

EDUCATION SECTION
PROGRAMME DIVISION



CHILD FRIENDLY SCHOOLS

CASE STUDY: THAILAND

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**UNICEF'S CHILD-FRIENDLY SCHOOLS IN THAILAND:
A CASE STUDY**

**UNICEF
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Commentaries represent the personal views of the authors and do not necessarily reflect positions of the United Nations Children’s Fund.

ACRONYMS

CFS	child-friendly school
CFSI	Child-Friendly School Initiative
COAR	country office annual report
ESAO	Education Service Area Office
EFA	Education for All
FRESH	Focusing Resources on Effective School Health
LMIS	learning management information system
MAYA	Art and Cultural Institute for Development
MOE	Ministry of Education
ODOL	One District-One Lab (school initiative)
ONPEC	Office of the National Primary Education Commission
RTG	Royal Thai Government
SIP	school improvement plan
SMIS	school management information system
SSA	school self-assessment
TCDC	Third Country Development Cooperation
TCFSP	Thailand Child-Friendly Schools Programme
TLSDF	The Life Skills Development Foundation
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WASH	water, sanitation and hygiene
WES	water and environmental sanitation

I. CONTEXT

For more than a decade, Thailand has been categorized as a middle-income country, making the transition from a recipient of official development assistance to a nation that is able to offer cooperative technical assistance to other countries. Governmental and non-governmental agencies throughout the South-East and South Asia regions send staff to Thailand for training. The country has been host to many international development conferences, including the 1990 World Conference on Education for All in Jomtien. The Royal Thai Government (RTG) extended compulsory education from 6 years to 9 years in 1999, and to 12 years in 2003. And Thailand came close to meeting the 2005 interim Millennium Development Goal for education; it achieved gender parity in secondary education, and a 2005 primary net enrolment rate of approximately 90 per cent for boys and 86 per cent for girls.

Nonetheless, all of Thailand's 76 provinces have not shared equally in recent quality of life improvements and economic growth, and several marginalized groups continue to suffer deprivation similar to that found in much less developed countries. Unregistered migrant workers and refugees, people living in conflict- and tsunami-affected areas of the south, and tribal populations of the north are among these groups. In 2003, 2.3 million Thai children remained poor, although poverty eradication within six years was a government goal. The Education for All (EFA) *Global Monitoring Report 2003/4* estimated that almost 1 million children in Thailand, mainly from the marginalized groups described above, do not attend primary school regularly. In 2005, the after-effects of Thailand's worst natural disaster – the tsunami of December 2004 – affected 600,000 in the far south, and the worst flooding in a decade affected other less developed areas of the south (UNICEF Thailand 2006).

Thailand's National Education Act of 1999 made learner-centred pedagogy the national standard and mandated that education system reform, consistent with this approach, be in place by 2002. During the 1990s, Save the Children US developed a child-friendly school (CFS) model in northern and north-eastern Thailand. Since 1998, UNICEF has been working closely with the RTG and non-governmental organization partners to develop model child-friendly schools in disadvantaged districts. In 2003, Thailand began to offer training to neighbouring countries on 'Child-Friendly Schools: Theory and practice' and received study visits as part of the Third Country Development Cooperation (TCDC) programme.

II. PROGRAMME EVOLUTION AND DESCRIPTION¹

The CFS concept in Thailand is a little more than 10 years old. In 1996, the Thailand field office of Save the Children US helped students from 28 primary schools in Nakhon

¹ This section is a slightly reorganized and condensed version of James Hopkins and Kreangkrai Chaimuangdee, 'School Self-Assessment: Participatory learning and action for child-friendly schools', *Working Papers: Making schools more child-friendly – Lessons from Thailand*, Save the Children US and UNICEF, Bangkok, 2002.

Sawan Province, along with their parents, teachers and community leaders, to conduct self-assessments of the problems and needs of these schools. These school self-assessments (SSAs) were subsequently translated into school improvement plans (SIPs), which were implemented from 1996 through 1998. The SSAs identified several high-priority areas for school improvement, including:

- Child rights promotion, including support for development of student councils, student-initiated projects and after-school clubs.
- School health, including filtered water, sanitary toilets, deworming, growth monitoring, school gardens that produce food for lunches, and supplemental feeding for malnourished pupils.
- Life skills and livelihood training.
- Learning materials, including libraries, sports equipment and musical instruments.
- Capacity building, including training and study tours for teachers, school committees and peer education.
- Scholarships for children from high-risk families.
- Early childhood development, including training volunteers, community-based day-care centres, micro-finance for income generation and support of the centres.

In October 1997, Save the Children US initiated and co-sponsored a workshop with UNICEF Thailand that aimed to help the Office of the National Primary Education Commission (ONPEC) introduce child rights and life skills education. ONPEC, with financial support from UNICEF, was already implementing a project that, like Save the Children's work in Nakhon Sawan, aimed to develop participatory learning approaches for disadvantaged children in rural primary schools. In February 1998, a Save the Children US child and youth development specialist translated and introduced ONPEC and UNICEF Thailand to the World Health Organization's Division of Mental Health concept paper (MNH/PSF/97.1), which outlines an approach to promoting schoolchildren's mental health by encouraging schools to contribute to their socio-emotional development by becoming "child-friendly."

Project 1: Thailand's Child-Friendly Schools Project (TCFSP, 1998–2002)²

In March 1998, Save the Children US took the lead in a collaborative effort to develop a child-friendly schools initiative with UNICEF and ONPEC. The effort built on experience in Nakhon Sawan and incorporated additional participatory learning and community-involvement components piloted in other UNICEF-supported projects, including environmental education, a local curriculum for child rights and a computer-based learning management information system (LMIS).

² This section is a slightly reorganized and condensed version of Hopkins and Chaimuangdee (2000).

In November 1998, just after the start of the 1998/99 school year, ONPEC launched the Thailand Child-Friendly Schools Programme (TCFSP). The programme aimed to create model schools that applied a rights-based, child-friendly approach to school reform by focusing on:

- Quality learning outcomes.
- Physical and mental health.
- Development of essential life skills.

In addition to ONPEC and UNICEF, collaborators included The Life Skills Development Foundation (TLSDF), with support from Save the Children, Mahidol University Institute for Nutrition Research, and the Art and Cultural Institute for Development (MAYA).

The programme had seven objectives that consolidated many of the components and concerns noted above:

1. Sensitization, promotion, professional networking, and advocacy on the Convention on the Rights of the Child and child-friendly school dimensions.
2. Systematic school self-assessments for child-friendliness.
3. School self-improvement through participatory planning/action processes.
4. Participatory learning for local curriculum development, child rights and life skills education.
5. School-based learning management information systems to support child learning (Attig and Promchan 1998; Attig, et al. 1998; Attig 2000).
6. School-community mobilization for action to support child development and child rights protection (Attig and Promchan 1998).
7. External independent assessment and recognition of child-friendliness in specific schools.

The project was originally conceived to have three one-year phases, increasing from 23 schools in six provinces in Phase 1 to 87 schools in 14 provinces in Phase 2, and large-scale replication in 800 districts in 75 provinces in Phase 3.

TCFSP: Phase 1, October 1998–September 1999³

All 23 schools participating in Phase 1 were formal public schools operated by ONPEC. They were providing tuition-free education in rural communities in six north-eastern and northern provinces: Chiang Mai, Chiang Rai, Khon Kaen, Lamphun, Nakhon Sawan and

³ This section is a slightly reorganized and condensed version of Hopkins and Chaimuangdee (2000).

Ubon Ratchathani. About three quarters (17–18) of the schools were in rural villages and the rest in district towns. Half of the schools offered pre-primary and kindergarten through Grade 6 and half were 'expanded opportunity schools' that offered pre-primary and kindergarten through Grade 9. Pupils in three of the schools in northern Thailand came almost exclusively from ethnic minority hill tribes, living in scattered mountain communities with very low literacy rates in the Thai national language. The schools were located in communities with high concentrations of vulnerable and disadvantaged children, including children affected by AIDS, ethnic minorities and other marginalized groups, but they were not the most disadvantaged schools in the area, as shown by the preferred selection criteria for the initial 23 'core' model schools:

1. Voluntary participation.
2. School administrators, all teachers and the school community committed to taking a proactive response to children's rights.
3. Prior sites of collaborators' projects on participatory learning, child rights, early childhood/family development, HIV and AIDS, etc.
4. District multi-subject school, with demonstration kindergarten (one per province).
5. Expanded Opportunities Primary/Middle School (Grades K–9).
6. Vulnerability, e.g., high-risk family/environmental factors regarding children's rights.
7. Concentration of children in need of special protection measures, e.g., orphans, ethnic minorities, and children affected by HIV and AIDS and illegal drugs.
8. School should have a computer for the LMIS.

Teachers and students from most of the schools participating in Phase 1 received training in participatory learning from one of the collaborating organizations during late 1998. This training encouraged pupils to express themselves, and this was reinforced when students from nearly all the schools participated in local Children's Congresses. Participants in these congresses used various media (murals, puppet shows, skits) to communicate their likes and dislikes regarding teachers and subjects in the curriculum.

**Box 1. Thailand Child-Friendly Schools Programme:
Major Activities Implemented, 1998–1999**

- Partnering for institutional development workshop.
- Participatory process for school self-assessment of child-friendly conditions.
- Sensitization on child rights through participatory learning.
- ‘Whole-brain’ learning and kinesiology.
- Participatory learning.
- Active learning and setting up the learning environment for active learning.
- Building children’s self-esteem.
- Helping children deal with death in schools with high prevalence rates of HIV and AIDS; participants included community leaders.
- Long-term, holistic approach and methodology for life skills education for teachers of kindergarten, and Grades 5–6 and 7–9, including refresher training for kindergarten level.
- Conducting participatory workshops to mobilize parent support for life skills education (kindergarten).
- Community case study project approach for participatory discovery learning in health education (Grades 4 and 5).
- Implementing a computer-based student and family LMIS to support learning.
- Counselling for all teachers in three prototype schools under the Joint United Nations Programme on HIV/AIDS (UNAIDS) psychosocial support project for children affected by AIDS.

In addition to training, activities included:

- School self-assessment and school improvement planning, including preparation of school charters.
- Establishment of computer-based student and family LMIS to support learning.
- Family camp with art therapy to enhance communication between AIDS-affected children (orphans) and their guardians for three prototype schools under the UNAIDS psychosocial support project.
- Life skills camp for AIDS-affected children in three prototype schools under the UNAIDS psychosocial support project.

Source: Hopkins and Chaimuangdee, 2000.

Phase 1 evaluation:⁴ Between November 1999 and the first quarter of 2000, the TCFSP was the subject of four formative assessments: a process evaluation in all 23 pilots (Erawan 2001, described in the next section); qualitative and quantitative evaluations conducted by TLSDF in three child-friendly schools supported by UNAIDS that explore the psychosocial effects of the CFS approach on children affected by AIDS (described in Hopkins and Chaimuangdee 2000); and a survey and technical seminar reviewing the school self-assessment experience to date, in which 19 of the 23 pilot schools participated (Hopkins and Chaimuangdee 2000).

In the three child-friendly schools supported by UNAIDS, TLSDF organized focus groups comprised of pupils, teachers and parents. These groups reported improved school social climates; better social integration of orphans, AIDS-affected pupils and other marginalized children in the school population; reduced delinquent behaviour; better relations with parents and guardians; and improved abilities to express feelings, seek help and deal with stress. A psychological/behavioural baseline assessment conducted early in 1999 by TLSDF in these same schools had shown abnormally high levels of depression and corresponding low self-esteem in approximately half of the total student population across all grade levels. By early 2000, preliminary results of a repeat assessment found significant reductions in depression and increases in improved self-esteem across the entire student population⁵ (TLSDF 1998).

At this early stage, the SSAs and the SIPs were one of the most carefully planned, evaluated, and revised components in the CFS process. Figure 1 provides an 11-step conceptual framework for the implementation of these components. The framework makes it clear that this process demands substantial time and dedication on the part of stakeholders and also requires outside facilitators. From November 1999 to January 2000, SC/US and TLSDF conducted a survey of participants involved in developing and implementing SSAs and SIPs to improve these two processes. Survey results provided the basis for a technical seminar to review findings from questionnaires filled out by pupils, parents, teachers, supervisors and school administrators to evaluate the implementation of the Convention on the Rights of the Child sensitization workshops, school self-assessments and the school improvement planning process. Hopkins and Chaimuangdee (2000) derived 15 lessons learned from this workshop, including:

- The participatory learning and action approach was well received by most school stakeholders. But, because the school-self assessment often needed to shake up the decision-making structure in the school, effective implementation depends on the quality of assistance for facilitation provided by 'critical friends' from outside the school community.
- There is a danger that CFS will become a project rather than a process, i.e., it will involve a few activities carried out once, rather than a long-term school reform

⁴ This section is a slightly reorganized and condensed version of Hopkins and Chaimuangdee (2000).

⁵ Because there was no control group, it remains possible that such improvements were the result of other factors.

course of action that will take constant negotiation between stakeholders throughout and, therefore, will need facilitation throughout.

- Generation of local (internal) criteria fosters a sense of ownership by the community but will not, by itself, generate the full range of external, normative criteria based on the Convention on the Rights of the Child.
- Adult stakeholders needed to learn to take child stakeholders seriously, and the children needed to be provided with effective ways to participate in the process, appropriate to their age level.

TCFSP: Phase 2, October 1999–September 2000

In its second phase, the Thailand Child-Friendly Schools Programme aimed to consolidate the model and expand to 64 more schools in eight other provinces – Buriram, Lampang, Mukdahan, Nong Bua Lamphu, Nongkhai, Pichit, Tak and Udorn Thani – bringing the total number of model schools to 87 in 14 provinces.

Phase 2 evaluation: Between December 1999 and May 2000, Prawit Erawan, a faculty member of Mahasarakham University, conducted document reviews, interviews, surveys and field visits to the original 23 model child-friendly schools. His report, published in 2001, provides the clearest description of the child-friendly approach in the early phases of the TCFSP. He identifies more than a dozen organizations involved in operationalizing or providing budgetary or technical support to the TCFSP, including governmental and non-governmental agencies as well as national and international agencies. These agencies implemented or supported two basic activities: training, supervision and follow-up by district and non-governmental organization staff; and governance at the school level.

- Training:* Five partner organizations, with financial support from UNICEF, each provided training in one of the five core areas, as shown in Table 1 (page 28). In general, most trainees found the topics new and interesting. The training on organizing of participatory learning given by MAYA particularly impressed the participants.

Erawan noted several problems with the training, beginning with the difficulty of scheduling because so many different agencies were independently responsible for different topics. He suggested the trainings be integrated into one course, with efforts to reinforce messages from each topic in all the others. He also recommended trainers pay more attention to differences among the schools and their teacher development. He concluded that training during the first year demanded an unrealistic amount of time on the part of all involved. In addition, the training topics were developed based on the elements of the TCFSP, not on needs identified at the school level. As a result, some topics were not relevant to every school and training time was wasted. Some schools without computers, for example, were trained in computerized school information systems.

Nonetheless, most trainees interviewed said the topics were interesting and useful, that resource persons involved in the training were highly knowledgeable in their specialities, and that each course emphasized real, practical applications and demonstrated participatory learning approaches. In general, teachers said they needed more training on child-centred learning activities and life skills development because these elements involved changing long-standing lesson plans and teaching habits.

b. *Supervision and follow-up*: This appeared to be adequate from both the chain of command (provincial and district supervisors) and from the partner organizations. Teachers and administrators, however, requested more formative supervision, particularly hands-on work in the classroom on the subject of child-centred learning. They also noted that the activities of the programme had a tendency to multiply, overburdening the schools and preventing schools from providing the time and attention necessary to improve individual activities. In terms of internal school supervision, larger schools needed better, more formal systems than smaller schools.

c. *Governance at the school level*: Erawan found 21 of the 23 pilot model schools had developed functional governance systems that took one of two forms, each with its own strengths and weaknesses. Schools in which responsibility for different activities were assigned to different individuals had clear lines of responsibility, but only school administrators had a clear vision of CFS as a whole-school programme. Schools that tried to integrate activities had a higher level of general awareness of child-friendliness but had a harder time measuring results.

Using 335 teacher surveys, Erawan attempted to measure the performance of the individual elements of the TCFSP as well as the overall operation of CFS at the school level. He developed quantitative scores for 23 aspects of the CFS model and, for each aspect, quantified:

- Teachers' knowledge and understanding.
- Teachers' performance.
- Significance to the school.
- School performance.

Erawan assigned scores that ranged from 1.5 (unsatisfactory) to 3 (very good) and found very few 'unsatisfactory' aspects. Because no baseline for these elements and aspects was established at the beginning of the project, the degree to which CFS activities impacted these scores cannot be established. Erawan's scale, however, could have established a baseline for future assessments of these schools and others where CFS was introduced.

In concluding the assessment, Erawan lists several issues and improvements that should be considered and ways child-friendly concepts might be extended to more schools. The

issues largely relate to applying a uniform set of activities to each school, a process that sometimes overburdened school personnel with too many activities and lost the overall connection to children's rights. Lack of clear indicators for each element of child-friendliness meant that schools tended to lack a sense of progress even as they undertook yearly self-assessments. The division of labour across many partner organizations resulted in a fragmented approach that needed to be resolved if schools were to develop a more integrated approach to child-friendliness.

Because of uneven adoption of CFS elements across schools, Erawan suggested that each of the 23 schools should undertake an assessment of its progress to date on each CFS element prior to developing a new school improvement plan. Finally, in terms of extending child-friendliness to other schools, he identified two strategies: developing additional model schools, or developing national CFS policies and disseminating the concepts of child rights and child development to prompt many more schools to take their own CFS initiatives. By the time the assessment was completed, however, Phase 3 of the TCFSP was already launched.

TCFSP: Phase 3, October 2000–September 2001

The original plan for Phase 3 of TCFSP called for model schools to be established in 800 districts in 75 provinces. Although no contemporary documents covering this phase are available, it is clear this target must have been radically reduced; the reasons for this reduction, however, are not clear.

Meanwhile, the 1999 National Education Act mandated a major education system reform, including learner-centred pedagogy, by 2002. A three-year project (TA 3285-THA) funded by the Asian Development Bank and implemented by the RTG's Office for Education Reform received applications from 4,000 schools to pilot the new model of teaching, learning and school reform; 253 eventually participated in the national pilot project. Numerous workshops provided schools with broad guidelines related to conducting the project, and each subsequently developed their own distinct methods to achieve student-centred learning reform and school-based management. Targeted 'mini block grants' were made to schools. Quantitative analyses found significant improvement in many of the pilot schools in less than 12 months.

In addition to learner-centred pedagogy, the education reform project emphasized the need for more and better science and mathematics instruction in all Thai schools. A synthesis report argued, "Thailand is already some 10-15 years behind where Korea was in the early 1980s, in the area of science, research, and development" (Fry 2002). Reports like this one tend to draw attention to the majority of schools that were not failing but that with concerted effort could become excellent – rather than the schools that were struggling and the children who did not enrol or stay in them.

TCFSP: Phase 4, October 2001–September 2002

In Phase 4, the number of schools implementing the CFS approach increased to 346, all in relatively underserved districts in the north and north-east. These schools served approximately 80,000 children, of which one third were disadvantaged, compared to one fifth in Thai primary schools nationwide. These schools were all, to a greater or lesser extent, implementing school self-assessments, and developing and using child-centred learning methodologies, school management information systems (SMIS), life skills education and livelihood education. For the most part, UNICEF funding supported training and technical assistance as follows:

1. Every teacher, three to five days of training on each of five key topics during the first year = \$715 for training/school/topic for 10–15 teachers, therefore, 1 teacher's training = \$50–\$70. Costs are reduced during the second year, when some first-year teachers become trainers.
2. ~\$1,200 for learning management information system/school to train, monitor and maintain LMIS.
3. Equipment for livelihood life skills such as sewing machines or agricultural implements (\$120–\$480/course/term)
4. Outside experts to assist with assessment, modelling desired skills \$240/school. Should be less needed as more model schools mature.
5. Two to five meetings/year, with refreshments ~\$1/person (UNICEF Thailand 2002).

By August 2002, UNICEF and RTG officials had visited 119 of the child-friendly schools and reported an enthusiastic response by the community, school officials and students; a more systematic evaluation was expected shortly thereafter (UNICEF Thailand 2002).

Phase 4 evaluation: From 12 September–10 October 2002, with funding from UNICEF, ONPEC staff revisited 4 of the original 23 schools to observe classes and to conduct individual interviews and focus group discussions (RTG 2004). These schools included one large, one medium, one small and one with special needs. The assessment analysed each of these schools in terms of five CFS activities: school management information system, active learning, life skills development, school self-assessment and school-community collaboration. This assessment makes reference to the earlier assessment (Erawan 2001) but does not adopt its methodology or attempt to build on its indicators or findings. The assessment is largely impressionistic and reports that most aspects of CFS are operating well in these schools with some exceptions. It noted that most of the four schools need better income-generating activities to support the school and that the cost of the annual school self-assessment, including community participation, needs to be included in the school's annual budget.

Project 2: UNICEF's Child-Friendly School Initiative (CFSI, 2002-2006)

At the start of UNICEF's 2002–2006 country programme, UNICEF designated 18 of Thailand's 76 provinces as 'priority provinces'; its Child Protection and Development Programme, including education activities, focused on just 10 provinces in the north and north-east.⁶ In 2003, the initiative added 86 child-friendly schools, bringing the total to 459. To strengthen networking among the increasing number of child-friendly schools, TLSDF, with UNICEF support, launched the bimonthly *Child Friendly Schools Network Magazine*; it focused on sharing 'best practices' and featured articles variously targeted towards supervisors, teachers, parents and children.⁷

Also in 2003, the RTG undertook a major bureaucratic reform, reorganizing the offices responsible for primary and general education into the Office of the Basic Education Commission. This resulted in the relocation of Royal Thai Government staff previously trained to become CFS trainers and required the training of many RTG trainers newly assigned to the priority districts. The personnel who would have a key role in supervising and supporting CFS were positioned in 172 new Education Service Area Offices (ESAOs) in Thailand's 75 provinces.

That same year, the RTG offered its first international training programme on CFS and received study visits from China through the Third Country Development Cooperation programme. In 2004, all members of the Southeast Asian Ministers of Education Organization agreed to make all schools in South-East Asia child-friendly, further encouraging the RTG to expand CFS beyond the 500-plus model schools at that time supported by UNICEF. Also in 2004, as an outreach effort, the Office of the Basic Education Commission launched the Thai language CFS website⁸ and standardized six CFS manuals that had previously been developed by different CFS partners. With support from UNICEF, the RTG printed and distributed 5,200 copies of these guidelines in 2005.

As part of efforts to achieve the goal of more pedagogically progressive and high-achieving schools, in April 2003, the RTG launched the One District-One Lab (ODOL), or 'Dream School', initiative. ODOL aimed to reduce major gaps between the quality of schools in rural areas and in urban areas, by establishing one school in each district that was fully equipped with computers and other learning materials and equipment.

As under the earlier Pilot School Project, the schools did not apply directly to participate in this programme, rather the district or community – which would need to mobilize much of the resources for the new ODOL-related activities and equipment – were required to

⁶ Previously, child-friendly schools had been operating in 14 or more provinces. The relationship between those 14 and the 10 priority provinces under the 2002–2007 country plan is not clear.

⁷ http://www.rakdek.or.th/data/TLSDF_Eng/what_we_do_cfm.htm

⁸ <http://www.cfsthai.com/>

nominate the secondary schools in their areas. This was necessary because the community also had a major role in school planning and decision-making once a school was accepted into the programme. Many of those involved in initiating and designing the ODOL schools were fully aware of the CFS approach, and several CFS elements were included in the schools. ODOL schools often differed from child-friendly schools in that they were not required to be located in disadvantaged communities.

The EFA *Global Monitoring Report 2003/4* showed close to 1 million out-of-school children in Thailand and both UNICEF and the United Nations Educational, Scientific and Cultural Organization (UNESCO) used these results to advocate for more attention to out-of-school children (Toh 2003). In addition to promoting CFS in conventional schools, UNICEF began to develop child-friendly alternative learning centres tailored to the needs of specific underprivileged groups, such as migrants from Myanmar and ethnic communities speaking Thai as a second language. To help the RTG identify the pockets of greatest need, in 2004, UNICEF supported the development and piloting of tools and methodology for a Thai national education survey – based on the education module of UNICEF’s Multiple Indicator Cluster Survey, and piloted in just five districts and in Chiang Mai.

In the wake of the December 2004 tsunami, which mainly affected some of the poorest provinces in the south of Thailand, the national education survey was postponed. The 2005 midterm review of UNICEF’s country programme expanded the number of priority provinces to 25 for the programme as a whole and to 21 for the education programme, in large part to accommodate new provinces in the south that had been hard hit by the tsunami and later floods. UNICEF began supporting CFS activities in the south in addition to the 10 provinces in the north and north-east, dedicating much effort to rebuilding and re-establishing schools in tsunami-affected areas during 2005–2007.

In 2005, for the first time, the RTG required public schools to enrol all children in their communities, regardless of their nationality or registration status; it also launched a new initiative for teaching in minority languages. UNICEF’s 2005 midterm review concluded that the country office needed to focus more of its efforts on out-of-school children. In the midst of the tsunami response, UNICEF managed to support training for 80 trainers on collecting and analysing data, and a population census conducted in 13 districts identified many out-of school children. The census also determined that only one fifth of children were entering primary school at the right age.

UNICEF continued to support small-scale efforts to provide education directly to the most disadvantaged groups. In 2005, for example, it supported non-formal education for 781 Myanmar migrant children; alternative education in 17 household-cluster learning centres for 424 out-of-school children; and education funds for 422 children orphaned by the tsunami. It also began a new initiative for teaching in minority languages in the early grades of primary school (UNICEF Thailand 2005).

During the last year of the 2002–2006 country plan, UNICEF summarized the results of its education programme as follows:

“Going to scale with the CFS initiative after several years of piloting was one of the highlights of the year. The programme component focused geographically in the six tsunami-affected provinces; four southern-most provinces where conflict is persisting; one province (Nan) in the north; and ten selected districts with high levels of disparities in the north and northeast” (UNICEF Thailand 2007).

By the end of its 2002–2006 country plan period, UNICEF had supported more than 1,000 child-friendly model schools nationwide with materials, technical assistance or training, mainly implemented by such partners as TLSDF. In an effort to institutionalize CFS, much of this support consisted of training of trainers and cascade training for government officers at the national and decentralized levels as well as for school supervisors, teachers, parents and children.

In 2005, the Office of the Basic Education Commission assumed responsibility for producing and distributing guidelines for implementing five of the six core CFS activities,⁹ in both Thai and English. As early as 2005, UNICEF and the Basic Education Commission had been discussing CFS benchmarks and national CFS indicators. In 2006, UNICEF reported that new CFS indicators had been used to develop SSA and SIP in 403 new child-friendly schools. With support from UNICEF, the RTG was integrating CFS concepts into more aspects of the education system, including school and student standards, teacher education, curriculum reform, supervisor training, and monitoring and supervision standards.

The third project evaluation: In May 2006, UNICEF commissioned a ‘formative assessment’ of the CFS initiative (Bernard 2006) to be used as input to discussions with the Ministry of Education about a new Country Agreement. This was the first external review of child-friendly schools in Thailand since 2001. The assessment involved three activities, all focused on CFS activity at the school level:

- A document review of the UNICEF-supported CFS effort, conducted by a foreign consultant.
- A survey of school directors, teachers, students, parents and guardians in 17 child-friendly schools, 16 ODOL schools, and 16 control schools not involved in either programme, conducted by the ESAO.
- Qualitative field work in 9 child-friendly schools, 8 ODOL schools and 2 control schools not involved in either programme, conducted by a foreign consultant working with a translator.

The methodology of the survey component of the assessment was problematic, as the assessment itself acknowledged.¹⁰ The survey did not permit comparisons between

⁹ The Thai Government has not finalized the life skills guidelines.

¹⁰ Schools were not randomly selected; rather, they “were included based on their being considered by OBEC [Office of the Basic Education Commission] and UNICEF officers as *actively engaged* with their respective innovations, and preferably, but not necessarily, *making progress* on one or more the core dimensions involved” (Bernard 2006). The selected schools represented less than 2 per cent of all CFS and

schools or school types, rather it drew attention to different perspectives among stakeholders within a school: supervisors, teachers, guardians and students. The analysis contained in the assessment report, therefore, is based largely upon qualitative fieldwork, which used technically sound data collection and analysis methods but covered just nine child-friendly schools. The nature of qualitative analysis, however, means the results of this assessment must be treated as 'indicative' rather than 'conclusive'.

The assessment characterizes the CFS programme since 2000 as follows:

“By the end of the 1990s, the CFSI had moved on from the expressly pilot stage, continuing in a less intensive way, with UNICEF support and through the Bureau of Education Innovation Development, in the form of *limited training-of-trainers exercises* to selected schools; and relatively informal *research activities* aimed at providing analyses of its core components (especially SSA and SMIS) to policymakers and curriculum developers. In this context, the CFSI has also continued to be regarded as 'successful', every year attracting educators from around the region to visit schools and participate in the Ministry's CFS training programme” (Bernard 2006).

In the surveys, stakeholders were asked to rank their school on five dimensions: inclusivity; academic relevance and effectiveness; health and safety; gender responsiveness; and participation of both children and the community. The average scores were very similar across dimensions and across school models, ranging from 3.15 to 3.48 on a four-point scale. In general, the ODOL school stakeholders tended to rank their schools' performance higher than stakeholders for the other two types of schools. Bernard suggests this may reflect the level of excitement around the newer initiative (ODOL) and/or complacency around an older one (CFS).

The students in the CFS and ODOL schools were observably more engaged and outspoken than those in the non-programme schools. Despite the emphasis in both programmes and the 1999 National Education Act on learner-centred, activity-based teaching, teachers in CFS and ODOL schools were still mainly using teacher-centred pedagogy. In contrast, recent external evaluations conducted by the Ministry of Education, which graded schools based on their approach to teaching critical thinking, appeared to be successful, to some extent, in raising teachers' and parents' awareness of this subject and changing some teaching behaviour. In most schools, however,

ODOL schools. In selecting schools for the survey, schools of different types were not matched by the socio-economic status of the communities they served or by their prior performance. Nonetheless, an ex post facto analysis of school characteristics (Annex 4, Tables 1-3, Bernard), demonstrates that the students in the CFS are not more disadvantaged than those in the ODOL schools. Education Service Area Office staff, with only a brief preparation session and written guidelines, carried out the survey. Neither 'inter-rater' reliability nor consistency checks were conducted. Finally, the school scores gathered during the qualitative fieldwork were based on rankings done independently by school stakeholders about the position of their own schools on the CFS dimensions. These scores allowed comparison of perceptions of different stakeholders associated with one school but do not permit comparison between schools, even within one type.

physical punishment was being used to some extent, and at least infrequently, to control student behaviour, with the approval of guardians and even the students themselves.

The interviews revealed that, despite their status as 'model' schools, neither CFS nor ODOLS had systematic plans for sharing successful innovations with other schools in their districts or even with those nearby. Nor were any of the schools seeking and reaching out to out-of-school children in their communities. Nonetheless, the content, if not the discourse, of all four dimensions of child rights – protection, survival, development, participation – were found in all three types of schools, though less strongly in the non-programme schools. The assessment concludes with 31 recommendations for strengthening and perhaps integrating ODOL and CFS implementation at the school, district and national levels through four broad strategies:

1. Building coherence in policy, strategy and programme implementation.
2. Providing implementation support to school directors, teachers and the community.
3. Strengthening the capacity of decentralized Education Service Area Offices to support implementation.
4. Strengthening the national monitoring and evaluation system.

CFSI: 2007–2011

The activities and specific results undertaken in 2007 built on much of the work of the preceding nine years, introduced some new components and began phasing out some services in the tsunami-affected areas. A complete list of these activities and expected results is provided in Annex A (*page 38*).

At the national level, in 2006, more than 60 Faculty of Education staff had been trained on CFS components; in 2007, UNICEF supported a workshop to begin mainstreaming of CFS components into pre-service teacher education curricula (Matthews 2007b). Under the rubric of 'global education', UNICEF supported at least one five-day workshop for developing curricular or extra-curricular materials to supplement coverage of children's rights in current textbooks (Matthews 2007a). CFS indicators were integrated into the internal and external quality assurance instruments and mechanisms of the Ministry of Education and the Education Service Area Offices. UNICEF also supported the establishment of 12 teacher resource centres in 10 provinces. Finally, UNICEF supported the formation of an Inter-sectoral Ministerial Advisory Commission and Working Group to develop early learning and development standards to extend CFS principles to pre-primary schools.

The CFS effort, therefore, went far beyond the estimated 1,100 schools that had participated in UNICEF-supported training for SSA and SMIS by the end of 2006. At the same time, school-related CFS activities as well as efforts to address the relative lack of children's participation in all schools continued to expand. Within two years after initiating

a Child Rights Club project in 2006, UNICEF was supporting almost 800 clubs for children. Since 2006, the CFS bimonthly newsletter has been devoted entirely to articles targeted towards children. In addition, because the 25 priority provinces and districts under the new country programme did not correspond exactly to those covered under the previous country programme, UNICEF provided training in CFS concepts to ESAO heads and 73 local authority officials in the 25 new priority provinces.

Previously having focused on HIV and AIDS and protecting children from abuse, in 2007, UNICEF expanded the 'healthy and protective' dimension of CFS and supported:

- Thailand-specific CFS architectural designs for future schools and toilets.
- Renovation of 192 schools and early childhood development centres consistent with those designs.
- Training for hundreds of officials, teachers, health offices in FRESH/WASH (Focusing Resources on Effective School Health/water, sanitation and hygiene) with a child-to-child approach, as well as maintenance of buildings and toilets.
- Training for teachers and instructors from 90 schools and non-formal education centres on using sports equipment donated by UNICEF to increase sports-linked health, life skills and conflict resolution activities.

During recent years, as new health issues such as avian flu and the tsunami after-effects have emerged, UNICEF supported the development of new modules for the life skills curriculum and trained teachers in concepts such as post-traumatic stress and hygiene to prevent the spread of avian flu. In addition, in 2007, more than 834 school principals had implemented iodine deficiency disorder days.

Gender responsiveness is a dimension conspicuously absent from the early Thai CFS frameworks. Although Thailand had succeeded in enrolling 90 per cent of both boys and girls in primary school by 2000, among the 10 per cent of children out of school there are distinct gender biases in some areas. In 2007, UNICEF supported an RTG study consisting of "a month-long training workshop and data collection exercise for 50 education staff working at the provincial ministry offices throughout Thailand. The guiding focus for this study was to determine any notable differences in the way boys and girls were being educated and, if differences were established, to determine what factors affected their educational opportunities, engagement, and ultimate performance" (Prouty 2007). The workshop found no egregious gender inequities but identified several ways in which the school and the system perpetuated gender stereotypes, including the pictures in textbooks for early grades.

Work to raise the profile of out-of school and at-risk children continues. In 2007, in the 25 high-disparity districts, UNICEF supported household surveys on out-of-school and at-risk children in those districts. UNICEF also supported a dozen or more small studies or small-scale interventions to address a range of issues for disadvantaged children, including but not limited to: establishing or strengthening multi-grade schools in very small communities; developing bilingual materials for kindergarten in four violence-

affected southern provinces; bringing 89 out-of-school seafaring and Burmese children to school; making teaching and learning materials more friendly for migrant children by establishing non-formal education daytime learning centres for migrant children and night-time learning centres for their parents; and providing training for non-professional teachers in two refugee camps along the Myanmar border.

Finally, UNICEF participated in a series of activities to extend child-friendly approaches to early childhood education, including participating in the development of Early Learning and Development Standards for four- to five-year-olds, supporting early learning for children from seven ethnic minority groups, and developing non-formal learning materials and training for improved parenting.

III. PROCESS

Like UNICEF education programmes in many other countries, the programme in Thailand operates with a very limited budget, just one full-time senior education officer and a very small staff. Initially, CFS was funded by UNICEF, and different activities were implemented through a variety of agreements with many different services providers, for example: non-governmental organizations such as TLSDF, university departments such as the Institute of Nutrition at Mahidol University, and various RTG agencies (*see Annex B, page 42, for a complete list of UNICEF's CFS partners during various years.*) Over time, the Royal Thai Government has integrated more CFS activities into routine school monitoring by ESAO staff, and RTG trainers now do most of the training associated with the programme.

From the start, the UNICEF country office has maintained a close relationship with the Minister of Education; eventually, the ministry adopted more and more policies consistent with CFS, if not the CFS terminology itself. During 2006–2007 and other years, much of this progress was attributed to UNICEF staff keeping in personal contact with the Minister of Education. Within the Ministry of Education until 2002, day-to-day responsibility for CFS resided with the 'International Cooperation' desk. Between 2002 and 2006, the formal focal point for this project in the Ministry of Education was at the Bureau of Educational Innovative Development; there were consistent efforts, however, to mainstream the CFS approach into the education system.

In addition, since the 2002 bureaucratic reform as well as more intensive education reform, UNICEF has worked closely with the MOE's Basic Education Commission to strengthen the CFS approach of the central Supervision, Monitoring and Evaluation group. This has involved other offices at the central level, including the bureau of special education administration, the bureau of policy and planning, and the division of architecture design; most importantly, the bureau of academic affairs and educational standards has been on board since 2002. At the local level, the Education Service Area Offices have been involved, and have implemented child-friendly practices in schools under their jurisdiction on their own initiative.

IV. OUTCOMES

As is the case for many international development organizations, particularly those routinely involved in emergency relief, UNICEF documents tend to focus on activities or outputs rather than on outcomes. All 'child-friendly' schools have some stakeholders trained in school self-assessment and in the development of school improvement plans. At present, there is no regular mechanism, apart from the ESAO's routine monitoring visits, for helping stakeholders implement school improvement plans or for organizing stakeholders to update SSAs and SIPs on a regular basis.

At the national level, the progressive realization of CFS implementation is measured initially in the outputs of workshops by key RTG staff, including: formulating revisions to bring the curriculum in line with gender-responsive and child-centred approaches; a schedule for integrating revisions into the current textbooks in the medium term and for developing extra materials to serve the purpose in the short run; and a number of national curriculum developers made more aware of child rights concepts and ways they might be incorporated in the existing curriculum. The desired outcome – engaging teaching and learning materials incorporating key child rights principles in many parts of the curriculum and used appropriately by teachers and school directors – will not, however, be achieved by the end of the workshop. Further support will likely be needed before the desired outcome can be realized.

The planned outcomes of UNICEF's CFS programme are summarized in the key objectives and purposes of the UNICEF education component of the country programme as well as in its expected results. Key objectives included for three out of the five years under the 2002–2006 country programme¹¹ are listed below. Wording which will change over time is underlined in the 2003 objectives; actual changes in this wording are italicized in the 2004–2005 objectives:

2003

- To increase accessibility and improve the quality of primary and lower secondary education, based on the experience gained from CFS.
- To bring the CFS initiative to scale in partnership with national and provincial and district authorities as well as community leaders and parents and guardians.
- To provide opportunities for life skills and livelihood education for disadvantaged and poor children, including girls at risk

2004–2005

- To increase accessibility and improve *the quality of education at all levels*, based on the experience gained from CFS.
- To bring the CFS initiative to scale in partnership with *national and local authorities* as well as community leaders and parents and guardians.

¹¹ The author had access to COARs for 2003–2007 only; the 2006 COAR did not list key objectives or purposes.

- *To improve the quality of primary and lower secondary education.*

Although the country office annual reports for these years cite many activities and large numbers of participants, they do not include expected quantitative results, nor does the 2006 formative assessment offer quantitative summaries of actual results. Efforts to estimate quantitative results are confounded by the change in priority districts over the life of the initiative.¹²

Outcomes cannot be judged without reference to cost-effectiveness. Bernard (2006) suggests that child-friendly schools during the 2002–2006 country programme might have been relatively cost-effective in terms of improving child-centred learning compared to the ODOL schools because the CFS approach does not necessarily demand the computers that are central to the One District-One Lab approach.

Child-friendly schools, however, and likely ODOL schools as well, are both costly in terms of labour for the teachers and school directors and demand more expert supervision time than the Education Service Area Offices are currently able to provide. An early implementer warned that no community-based school could survive very long without an outsider to facilitate the school management information system (Attig 2000). The necessary minimum input necessary from an outsider – either ESAO staff or another person – to ensure child-friendly schools are able to meet minimum standards for more than one year remains to be determined.

The tsunami response in 2005 provided new funding and perhaps new life to the CFS initiative at a time when many CFS dimensions were being integrated into the Government's primary education system as a result of the work of UNICEF and other initiatives intended to improve learning in Thai schools. The CFS framework provided a structured approach to organizing emergency education and rebuilding schools in tsunami-affected areas.

According to the 2006 country office annual report, "Going to scale with the Child-Friendly School Initiative after several years of piloting was one of the highlights of the year." In this context, 'going to scale' means integrating CFS standards into national standards for educating teachers, developing curricula and supervising schools. And the country office annual reports from 2003–2007 describe a great deal training in support of all these objectives. As noted earlier, the outcomes of this training will not be evident for several years, i.e., translated into new curriculum materials, new teachers who are more child-centred than their predecessors, or more child-centred early learning centres. In the meantime, attention to CFS will need to be maintained.

Finally, the emphasis in key objectives for quality – which shifted from "primary and lower secondary" in 2003 to "education at all levels" in 2004–2005 – may have been necessary to reflect increasing work on early childhood education. The shift in the third objective,

¹² See Annex B, page 42, for a detailed example.

from “provide opportunities for life skills...for disadvantaged and poor children” in 2003 to “improve the quality of primary and lower secondary” in 2004–2005 was reversed in the 2005 midterm review.

The formal purpose and expected results of UNICEF’s education component of the 2007–2011 country programme, as set in 2007, were as follows:

Purpose: Reduce disparities in access to early childhood, primary and lower secondary learning at the appropriate age, by emphasizing education quality; reaching children and young people both in and out of school, particularly those who are disabled, orphaned, or affected by HIV/AIDS; emphasizing gender and ethnic minorities; and using innovative teaching methods such as bilingual and multi-grade education, life skills, and school readiness.

Purpose-level results:

1. In 25 high disparity/vulnerability provinces –
 - (a) 40 per cent of primary and lower secondary schools in 25 selected districts implement child-friendly school (CFS) quality standards;
 - (b) 50 per cent of out-of-school primary school-age children in these districts are enrolled in either formal or non-formal schooling;
 - (c) the number of children benefiting from quality early child care and development services is increased by 30 per cent; and
 - (d) early child care centres and primary schools in the most vulnerable communities are provided with adequate water and sanitation.
2. Nationally – adoption and implementation of policies and strategies improving access and quality education for the most disadvantaged children.

The term ‘CFS’ does not appear in this purpose statement, and it only appears explicitly in one of the purpose-level results statements. The stronger emphasis on early childhood education in the results may be related to the high degree to which many child-friendly dimensions had been incorporated in strategic parts of the primary and lower secondary school systems. UNICEF can now focus all the more intently on children left-out or pushed out of school. Children who participate in early childhood education tend to enrol in primary school at the right age, at a higher rate than those who do not, and they tend to persist longer.

V. ANALYSIS

In the 10 years since UNICEF, Save the Children US, Mahidol University, MAYA and TLSDF launched their first CFS pilot in Nakhon Sawan, Thai schools have become more sensitive to child rights, to learner-centred instruction, and to the relationship between school environment and student performance. Some of this awareness is doubtless attributable to UNICEF’s partnership with the RTG on the Thailand Child-Friendly Schools Programme from 1998–2001 and on the Child-Friendly School Initiative from

2002–2006. It is, however, impossible to separate the effects of these programmes from those of other simultaneous initiatives to improve the quality of instruction in Thai primary and secondary schools, such as the Pilot School Project (2000–2002) and the One District-One Lab schools, which also focused on learner-centred pedagogy.

CFS resonated well with the public, the RTG and UNICEF, and on that basis alone, the decision to expand the TCFSP was made before the first year of piloting was complete. The pilot turned out to be very labour-intensive (*see Figure 1, page 37, for just one activity*); before the amount of supervision and materials necessary to achieve a minimum level of results beyond the first year could be determined, the number of child-friendly schools doubled in the second and again in the third year.

As a ‘training and visit’ approach, therefore, actual CFS implementation was heavy on training (particularly during the first year), and light on ‘visiting’, or supervision. The time needed to produce middle managers such as supervisors can cause bottlenecks in scaling up a new social service delivery programme. For the TCFSP, there were simply not enough government supervisory officers who had enough time or experience with CFS to adequately support rigorous implementation. Moreover, one year – let alone just one training session – simply may not provide new implementing officers with the amount of hands-on experience they need if they were to adapt the CFS model to different circumstances in different places.

Of necessity, the TCFSP expansion was implemented mainly through training for a fixed package of activities, and all participating schools were required to undertake the complete package. Even if a school self-assessment, itself a required CFS activity, revealed the need for only two of the CFS activities and a pressing need for two activities not included in the package at all, funding and training were only available for the activities in the package. This led, at the least, to some wasted training; Prawit (2001) writes of schools without computers that, nonetheless, had to attend training on a computer-based school management information system. It may also have contributed to the lack of ownership on the part of some of the CFS communities reported in the 2006 evaluation (Bernard 2006).

The shortage of experienced supervisors should have been addressed by 2003, the fourth year of the project, but a bureaucratic reform of the Thai public education system that year reassigned many trained supervisors to other areas without CFS, and their replacements had to be trained from scratch. The December 2004 tsunami affecting southern Thailand drew attention away from the nascent child-friendly schools in the north and north-east and added 10 or 11 new provinces/districts in the tsunami areas (an evaluation later in 2009 will address this). In response to pressing needs, UNICEF developed a Thai-specific school-in-a-box and provided new designs for rebuilding schools and toilets. Again, however, in these new geographical areas and with much pressure to get help out quickly, supervisors and trainers had to be trained in CFS and put to work with little mentoring or exposure to child-friendly schools.

As is the case with most whole-school reform approaches, CFS appears to work best in schools where there is thoughtful, energetic leadership on the part of the school director

and senior teachers. Although Bernard (2006) did fieldwork in only nine child-friendly schools, among them was one with such leadership, suggesting that although not the majority, a sufficient number of vibrant child-friendly schools may exist and could be used more frequently as model schools for those that are advancing more slowly.

As noted in the 'Impact' section of this report, the ultimate test of a school model is learning achievement. Child-friendly schools tend to be located in relatively disadvantaged areas, with lower than average population density, relatively far from government services, with relatively small enrolments and relatively poorly funded, given that central government funding is on a per student basis. These schools tend to serve children whose families have lower than average socio-economic status and literacy levels. All these disadvantages make it hard to attract and keep good teachers to already disadvantaged areas.

As a result, it would not be surprising to find lower learning achievement in child-friendly schools than in ODOL schools or even in non-programme schools, depending on the socio-economic status of the students and the qualifications of the teachers. Measuring the effects of CFS activities in schools in disadvantaged areas will therefore require controlling for student and teacher characteristics and measuring academic achievement at two points in time, before and after the intervention, in the same schools.

VI. THE FUTURE

Although it has been integrated into many parts of the education system, CFS so far appears to perform more effectively as a strategy to help schools better serve children already in school than as a strategy to bring out-of-school children to school and enable them to thrive in the classroom. On the inclusive dimension of CFS, the RTG has made progress with its policy to enrol all children in primary school, regardless of their residency status, and also to introduce bilingual education where it is needed. Funding and regulations at the local level to support these policies are still being worked out. UNICEF may have an important continuing role in CFS in Thailand in this regard. During recent years, it has supported household surveys and population censuses to identify and raise the profile of the estimated 1 million children who are not in school. UNICEF has also supported many alternative schooling arrangements to demonstrate more effective ways to reach out-of-school children.

The 2007 country annual report set forth the following future directions:

“In 2008, priority will be given to aligning the national policy on the age of school enrolment and the actual practice as data indicates that many children now enrol late. Another priority will be further mainstreaming the CFS initiative into the Thai educational system through institutionalising CFS components and the integration of the CFS concept into existing educational initiatives, pre-service teacher training and educational quality standards. Ensuring access to education for out-of-school and retaining children once enrolled will be the major focus of the CFS approach. Administrators from 14 remaining provinces out of 25 priority provinces

will be trained and re-trained on the newest CFS developments. Enrolment at the right age and access to education for excluded children (stateless, ethnic minority, migrant, refugee, poor, HIV/AIDS-affected, disabled) will be enhanced through close collaboration with the Ministry of Education and NGO [non-governmental organization] partners. Bi-lingual teaching and production of learning materials in the students' mother-tongue will also be prioritized.

“Support to the southernmost provinces will be expanded if additional funding can be identified, and Islamic schools such as Tadhikas and Pondokos will be included in activities promoting quality of education. The research-based bi-lingual teaching and learning initiative in the far south provinces and other education innovations such as multi-grade teaching and learning will remain priorities. The phase-out of the Tsunami recovery programme in 2008 will result in a significant scaling back of UNICEF’s contribution in education. One priority will be to ensure full documentation and sharing of lessons learned in the 2005-2008 Tsunami education programme response.

“Planned funding in 2008 is US\$50,000 from Regular Resources, US\$1,000,000 from Other Resources and US\$1,750,000 from emergency funds raised through the Tsunami Consolidated Appeal Process. Other Resources worth US\$500,000 still needs to be raised for activities in vulnerable districts in 2008.”

Over the next four years, UNICEF and the Ministry of Education have a strategy to mainstream CFS in the national school system at both the primary and secondary levels. The strategy includes strengthening and stabilizing the network of primary education policymakers, education supervisors and teachers who have already been trained by encouraging them – and for them to encourage each other – to make the CFS approach central to all aspects of their work. Several media will be used to strengthen communication within this network, for example, improving the CFS website and magazine, and organizing engaging dialogue in every region and at the ministry level. In addition, advocacy will be necessary to transform CFS from one item on a long list of topics covered in pre-service teacher education into the core framework for thinking about teaching and learning.

In terms of scaling up CFS, some see the One District-One Lab programme as an excellent entry point for CFS. Mainstreaming CFS into secondary schools is also envisioned. Action research at two levels could help move this along. First, schools just starting to adopt the CFS approach need help establishing baselines as well as monitoring and evaluation processes in order to get a handle on outcomes, impact and cost-effectiveness. A commitment to providing quality education for all disadvantaged indigenous children as well as serving all migrant children – especially in the 25 UNICEF priority districts – will, by definition, demand the development of new types of child-friendly schools and activities. Finally, further development of key performance indicators for each dimension can increase the effectiveness of advocacy and of tracking progress.

Table 1. Thailand Child-Friendly Schools Programme: Types of training**TARGET**

AT: administrator training

TOT: training of trainer

TT: teacher training

ORGANIZATION

TLSDF: Thailand Life Skills Development Foundation

MAYA: Institute of Cultural Arts for Development

INRMU: Institute of Nutrition Research, Mahidol University

ONPEC: Office of the National Primary Education Commission

PPEO: Provincial Primary Education Office

DPEO: District Primary Education Office

	Topic	Organizer	Method	Trainee	Target	Speaker	Based
1.	Explanation and creation of awareness	ONPEC/ Save the Children USA	Seminar	-PPEO administrators -School administrators -Educational supervisors	-AT	-ONPEC	-National
2.	Child-centred learning	ONPEC -PPEO/ MAYA	Workshop	-Educational supervisors	-TOT	-Foreign expert	-National
			Workshop	-Core teachers -Core teachers	-TT	-PPEO/ MAYA	-Provincial
			Study tour	-Educational supervisors -All teachers	-TT		-Provincial
3.	Self-assessment and child rights	-ONPEC/ UNICEF -ONPEC/ TLSDF	Workshop	-Programme officer	-TOT	-Foreign expert	-National
			Workshop	-Educational supervisors -School administrators -Core teachers	-TOT	-TLSF/ Save the Children USA	-National
		-PPEO	Workshop	-All teachers -Community -Students	-TT	-PPED	-School
4.	Managing Information System (MIS)	-INRMU	Workshop	-Core teachers	-TT	-INRMU	-Local area
5.	Life skills	-ONPEC+ TLSDF	Workshop	-Educational supervisors -Core teachers	-TOT	-Foreign expert	-National
		-TLSDF	Workshop	-Educational supervisors -Kindergarten teachers + -Prathom 5 and 6 teachers	-TT	-TLSDF	-National
6.	Self-esteem and confrontation with death	-TLSDF	Workshop	-Teachers in local special area	-TT	-TLSDF	-Local area

Source: Erawan 2001.

Table 2. Illustrative Child-Friendly School Activities in Thailand

<p>Child Protection and Development Programme, 2002–2006 18 priority provinces, increased to 25 since 2005</p> <p>2003 459 CFS in 10 provinces</p> <p>Inclusive:</p> <ul style="list-style-type: none"> • Developing child-friendly alternative learning centres for less-privileged children, especially migrants from Myanmar • 549 schools (86 new) are implementing school self-assessments (SSAs), child-centered learning (CCL), school management information systems (SMIS) and life skills education <p>Supportive policy environment:</p> <ul style="list-style-type: none"> • CFS training for staff in newly established educational area offices <p>Monitoring, studies and evaluation:</p> <ul style="list-style-type: none"> • Sharing 'best practices' through a bimonthly newsletter • With UNESCO, supporting initial workshop to construct EFA survey instrument and sampling frame for Thai Education for All survey, 2004 • Organized training on 'CFS: Theory and Practice' for Third Country Development Cooperation (TCDC) programme • Study visit for 15 participants from China under TCDC • Study visit for 18 participants from six South Asian countries on life skills-based education for HIV/AIDS for TCDC programme • Completing Child-Friendly Schools Project Assessment • Education Department of Bangkok Metropolitan Administration (BMA): <i>CFS activities guidelines manual, CFS project management guidelines manual</i>. Former Department of Education: <i>Manual for learner MIS, guidelines for implementing CFS in secondary schools</i>. Former office of National Education Commission: <i>CFS administrator manual, manual for school assessment, guidelines for organizing child-centred learning, livelihood project manual, SMIS and CFS checklist</i> <p>2004 ~520 CFS in 10 provinces</p> <p>Rights-based: Highlighted in school self-assessment component</p> <p>Inclusive:</p> <ul style="list-style-type: none"> • Advocacy to ensure learning opportunities for all children (~1 million out of school) • Added 50 schools, for a total of 113 child-friendly schools in BMA • Added 12 Ministry of Education (MOE) schools to Child-Friendly School Initiative (CFSI) <p>Effective for learning: 134 schools introduced to child-friendly/girl-friendly teaching and learning</p> <p>Healthy:</p> <ul style="list-style-type: none"> • HIV/AIDS learning integrated into 6 child-friendly schools and 2 temple schools in upper north (2,000 children benefited) • Sex education introduced in 50 schools, newsletter disseminated, teachers trained <p>Supportive policy environment: Training and equipment support for CFSI</p> <p>Monitoring, studies and evaluation:</p> <ul style="list-style-type: none"> • Planning included: <i>CFSI assessment; national survey of education statistics and EFA; child-friendly city conceptual framework and indicators</i> • MOE piloted national education survey in 5 northern districts using survey and methodology based on Multiple Indicator Cluster Surveys' education module • CFS website developed

- CFSI manuals finalized
- UNICEF-UNESCO study 'Sexual Harassment by Teachers and Peers in Public Secondary Schools in Thailand: Bangkok, Chiang Mai, Khon Kaen, Yala'

2005 ~650 CFS in 10 provinces ~US\$ 2.67 million

Rights-based:

- Training of trainers (TOT) on child rights for 100 trainers

Inclusion

- Focus on migrants, with or without legal documents, and ethnic groups living on islands
- Non-formal education provided to 781 migrant children from Myanmar
- 17 household-cluster learning centres provided 424 out-of-school children with alternative education
- TOT on CFS for 140 trainers
- Sessions on school self-assessment
- Training on SMIS for teachers
- Training on life skills and livelihood education for teachers
- 422 children orphaned by the tsunami receiving education funds
- Hundreds of tsunami-affected schools receiving furniture, equipment, learning materials and sanitation upgrades

Effective for learning:

- Child-friendly learning and teaching introduced in more than 600 schools (134 in 2005)
- 453 students and caregivers received learning materials
- 34 schools under Office of the Basic Education Commission and 100 schools under BMA promoted to become child-friendly

Healthy:

- Updated teacher training and curriculum on HIV/AIDS, sexuality and life skills in all schools, nationwide

Participatory:

- Training on SMIS for teachers
- TOT on participation for 100 trainers

Supportive policy environment:

- Population census raises awareness of out-of-school children among government officials
- MOE requires schools to accept all children, regardless of nationality or registration status
- New initiative for teaching in minority languages
- Meetings on CFS for inter-ministerial groups, school administrators and local government

Monitoring, studies and evaluation:

- *MOE national education survey*
- Local education assessments completed
- Supported population census in 13 districts and trained 80 trainers to collect and analyse data to track out-of-school children
- MOE-UNICEF developed and printed 5,200 copies of six CFS manuals, including *Operational Guideline for CFS; CFS Checklist; Guideline for School Self-Assessment; SMIS; Child-Centred Learning in CFS; and Livelihood Project in CFS*
- BMA produces and publishes 520 copies of two CFS guidelines

2006 > 1,000 CFS in 21 provinces ~US\$ 3.54 million

Rights-based:

- Child rights clubs established in 251 schools; distributed 650 child rights training kits, 5,340 sets

of child rights cards

Inclusive:

- Thai-specific School-in-a-Box developed; 40 self-study units and 70 units on life skills under review

Effective for learning:

- CFS indicators developed and put into use for additional community-based SSA and school improvement plan for 403 schools (total CFS-supported >1,000)
- 65 Faculty of Education staff and 352 intern students in Phuket trained in six CFS components
- 4,027 teachers trained on CFS components
- Intersectoral Ministerial Advisory Commission and Working Group established to develop Early Learning and Development Standards (ELDS)
- 400 indicators developed for seven ELDS domains

Healthy:

- Skills-based flu prevention and health curriculum developed for K–12
- 2.98 million posters, 809,000 booklets, 190,058 teachers' manuals and 296,890 bars of soap provided to all 40,000 schools and learning centres, nationwide
- 240 mentors trained in northern and central region
- 200,000 notebooks and bookmarks with HIV/AIDS prevention messages distributed in 251 schools

Participatory:

- 4,000 newsletters produced and distributed to 800 schools

Supportive policy environment:

- Emergency preparedness and response plans developed by MOE in all sub-provincial education administration offices in 25 provinces and intensively piloted in 39 schools
- 80 policy and planning officers from central, provincial and sub-provincial levels trained in Inter-Agency Network for Education in Emergencies (INEE) minimum standards, risk reduction, prevention and emergency response
- TOT training for 75 administrators from MOE and non-governmental organizations in SMIS, life skills, and tracking and mentoring of out-of-school and at-risk children

Monitoring, studies and evaluation:

- Bernard CFSI Assessment (73 schools)
- 9 district surveys in north/north-east to locate out-of-school children, understand exclusion, and provide baseline for tracking and monitoring systems in target communities

Education Programme: (2007–2011)

25 priority provinces

2007 >1,300 CFS in 25 provinces US\$ 5.40 million

Inclusive:

- 550 teachers involved in establishing tracking/monitoring system for out-of-school/at-risk children
- 327 additional schools carried out SSAs and developed school improvement plans and SMIS
- 450 Thai-specific School-in-a-Box kits distributed and 50 set aside for future emergencies
- 89 out-of-school seafarer and Burmese children enrolled in government schools
- 21 schools participated in making teaching materials and methods more conducive to migrant children
- 724 administrators and teachers trained in assessing and addressing learning difficulties and psycho-social needs at the classroom level and establishing a referral system introduced for children needing more intense support.

Effective for learning:

- 1,815 teachers trained in child-centred teaching and life skills, including health, hygiene and nutrition
- 2,452 teachers trained in interactive library practices
- 1,557 teachers trained in positive discipline
- CFS concepts integrated within pre-service teacher training into core subjects (psychology and educational development) or as part of basic education curriculum
- Bilingual teaching and learning materials for two kindergarten classes in four violence-affected southern provinces
- 10 small schools piloted Thai-specific multi-grade teaching methods

Gender sensitive:

- 50 trained administrators and educators reviewed 1,118 textbooks for gender stereotyping and developed indicators and instruments for continuous quality control; also developed new tools for assessments at school level
- 12 teacher resource centres established in 10 provinces
- CFS website created to disseminate work to date

Healthy:

- Thailand-specific CFS architectural designs developed for future school and toilet construction
- 192 schools and early childhood development centres being rehabilitated consistent with CFS designs
- 265 officials from several ministries, teachers, health officers and caregivers trained in FRESH/WASH, child-to-child methodology and maintenance
- 1,140 students at 114 schools participated in “Thai kids can do” promoting safe drinking water and healthy hygiene
- 834 principals implemented iodine deficiency disorder (IDD) days
- 178 teachers and instructors from 90 schools and non-formal education centres, trained on ‘red-ball-child-play’ and provided with sports equipment to increase capacity for sports-linked health, life skills and conflict resolution activities

Participatory:

- 439 schools established child rights clubs to increase students’ participation in decision-making and to improve school environment
- 881 teachers trained in data collection for school management information system
- 300,000 copies of newsletter distributed to 987 schools

Supportive policy environment:

- CFS indicators integrated into internal and external quality assurance instruments and Ministry of Education mechanisms
- Education Service Area Office Heads from 25 provinces and 73 local authority officials trained in CFS concept

Monitoring, studies and evaluation:

- Household surveys on out-of-school and at-risk children in all 25 high-disparity districts
- Research on bilingual teaching in 10 schools in four violence-affected southern provinces

Source: UNICEF Thailand Country Office Annual Reports, 2003–2007.

Table 3: Outcomes of CFS, by stakeholder

CFS students	<p>Healthy atmosphere and nice environment – green, lots of space, health checks and lessons on taking care of our own health (as an HPS).</p> <p>Child-friendly, with “lots of activities that follow child rights”.</p> <p>An art curriculum, “we got an award in a drawing competition”.</p> <p>Students can work independently “without the control of teachers”</p> <p>Students behave well, dress according to the rules.</p> <p>Teachers give weekly health checks of nails and hair;</p> <p>Teachers “help us understand the lesson”.</p> <p>Teachers help students learn to live a Buddhist life-style, “although other students do not need to follow this if it is not their culture”.</p> <p>Discipline is good, teachers “help us understand how to behave” and “find different ways of punishing that are not physical”.</p> <p>Interaction between teachers and students is good: “we can ask any questions and the teachers answer”, “when we don’t understand, they give us extra time”.</p> <p>Health promoting school: health checks every year by a doctor/nurse; teachers check students every month, talk about HIV and drugs; students form groups “to check ourselves, keep the school clean”.</p> <p>The school is democratic: students “take part in decisions, help plan when visitors come, organize activities”.</p> <p>Students work well together, have good self-discipline, are honest and helpful.</p> <p>There are many activities that let students and community work together, “when we learn about agriculture, for example”.</p> <p>There is good sense of unity among students.</p> <p>Teachers are kind, providing good guidance for learning, especially for disadvantaged students.</p> <p>School supplies materials – pens, paper, books.</p> <p>Teachers let students express opinions, ideas.</p> <p>Students can “learn in a happy way”: there is no bullying, they take responsibility for duties e.g. cleaning</p>
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Table 3: Outcomes of CFS, by stakeholder*Continued from page 31*

Teachers	<p>Less emphasis on discipline and control by the teacher: "Before deciding on any activity, we think about the students and if it is appropriate for them".</p> <p>More opportunity for in-service training, organized by the director</p> <p>Student participation is better; "we get their opinion in every activity of the school". As a result, "students are more confident, making it easier for us because they are asking more of the questions".</p> <p>"We are learning together with students as a family"</p> <p>Helps teachers to know children better, to be patient,...to learn from and with them, ... adapt to them.</p> <p>Helps teachers to take a problem-solving approach in working with students, rather than just the theory of the TTC.</p> <p>There is a strong focus on children having a role</p> <p>Protection is shared between teachers and students; children know their rights and duties in their developing their learning.</p> <p>Teachers see their own learning as important, how to create a learning environment to facilitate students' learning.</p> <p>Change in teaching that starts with lesson plans to approach based on an analysis of a child's background, capacities, interests, "developing the lesson in a way to meet the child."</p> <p>Helped teachers find ways of "interacting with students that takes their and their families' problems into account".</p> <p>Students and teachers know better what they have to do: students have to keep the school clean, be self-disciplined; teachers "see that we have to help children, not abuse them."</p> <p>"We know what child rights are and try to support them" by:</p> <ul style="list-style-type: none"> - cooperative learning, less lecturing and more tailoring to individual students; - cooperating with guardians to help children learn; - caring for children: "I know children's safety is part of my responsibility"; - using methods to help children master their learning, think for themselves, do self-study.
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Table 3: Outcomes of CFS, by stakeholder*Continued from page 32*

Directors	<p>Students are happy to come, smile and attend regularly</p> <p>Students interact better with teachers, ask more questions, express opinions</p> <p>Stronger guardian support: donations, suggestions/feedback on actions taken by the school, attending events</p> <p>Students are happy here, bright eyed and smiling; they come every day and are easy-going with peers.</p> <p>Relations between teachers and guardians are good; they help each other</p> <p>Teachers are kinder Increased involvement of guardians “because of the focus on child rights...</p> <p>Changes in teachers’ traditional behaviour, to recognize that “guardians and students would have to be involved in all activities...it fits well with the education reform that emphasizes students’ ability as taking the major role in the their own learning...”</p> <p>Teachers promote more group projects “to give children self-directed learning experience”, use a “buddy-system” on field trips “so children help each other”;</p> <p>Students are involved in everything, exchange ideas, contribute to classroom rules;</p> <p>Teachers/director visit families “regularly”, to check on health status and “we attend funerals, to show the school is part of the community.”</p>
Guardians	<p>School is cleaner</p> <p>Students are confident expressing ideas, they think more clearly</p> <p>We can talk/give opinions to the school</p> <p>Children have learned how to think for themselves: to have self-confidence, express themselves; they take responsibility and have a better sense of duty.</p> <p>Children have learned more about Thai culture.</p> <p>Because of these “the school has done better on the external evaluation 2nd phase”.</p> <p>There has been a “major” drop in absenteeism and increase in enrolment.</p> <p>There has been a significant improvement in the quality of life in the community - less alcoholism, drugs, sex—in a large part because of “our interaction with the school”: as the quality of the school got better for our children, they “wanted to contribute to that” by making sure their life at home supported them.</p> <p>Most important, children are learning as individuals, according to their potential; but at the same time, they are learning to be part of the community, that “no matter how good they are, they have to help others...”</p>

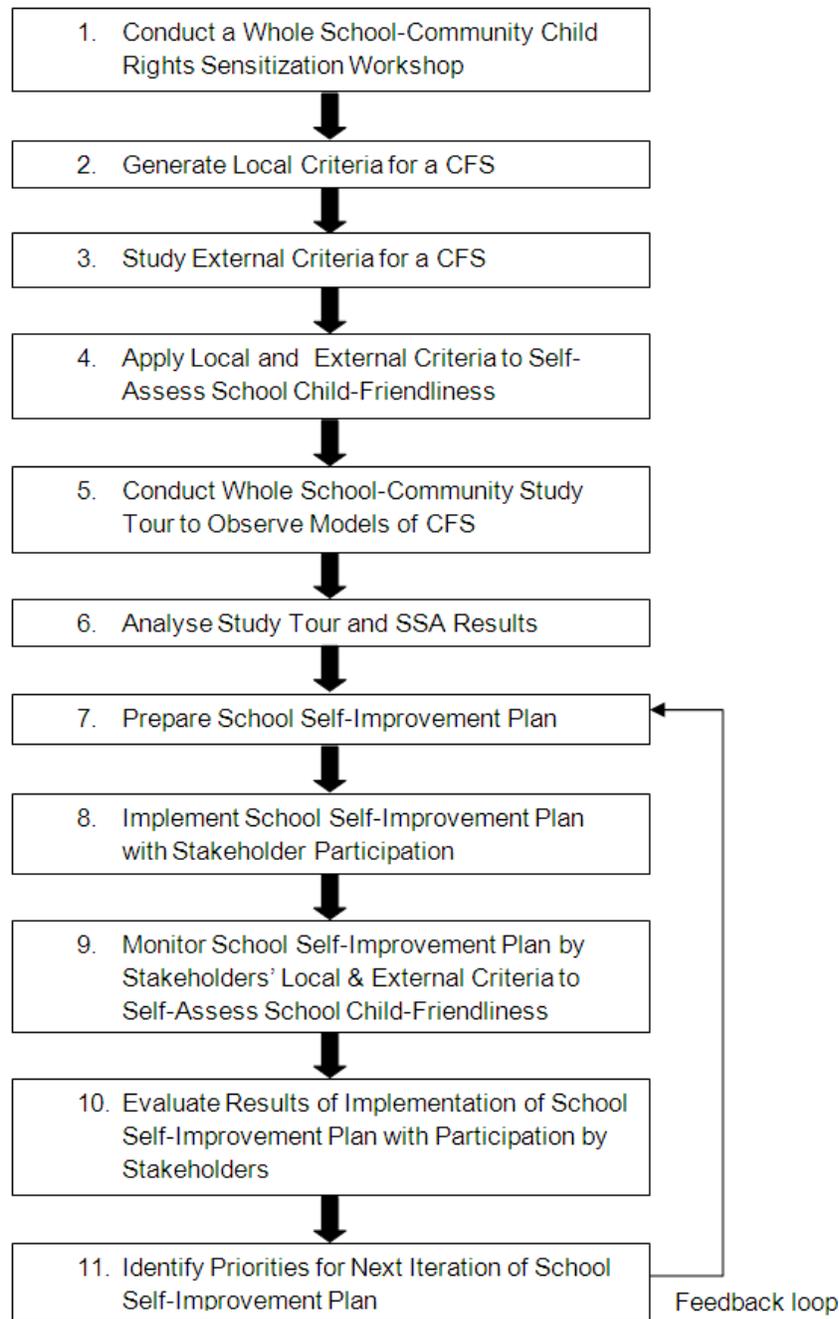
Table 4. Child-Friendly Schools, Thailand 1999–2007: Implementing partners

CA = collaborating agency, F = funding, LI = lead implementing agency, SA = supporting agency,
X = partner, role undefined

ROYAL THAI GOVERNMENT:	1999	2000	2003	2005	2007
<i>Policy and central coordination:</i>					
Office of the National Primary Education Commission, Office of Basic Education Commission:		LI, F	X	X	X
Office of Special Projects	LI	LI, SA			
Offices of Provincial/District Primary Education Commission	LI	LI			
Office of Educational Standard Supervision & Development	LI	SA			
Planning & Policy Division		SA			
Ministry of Education:					
Department of Instruction & Curriculum Development	SA	SA			
Bureau for Educational Management Information System (BEMIS)			X		
Bureau for Educational Policy & Planning (BEPP)			X		
Ministry of Public Health:					
Department of Health	SA	SA			
Department of Mental Health	SA	SA			
<i>Decentralized units:</i>					
Provincial Primary Education Offices		LI			
District Primary Education Offices		LI			
Tambon Administrative Organizations	F		X		
Education Services Area Office					
Bangkok Metropolitan Authority (BMA)		X	X	X	
NON-GOVERNMENTAL ORGANIZATIONS:					
Save the Children US	CA	CA, F			
Arts and Cultural Institute for Development (MAYA)	CA	CA			
The Life Skills Development Foundation (TLSDF)	CA	CA	X	X	
Group for Children (GC)			X	X	
Inter Mountain Peoples Education & Culture in Thailand Association (IMPECT)				X	
HIGHER EDUCATION:					
Mahidol University (INRMU):					X
Institute of Nutrition Research	CA	CA			
Institute of Population & Social Research	SA	SA			
Chulalonghorn University					X
Rajabhat Institutes (Teachers' Colleges)	SA	SA			
PRIVATE FUNDERS					
Johnson & Johnson	F				
UNITED NATIONS AGENCIES:					
UNICEF	F	CA, F	F	F	F
UNAIDS	F	F			
UNESCO			X		X

Figure 1
Conceptual Model

'Whole School-Community' approach for a Participatory School Improvement Process



Source: Hopkins and Chaimuangdee, 2000.

ANNEX A: MAIN ACTIVITIES UNDERTAKEN AND THE SPECIFIC RESULTS

Excerpt from UNICEF Thailand Country Office Annual Report 2007

CFS approach mainstreamed into key elements of the national education system, and the number of schools practising this approach increased to more than 1,300 for 200,000 children:

- Thai CFS indicators were integrated into the internal and external quality assurance instruments and mechanisms of the Ministry of Education. 327 additional schools carried out community-based school self assessments (SSA) and developed school improvement plans. The CFS concept was mainstreamed into pre-service teacher training with 12 universities participating in a thorough curriculum review and the subsequent integration of the CFS concept into their core subjects such as psychology and educational development, or as part of the main study course of basic education.
- Child rights clubs were established and strengthened in 439 schools, enhancing students' participation in decision making processes and the improvement of their environment.
- 1,815 teachers benefited from child-centred teaching and life skills training that include health, hygiene and nutrition. 881 teachers benefited from training on data collection in the form of SMIS. 550 teachers were involved in establishing a tracking/mentoring system for out-of-school and at-risk children. 2,452 teachers enhanced students' learning through interactive library practices, and training on positive discipline benefited 1,557 teachers; around 60 per cent of all these teachers are women. More than 84,000 children benefited from these actions.
- Understanding of and participation in CFS practices by teachers, children and communities was strengthened through dissemination of 300,000 copies of the bi-monthly newsletter *Puern Dek* to 987 schools.
- Education Service Area Office heads – key local policymakers – from 25 provinces were sensitized to the CFS concept. Considering the national education decentralization process, 73 local authority officials were trained on the CFS concept.

Heightened awareness of the importance of WES (water and environmental sanitation) in schools among decision-makers and model school designs and WES rehabilitation demonstrated:

- Thailand-specific CFS architectural designs were developed and will be adopted as national policy for any future school and toilet construction. Based on these designs, WES facilities in 192 schools and ECD centres are being rehabilitated and reconstructed. Linked to this, 265 administrators (from several ministries), teachers, health officers and caregivers were trained in the FRESH/WASH approach, the Child-to-Child methodology as well as on the appropriate maintenance of facilities.
- 1,140 students at 114 schools participated in the 'Thai kids can do' initiative promoting safe drinking water and healthy hygiene practices. Water quality test kits and

learning materials were provided for this purpose.

- IDD days were carried out in 834 schools. Shop holders and families in these communities were advised by school principals to only sell and purchase sources of salt proven to contain iodine through the testing exercise.

Learning environments improved to become more inclusive and teachers' capacity and motivation to promote inclusiveness strengthened:

- A trained core team of 50 administrators and educators reviewed 1,118 textbooks on (gender) stereotyping, and indicators and instruments for continuous quality control of textbooks were developed. School and classroom management practices in 50 selected schools were studied and new tools are now being used for assessments at school levels. The findings of the reviews/studies were shared with counterparts at all levels and serve for high-level advocacy for equity and equality in education.
- Professional development of principals and teachers was enhanced by establishing twelve Teachers Resource Centres in ten provinces. For dissemination and interactive sharing of progress within the above-mentioned activities, a CFS web page was created. Information and action related to access to and quality of education for all children, emergency preparedness and response, and prevention of risks and disasters – such, as the avian and pandemic influenza – are made easily accessible.

Emergency preparedness and response strengthened:

- A Thai school-in-a-box was developed and 450 boxes, catering for 36,000 students provided to schools affected by violence in the southernmost provinces, with a further 50 boxes ready at the Ministry of Education for immediate release in case of any future emergency.

Psychosocial recovery improved for 4,200 children affected by the Tsunami and in the southern provinces affected by conflict:

- 178 teachers and instructors from 90 schools and non-formal-education (NFE) centres (in the six Tsunami-affected provinces only) were trained on “red-ball-child-play”, strengthening the trainees' capacity for coaching sports-linked health, life skills and conflict resolution activities. Equipments for football, volleyball, basketball and typical Thai national sports were provided.

Increased availability of disaggregated data for monitoring of progress towards planned results and for advocacy:

- Household surveys on out-of-school and at-risk children were carried out in 25 high-disparity districts. Results, expected in early 2008, will reveal reasons for those children being out-of-school and is expected to influence development of policies and action to tackle the obstacles. School Management Information Systems were introduced to 327 additional schools and teachers in those schools were trained on effective tracking systems.
- An in-depth needs-assessment of at-risk and out-of-school seafarer and Burmese children was carried out in three districts in Phang Nga Province and as result of

its follow-up, 89 school aged children were enrolled in formal Government schools. In total, 21 schools participated in making teaching materials and methods more accessible and conducive for migrant children.

Increased access to education for children who are most disadvantaged:

- CFS implementation as described above.
- A research project on bilingual teaching in ten selected schools in four violence-affected southern provinces and teaching and learning materials for the two kindergarten grades developed. Another approach to ensure that all children have access to and remain in school was introduced by establishing a Thai-specific multi-grade teaching method (administration and classroom practices), developing materials, and piloting the methodologies in ten selected small schools.
- To better support children who have difficulties in learning (either because of a learning disability or because of a traumatic experience), 724 administrators and teachers were trained on assessing children and assisting them better in a formal classroom setting, and referral systems for students who might need psycho-social support were introduced.
- In the northern part of the country, with the help of tribal teachers, 468 Karen and Lahu children (51 per cent of whom are girls) were taught in a bi-lingual multi-grade setting. Also in Fang District of Chiangmai Province, non-formal education was provided to migrant children and their families working in orange orchards. In three day-time learning centres, 94 under-six and 27 children aged seven to fifteen years benefited from basic education in numeracy, literacy and life skills. Also ten night-time learning centres offered basic education for 212 children/youths younger than 19 years, and 115 adults. Shan language learning materials are used for these non-Thai speaking children and their families. As a result of the stronger advocacy, social mobilization and out-of-school tracking efforts, 54 of these migrant children were enrolled in the formal school system.
- In two refugee camps at the Myanmar border (Maela Oon and Maerama Loung), seventeen teacher trainers (47 per cent of whom are women) and 314 teachers (67 per cent of whom are women) were trained on primary school subjects and teaching methodologies.

Early learning policies, standards and capacities of institutions, caregivers and parents developed:

- The national ECD working group completed the Early Learning and Development Standards (ELDSs) for four to five years old children. Standards for seven domains with 489 indicators were developed. Age and content validation was followed by the development of parents and caregivers manuals. In line with these national standards, the capacity of parents, caregivers and ECD centres/institutions are now being assessed in 25 priority districts around the country.
- In Chiang Mai, Mae Hong Son and Chiang Rai Provinces, participatory and inclusive ECD activities were carried out with seven ethnic minority groups (Lua, Karen, Akha, Lahu, Lisu, Mien and Hmong) supported early learning for 391 children (53 per cent of whom are girls). 312 parents, caregivers, teachers and community members (61

per cent of whom are women) were trained on child development and nutrition. A data system for vulnerable children that guarantees tracking and support was also established.

- NFE learning materials were completed and trainings for improved parenting targeted 234 learners. The materials are tailored for two parents' groups (parents with children aged under five years and those with children/adolescents aged five to 18 years) and focuses on parenting for young children, life skills, nutrition and health – including HIV/AIDS. 67 parents and NFE teachers developed 37 storybooks; 1,000 sets of these storybooks and learning modules are being printed and distributed to teachers, parents and caregivers.

Annex B: Estimating CFS Outputs

The planned outcomes of UNICEF's CFS programme are summarized in the key objectives and purposes of the UNICEF education component of the country programme as well as in its expected results. Key objectives listed for three out of the five years under the 2002–2006 country programme¹³ included the following (changes in wording are underlined in the 2003 objectives and italicized in the 2004–2005 objectives.):

2003

- To increase accessibility and improve the quality of primary and lower secondary education, based on the experience gained from CFS.
- To bring the CFS initiative to scale in partnership with national and provincial and district authorities as well as community leaders and parents and guardians.
- To provide opportunities for life skills and livelihood education for disadvantaged and poor children, including girls at risk

2004–2005

- To increase accessibility and improve *the quality of education at all levels*, based on the experience gained from CFS.
- To bring the CFS initiative to scale in partnership with *national and local authorities* as well as community leaders and parents and guardians.
- *To improve the quality of primary and lower secondary education*

Although the COARs for these years cite many activities and many numbers of participants, they do not include expected quantitative results nor does the 2006 formative assessment offer quantitative summaries of actual results. Efforts to estimate quantitative results are confounded by the change in priority districts over the life of the initiative.

Some rough calculations, however, suggest that by the end of the 2002–2006 country plan, if all the child-friendly schools were located in the 21 priority districts for 2006, the total number of CFS in those districts:

- Would exceed the number of primary schools.
- Was about equal to the number of primary and lower secondary schools.
- Would represent about half of all pre-primary, primary and lower secondary schools (see *chart below for details*).

If the objectives were to apply only to the priority districts, one could assume that the first two objectives had been met. The last objective would likely also have been met *in the intervention schools, in the priority districts*, to the extent one or more of the CFS core activities were implemented. In terms of improving learning achievement, however, only in the original 23 schools might CFS activities been under way long enough to realized advances, perhaps in terms of

¹³ I had access to COARs for 2003-2007 only. The 2006 COAR did not list key objectives or purposes.

improvements in Grade 3 or Grade 6 national exams. However, if, as was the case in the ODOL schools, the enrolment in child-friendly schools increased as they improved, this might have invalidated comparisons over time. The indicative data from the 2006 formative assessment, however, warns us that the depth of reform brought about by CFS could be relatively superficial.

Analysis of child-friendly schools in priority districts, 2006–2007

	CFS priority districts			Assumptions:
	TOTAL	2006	2007	
# of districts	894	21	25	i) # districts = # provinces. If # districts > # provinces, then % covered by CFS is less.
	100.0%	2.3%	2.8%	
# of schools*				ii) Little change in # of schools between 1998-2007.
Pre-primary	45,577	1,071	1,275	
Primary	33,840	795	946	
Lower secondary	10,109	237	283	
TOTAL	89,526	2,103	2,504	
CFS		>1,000	>1,300	

Source of total districts and schools: ONEC, 2001 quoted in Queensland University of Technology. Office of Commercial Services Queensland University of Technology. Office of Commercial Services (2002). Teacher development for quality learning: the Thailand Education Reform Project. Bangkok, Royal Thai Government Office of the National Education Commission/Asian Development Bank: 55. Full text at <http://www.edthai.com/publication/0005/fulltext.pdf>.

Source of CFS priority districts: UNICEF Thailand Country Office Annual Reports, 2006 and 2007

Being poor and many being less densely populated than other districts, it is likely the priority districts, on average, had fewer schools than other, better-off districts. Thus, the average number of schools per priority district is likely to be less than the average number of schools in an average district, and the proportion of schools that have become CFS are close to 100 per cent in priority districts.

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