareness of protection of personal privacy. The concrete initiatives related to rights-based approach to education in Thailand was started under the UNESCO's Associated Schools Project Network (ASPnet), which Thailand joined as a partner in 1958. Currently, there are over 100 schools participating in this project, implementing activities related to UNESCO's focus issues, i.e. respect for cultural diversity, human rights and cultures, international solidarity and global peace among others.

19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize for their own interests?¹⁵ Please mark on a scale from 1 to 5 (1 = Comprehensive opportunities exist, 5 = Not at all):

Comprehensive opportunities exist

1 2 3 4 5 Not at all

• To express themselves

☒ ☐ ☐ ☐ ☐

¹³ Plan of Action, appendix A.4.

¹⁴ Plan of Action, II B.

¹⁵ Plan of Action, appendix C.15(c). See also General comment No. 1, United Nations Committee on the Rights of the Child, which states that "The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights" (para. 8).

- To have responsibility ☒ ☐ ☐ ☐ ☐
- To participate in decision making ☒ ☐ ☐ ☐ ☐
- To organize for their own interests ☒ ☐ ☐ ☐ ☐

20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children's rights and the key principles of human rights education?¹⁶ Please mark on a scale from 1 to 5 (1 = Comprehensive Interactions take place, 5 = Not at all):

Comprehensive interactions take place

1 2 3 4 5 *Not at all*

☐ ☒ ☐ ☐ ☐

The National Human Rights Commission has set up a Sub-committee on Human Rights Education which has helped to organize regular seminars and workshops on human rights education throughout the country. This is to provide a forum for discussion among communities, educators and the general public on how to effectively implement human rights education and learning in schools.

NGOs and international organizations in Thailand, UNESCO and UNICEF for instance, sometimes in cooperation with the Ministry of Education, have also published books and manuals on human rights education. The Ministry of Education under a UNICEF Thailand-supported project is also operating schools in several remote areas to teach children, among others, their basic rights.

21. Are monitoring systems in place to assess the following?¹⁷ Please mark on a scale from 1 to 5 (1 = Comprehensive monitoring systems, 5 = Not at all):

Comprehensive monitoring systems

1 2 3 4 5 *Not at all*

- Respect for human rights principles in teaching practice ☒ ☐ ☐ ☐ ☐
- Teaching quality with regard to human rights education ☒ ☐ ☐ ☐ ☐
- Respect for human rights principles in school management and governance processes¹⁸ ☒ ☐ ☐ ☐ ☐
- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights¹⁹ ☒ ☐ ☐ ☐ ☐

22. Please outline how schools fund human rights education including sources and the percentage of State budget allocated in this area?²⁰

The implementation of human rights education in schools requires the extra resources and time of teachers, i.e. additional budget for extra curricular activities, and opportunities for teachers to attend training provided by other organizations. In Thailand, the schools, especially Catholic schools, are privately owned institutions with effective fund-raising for alternative course management as well as outside-the-classroom and community-bonding activities. Therefore, together with supportive administrators, human rights activities in the school can run continuously. However, there is limited fund support from the Government for relevant learning and training

¹⁶ Plan of Action, appendix C.15(d).

¹⁷ Plan of Action, appendix D.19(f) and B.10(b)(x).

¹⁸ Plan of Action, appendix A.5(e)(ix).

¹⁹ Plan of Action, appendix A.5(e)(x).

²⁰ Plan of Action III E.

courses for teachers.

C. Teaching and learning processes

23. Do curriculum subjects in primary and secondary schooling include human rights education?²¹ If so, which curriculum subjects include human rights education at primary and secondary levels?

Yes, please see item 13.

How many hours are taught and at what grade levels?

From grade 1-12, HR content is supposed to be integrated into different subjects. Each school can formulate its own course syllabus and methods to teach the core curriculum. This such flexibility, there are different levels of engagement in HR education in different schools. It depends on the commitment and support of school executives, the participation of communities and interest and ability of teachers.

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation?²² Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively

1 2 3 4 5 Not at all

☐ ☒ ☐ ☐ ☐

In November 1998, the Office of the Basic Education Commission (OBEC) launched the Thailand Child-Friendly Schools Program (TCFSP) in 23 primary and secondary Schools in six provinces. It aims to create rights-based child-friendly schools that promote quality learning outcomes, physical and mental health and development of essential life skills.

25. Which institution(s) has/have the authority to develop, approve and change curricula?²³

The Office of the Basic Education Commission, Ministry of Education

26. Do teacher guides, manuals, textbooks, and other teaching and learning materials in primary and secondary education conform with human rights principles?²⁴ Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively

1 2 3 4 5 Not at all

☒ ☐ ☐ ☐ ☐

Are materials not produced by your Government being used in schools? If so, who produced them?

Yes, please see item 14

D. Training of school personnel

27. Is human rights education included in the following?

²¹ Plan of Action, II B.20 and appendix D.19(a).

²² Plan of Action, appendix D.19.

²³ Plan of Action, III D.28 and appendix D.19(c).

²⁴ Plan of Action, appendix D.19(c).

	Yes	No
▪ Pre-service teacher training	<input type="checkbox"/>	<input checked="" type="checkbox"/>
▪ In-service teacher training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ Head teacher training ²⁵	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is participation voluntary or mandatory?²⁶

Both voluntary and mandatory depends on the policy of each school.

How many hours are offered?

28. To what extent is learning, good practice, research and materials collected and made available to educators in human rights education?²⁸

Moderately. HR learning, best practice, research and materials have been collected and made available through website and seminars among those concerned.

29. To what extent do recruitment, appraisal and promotion policies for teachers, headmasters and school inspectors reflect human rights principles?²⁹

The recruitment, appraisal and promotion of concerned personnel have been conducted through performance-based assessment which focuses on equal rights for all.

30. How are human rights trainings for teachers assessed?³⁰

There is no system to assess human rights trainings for teachers.

Part 3: CHALLENGES AND GENERAL COMMENTS

31. To what extent has the Plan of Action for the WPHRE 1st Phase contributed to improving the integration of human rights education into schools systems?

The Plan of Action for the WPHRE 1st Phase has contributed to improving the integration of HR education in the Thai school system. It provided guidelines and framework for the Thai authorities to integrate HR education in the school system. The National Education Scheme was partly developed in accordance with the Plan of Action.

32. Please indicate the main obstacles to the implementation of the Plan of Action to the 1st Phase of the World Programme in your country on a scale from 1 to 5 (1 = No obstacle, 5 = Major obstacle):

	No obstacle	1	2	3	4	5	Major obstacle
▪ Lack of awareness of WPHRE at central government level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
▪ Lack of awareness of WPHRE at local government level	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
▪ Lack of interest in WPHRE at central government level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
▪ Lack of interest in WPHRE at local government level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

²⁵ Plan of Action, appendix E.26.

²⁶ Plan of Action appendix D.19(d).

²⁷ Plan of Action, appendix C.15(b)(v).

²⁸ Plan of Action, appendix E.27(f).

- Teachers do not have sufficient training ☐☐☐☐☒
- Insufficient tools available to implement the programme ☐☐☐☒☐
- Insufficient financial resources to implement the programme ☐☐☐☐☒
- Other (please specify):

33. Please indicate any actions undertaken by your country to ensure the World Programme is known amongst (1) education officials, (2) teachers and (3) young people.

The Ministry of Education has conducted several seminars on human rights learning and teaching in accordance with the World Programme with schools across the country targeting school executives, teachers and students.

34. Please indicate on a scale from 1 to 5 (1 = Used often, 5 = Not used) the usefulness of the following publications and/or tools available at:

<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

- | | Used often | 1 | 2 | 3 | 4 | 5 | Not used |
|---|------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|----------|
| ▪ WPHRE Plan of Action for the 1 st phase | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ ABC - Teaching Human Rights:
Practical activities for primary and secondary schools | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ Human Rights Education in the School Systems of Europe,
America: A Compendium of Good Practice
(joint publication of OHCHR, OSCE/ODIHR, CoE and UNESCO) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

Central Asia and North

35. (Optional). Please describe the methodology and process adopted in preparing your national evaluation report:

36. Please make any other comments not provided elsewhere:

THANK YOU.