CHILD FRIENDLY
SCHOOLS EVALUATION:

Country Report for Thailand

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Child Friendly Schools Evaluation: Country Report for Thailand
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PREFACE

The Evaluation Office working closely with the Education Section commissioned American Institutes for Research (AIR) to conduct a global evaluation of UNICEF's Child-Friendly Schools (CFS) programming strategy in 2008. The purpose of the evaluation was to assess how CFS models have been implemented in multiple contexts to improve education quality, and to provide data on the extent to which key CFS principles of child-centeredness, inclusiveness, and democratic participation are being realized in countries that are implementing CFS. The evaluation was also expected to create CFS assessment tools and provide a baseline against which future progress can be evaluated.

The evaluation methodology consisted of a desk review of CFS documents from all regions, site visits and primary data collection in six countries (Guyana, Nicaragua, Nigeria, Philippines, South Africa, Thailand), and an on-line Delphi survey of UNICEF Education Officers from all regions. The country visits included extensive new data collection via surveys, observations, interviews, photos and videos, and focus group discussions. In order to obtain the perspective of all key stakeholders, the evaluation teams collected data from teachers, school leaders, parents, and schoolchildren. Hence, in addition to this global evaluation report, six in-depth country case-study reports were produced from this work.

This report presents in-depth analyses and results of the status of CFS in Thailand. We hope that readers from both the Education sector and the Evaluation discipline will be satisfied with the rigor of the methodologies and clarity of the analysis.

Our appreciation for the effort and professionalism that was demonstrated in this evaluation goes to David Osher, the lead evaluator from AIR, and the AIR data collection team and authors of the Thailand report consisting of Nitika Tolani-Brown, Cassandra Jessee and Luke Shors. Support was also provided by Chen-Su Chen, Jeff Davis, Corbrett Hodson and Olivia Padilla. We also extend thanks to the national research teams that assisted AIR in each country.

We would also like to express gratitude to our colleagues in the Education Section - Cream Wright, Changu Mannathoko and Maida Pasic – for recognizing the need for an independent evaluation, for insightful contributions at every stage, and for mobilizing their Education colleagues in regional and country offices. Likewise, we appreciate the efforts made in all participating UNICEF country offices, especially in the six case study nations. Finally, sincere commendations go to my colleagues who managed the evaluation, Samuel Bickel (Senior Advisor) and Kathleen Letshabo (Evaluation Specialist, Education).

Readers of this report inspired to learn more about the Child Friendly Schools approach are invited to visit the UNICEF website (www.unicef.org) for all the reports in this series. Readers interested in UNICEF's evaluation priorities and strategies will also find important information there.

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Acronyms

AIR	American Institutes for Research
CFS	Child Friendly Schools
EAPR	East Asia and Pacific Region (UNICEF)
EASO	Education service area
EFA	Education for All
MOE	Ministry of Education
NGO	Non-Governmental Organizations
PTA	Parent teacher association
ROSA	Regional Office for South Asia (UNICEF)
SEL	Social Emotional Learning
SIRC	Safe, Inclusive, and Respectful Climate
SMC	School management committee
SMIS	School Management Information System
SSA	School Self-Assessment
UN	United Nations
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Executive Summary

UNICEF contracted with AIR in January 2008 to conduct a global evaluation of the Child Friendly Schools (CFS) initiative. The evaluation was expected to serve as a baseline assessment that would examine the effectiveness of UNICEF's CFS programming efforts in the areas of inclusiveness, pedagogy, architecture and services, participation and governance, and systemic management. The evaluation was also intended to provide information about the cost of intervention. Thailand was selected as one of the six countries for the global evaluation for several reasons, including the fact that it provided an opportunity to assess the effectiveness of long-term implementation of CFS.

As the country that hosted the 1990 signing of the Declaration on Education for All agreement (EFA), Thailand has been at the forefront of supporting child rights and an early developer and proponent of the Child Friendly Schools model. For over a decade, UNICEF Thailand and Thailand's Ministry of Education have jointly implemented CFS programming in schools throughout the country. The purpose of this report is to present an evaluation of the effectiveness of UNICEF CFS intervention efforts within Thailand. The core research questions addressed in this report are as follows:

- To what extent has CFS in Thailand created a rights-based and inclusive environment in its schools? To what degree are these learning environments safe, protective and caring?

- To what extent has CFS in Thailand achieved an effective and high-quality learning environment?

- To what extent has CFS in Thailand created a health-promoting and health-seeking environment (i.e., achieved access to safe drinking water, good school hygiene, and a clean school environment)?

- To what extent has CFS in Thailand created a gender-sensitive environment that promotes equity and equality in its schools?

- To what extent has CFS in Thailand increased the democratic participation of students, parents, and community members and forged meaningful linkages between schools and communities to improve the child friendliness of its schools?

- What are the costs associated with implementing the CFS model in Thailand?

Multiple assessment tools were developed for the purposes of the global CFS evaluation. These included a student survey (for use in grades 5 and up), teacher survey, school head survey, classroom observation tool, school-wide observation tool (including both indoor and outdoor areas), and interview and focus group protocols to learn more from students, parents, teachers, school heads, and other key stakeholders.

A sample of 25 schools that had received support from the CFS initiative were selected from the northern region and the southern, tsunami-affected regions. Within both regions, schools were selected based on the duration that they had participated in CFS, location (region, rural/urban setting), and community characteristics (e.g., population, typical household income). The 25 schools were located in the districts of Krabi, Phuket, Chang Mai, and Chang Rae. Individual interviews were also completed with five key informants from across six Ministry bureaus and community-based advocacy organizations that UNICEF had identified as influential and highly involved in the CFS initiative.

In schools implementing the CFS approach, school directors, teachers, and parents expressed a commitment to inclusiveness, to viewing inclusiveness as a key element of the CFS model, and to making efforts to include, encourage, and support all students, regardless of background. School heads talked about inclusiveness as a core principle of the CFS model and cited examples of measures taken to be inclusive.

Results indicate that female students have slightly more positive feelings about the school climate than do male students, although the differences are not large. Generally, students speaking a different language at home and school have a less positive feeling about school than students who speak the same

language at home and school. Children with disabilities are often excluded from school, especially in areas where resources are constrained. All school heads reported that students with disabilities are offered equal opportunities to participate in school activities. However, additional evidence does not always corroborate this.

Capacity at the school to identify and support disabled learners is low, with only 28 percent of the schools suggesting they have teachers who have been specially trained to work with students with disabilities. Some school heads reported that physical structures are not accessible to students with physical disabilities. With laws that do not support further education without citizenship, and border monitoring that can actually inhibit enrolment and attendance, Thailand has a challenge of 'stateless children'.

Over 80 percent of Thai students surveyed in this evaluation said that students are encouraged to participate in class, work together in class, and share their ideas and opinions in class, and that teachers listen to explanations of students' answers. Classroom observations also suggested that teachers are for the most part using child-centred teaching techniques, creating organized lesson plans to guide classroom activities, and using "Child Friendly" communication styles and disciplinary practices. Teacher survey data further corroborated these findings. Interviews with teachers and school heads identified challenges in teacher capacity, shortage of teaching and learning materials, and low parental support and/or involvement in their children's education.

Stakeholders in CFS, such as teachers and school heads, reported a number of accomplishments in making the school safer, such as building school fences or prohibiting vehicles such as motorcycles on the school grounds, limiting access to school grounds to prevent fights between learners from different schools, and preventing unauthorized adults from being on school grounds While corporal punishment was still used in some CFS schools, teachers ,reported that disciplinary tactics had changed, and that schools were implementing positive discipline approaches such as merit-based reward systems.

Most Child Friendly schools in Thailand supplement the national school feeding program with locally sponsored efforts such as extending the milk program to students beyond the fourth grade and providing food children without a Thai identity card. In addition, a number schools have a school garden, cash crops like palms, or have fish ponds that help sustain the effects of the national school feeding program through food or funds for food.

Through a variety of efforts, schools have become gender sensitive. For example, CFS resources supported the development of the School Management Information System (SMIS) and school self-assessment (SSA), which enable school staff, students, and parents to identify and address gender disparities.

Survey data obtained from students, teachers, and school heads regarding the ways and degree to which students are involved in school events, decision-making processes, and their own learning suggest that only school heads are very satisfied with the extent to which students are involved in Thailand. Teachers were slightly less positive about the degree to which students were involved. The evaluation also found that students are more open with teachers and their academic supervisors when they have problems at home or in school. In addition, the evaluation found that teachers and school heads welcome students' observations and suggestions for classroom activities and school events. At many schools, there is now a Student Governing Board, similar to a student council. Interviews also revealed that many, if not all, schools in Thailand have taken great care to increase the level and type of involvement of parents and local community members in school decision-making activities and events.

Thailand has the most equitable distribution of income of any of the six countries visited during AIR's global evaluation. The CFS costing model we developed suggested that the expenditures per child showed the most variation in Thailand. We hypothesize that this spending differential is attributable to large amounts of capital available to schools affected by the 2005 tsunami. When funds for tsunami relief end, we expect UNICEF and other donor support to schools to decrease. However, the MOE has demonstrated substantial ownership of CFS and provided almost complete support for another national secondary education initiative– Lab Schools. Given this fact and AIR's finding that UNICEF's support

proportionally increases as school size increases, it may be more appropriate for UNICEF to focus more resources on smaller, rural schools leaving the MOE to continue to provide support to larger, urban schools.

Recommendations

Analysis of the data gathered during this evaluation led to several recommendations, presented below. Priorities among these recommendations can best be identified at the school level. Although there are common problems faced by most schools, each school is unique and may need more support in one area than another.

- Promote inclusiveness in a number of ways that range from community mobilization to teacher training programs. Schools attempting to educate disadvantaged children must broaden the traditional role of the school.

- Continue to train teachers to not only track but utilize the information to support special needs. Thailand has built a culture of inclusion in school; ensuring that teachers can address and support the needs of children will ensure that those who are frequently the most marginalized and neglected by the education system can be properly supported and can thrive.

- Provide training to school heads and teachers on appropriate pedagogical techniques and methods of instruction for children with disabilities so that more schools can provide high-quality education to children with disabilities.

- Provide training to school heads and teachers on assessing the conditions for learning and on appropriate approaches for improving the conditions for learning.

- Support development of a cluster-based, peer support system such that model schools, or those more successful in creating innovative, high-quality learning environments, act as models and mentors to schools in other districts. Given that funding in the southern, tsunami-affected regions has ended or is ending, UNICEF Thailand should work with ESAO supervisors to conduct site visits to facilitate this system. District-wide or regional workshops could also be held to facilitate learning across schools.

- Revisit policies such as not allowing pregnant or parenting girls to come to school and, where necessary, the infrastructure of schools should be improved (e.g., providing private latrines for girls). CFS schools have not been successful in eliminating all policy and infrastructural barriers to gender inclusiveness.

- Focus more resources on mobilizing parent participation to support school feeding programs and encourage student enrolment and continued attendance in school.

- Offer training and workshops to school heads and school staff and parents to build a better understanding of how to engage parents in their children's education, involve them in schools beyond labour and infrastructural support, and increase their participation in school governance and decision-making. School staff consistently requested additional support and follow-up from UNICEF country offices to help operationalize the goals of the CFS approach.

- Develop a cost model that involves both the expansion and continued support of CFS. Better understanding the costs associated with developing new CFS schools and supporting existing CFS schools, as well as who potential funders may be, will aid in effective scale-up.

- Use UNICEF's comparative advantage as a coordinator to bring together stakeholders to address barriers to inclusion that are cross-cutting. For example, it has succeeded in making CFS the national school reform model and on focusing the Ministry of Education on the importance of school climate and social and emotional learning. We recommend continuing to emphasize national policy efforts.

- Develop standards for CFS support so the model is not diluted as it continues to go to scale. AIR is not aware of existing standards for CFS support. We also recommend providing better tools to

assess pre-conditions for successful CFS implementation for new schools so that readiness to implement CFS is factored into scale-up and technical assistance decisions.

- Continue to monitor and evaluate CFS schools and the implementation of the initiative in Thailand. This can include using the Thai Conditions for Learning Survey and the other tools employed in this evaluation. Subsequent monitoring and evaluation activities can be targeted towards identifying which children and youth are not being successfully recruited and which students are dropping out.

- Identify and address more intangible barriers to the school becoming child friendly, such as negative gender norms, through a UNICEF-sponsored and EASO-facilitated follow-up. Given the fact that our findings (like those of previous studies) find a gap between adult and student perceptions, we recommend that the Conditions For Learning Survey be used, and that it be administered in a manner that ensures individual confidentiality, but produces results for key subgroups, such as male and female students, students with disabilities, and ethnic minorities.

- Conduct a follow-up workshop to allow the school director and teachers to examine whether they have been effective in support children who are at high risk for performing poorly or dropping out and develop strategies to support them, and identify if there were other children who they did not identify through the system who dropped out. Schools currently use the SMIS to identify these groups. Especially as the MOE is considering scaling up SMIS nationally, it is critical to be able to advise the MOE on how the scale-up should proceed and what support schools need in the process of implementing SMIS.

CHAPTER 1 – Introduction

The Education Section of UNICEF's Programme Division introduced the Child Friendly Schools (CFS) framework for schools that "serve the whole child" in 1999.[1] Today, the CFS initiative is UNICEF's flagship education programme, and UNICEF supports implementation of the CFS framework in 95 countries[2] and promotes it at the global and regional levels. This chapter introduces the first global evaluation of CFS. It contains three sections. The first describes CFS and its evolution and presents a conceptual model of CFS that was developed for and guided this evaluation. The second describes the evaluation approach and methodology. The third provides an overview of the report.

1.1   Background

UNICEF grounded the CFS framework in the 1990 Convention on the Rights of the Child's principles of children's rights, as well as other international human rights instruments and international declarations such as the Declaration of Education for All (1990). These principles emphasize the right of all children to receive free and compulsory education in settings that encourage enrolment and attendance; institute discipline humanely and fairly; develop the personality, talents and abilities of students to their fullest potential; respect children's human rights and fundamental freedoms; respect and encourage the child's own cultural identity, language and values, as well as the national culture and values of the country where the child is living; and prepare the child to live as a free, responsible individual who is respectful of other persons and the natural environment (Chabbot, 2004).

Three other inputs shaped the early development of CFS. The first was effective school research, which emphasized the importance of school factors for disadvantaged students. The second was the World Health Organization's mental health promotion initiatives, which focus on the importance of connectedness, caring and access to support. The third was UNICEF's interest in child-, family-, and community-centred approaches to school improvement. UNICEF envisions and promotes CFS models not as abstract concepts or a rigid blueprint but rather as 'pathways towards quality' in education that reflect three key, and interrelated, principles derived from the Convention on the Rights of the Child (UNICEF, in press):

- *Child-centredness*: Central to all decision-making in education is safeguarding the interest of the child.
- *Democratic participation*: As rights holders, children and those who facilitate their rights should have a say in the form and substance of their education.
- *Inclusiveness*: All children have a right to education. Access to education is not a privilege that society grants to children; it is a duty that society fulfils to all children.

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[1] The Chabbott (2004) desk review, in which she reviewed earlier documents and interviewed key personnel, provides the base for these historical observations.
[2] CFS is implemented in 95 countries, one of which is identified as the Pacific Region, which consists of 13 independent island countries and one territory under New Zealand administration (Tokelau).

Table 1 Child-friendly school principles and features

Principle	Features of a child-friendly school derived from principle
Child-centredness	• Child-centred pedagogy in which children are active participants, provided by reflective practitioners • Healthy, safe and protective learning environment provided through appropriate architecture, services, policies and action
Democratic participation	• Children, families and communities are active participants in school decision-making • Strong links among home, school and community • Policies and services support fairness, non-discrimination and participation
Inclusiveness	• Child-seeking • Inclusive and welcoming for all students • Gender-sensitive and girl-friendly • Policies and services encourage attendance and retention

UNICEF anticipates that CFS will evolve and move towards quality education through the application of these principles, and although presented separately, the three principles are complementary, interactive, and to some degree overlapping. It is anticipated that when schools implement one principle they will inevitably touch on and begin to apply another. Democratic participation provides an example: safeguarding the interests of the child (child-centredness) through child-centred pedagogy and a focus on the needs of the whole child should be enhanced both by the active participation of children in their learning and well-being and by the participation by families and communities to provide necessary supports. Similarly, being inclusive of all children and seeking out children should be enhanced by child-centredness and the active participation of students, families and the community.

Figure 1 presents a conceptual framework of CFS models. This framework was developed for and guided this evaluation. It shows how the application of the three principles should lead to quality education and positive student outcomes.[3] Reflecting the principle of inclusiveness, schools are accessible and welcoming to all children and seek out children. Within a school, child-centred pedagogical approaches are implemented in a healthy, safe and protective learning environment that encourages the democratic participation of children, parents and the community. Together, these lead to children being safe and included, engaged and challenged, and supported, all of which are important outcomes because children are, in turn, more likely to learn and stay in school. This dynamic leads to students having greater opportunity to learn and succeed in life. It also leads to reduced dropout rates because students and their families see the value of school. Moreover, successful schools are viewed positively by the community and this improved reputation leads to greater demand.

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[3] While it is grounded in UNICEF's theory of action, it is also grounded in empirical research that emphasized the importance of providing students, teachers and families with the supports necessary to address barriers to participation and learning and to build conditions for learning and development (e.g., Battistich & Horn, 1997; Christenson & Thurlow, 2004; Greenberg et al., 2003; Hamre & Pienta, 2003; Osher, Dwyer & Jimerson, 2006; Osher et al., 2007; Osher & Kendziora in Press; Osterman, 2000; Slap, Lot, Huang, Daniyam, Zink & Succop, 2003; Teddlie & Reynolds, 2000; Wentzel & Wigfield, 1998).

Figure 1 CFS Model of Change
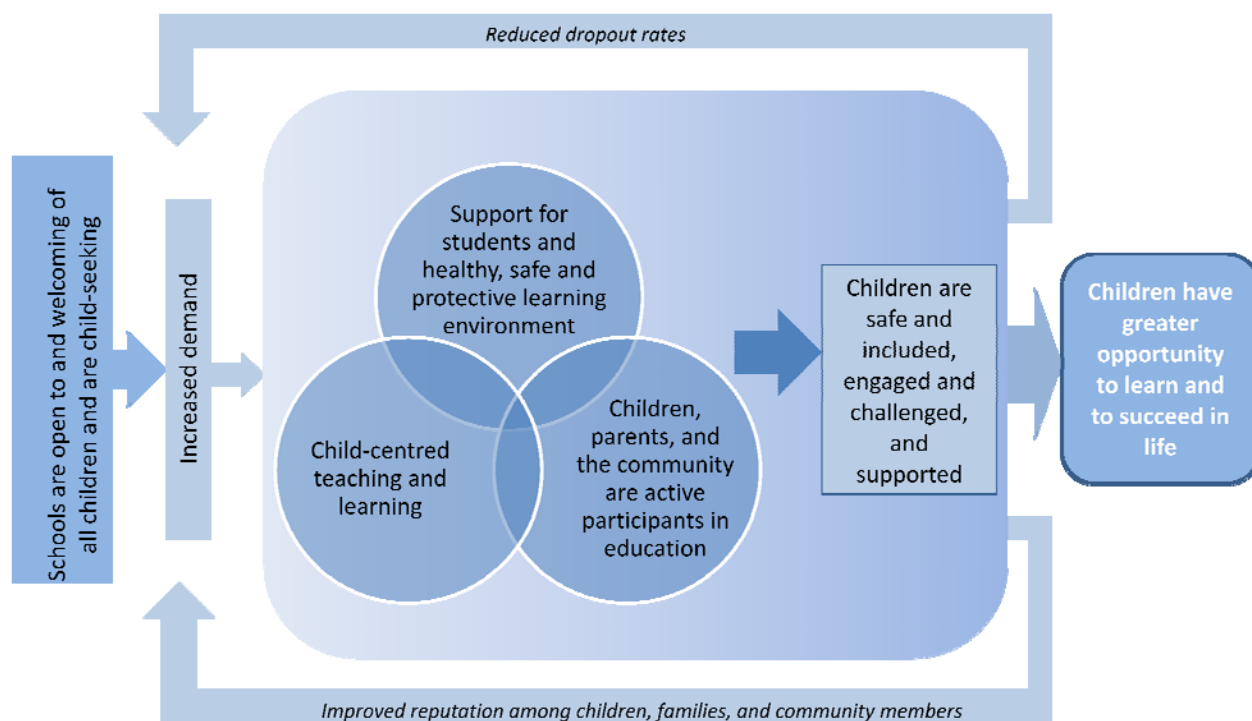
Schools are situated in a broader context than is depicted in this figure. National and local policies, advocacy efforts and multi-sectoral approaches will determine to varying degrees the availability and allocation of resources and school-level policies and practice. Another influence is the efforts of UNICEF, the government and other partners such as non-governmental organizations (NGOs) and civil society organizations to promote and support schools. Finally, a country's economic health, demographic profile and political situation, and whether a country has recently experienced a natural disaster or political conflict will necessarily influence how the principles are implemented and realized.

1.2 A History of Child Friendly Schools in Thailand

As the country that hosted the 1990 signing of the Declaration on Education for All agreement (EFA), Thailand has been at the forefront of supporting child rights and an early developer and proponent of the Child Friendly Schools (CFS) model. In addition to UNICEF, the partners in the early effort to develop and implement CFS in Thailand included the Office of National Primary Education Commission (in association with Save/USA), Institute of Nutrition/Mahidol University, Life Skills Development Foundation, and Arts and Cultural Institute for Development (Bernard, 2003).

Complementing EFA, UNICEF Thailand grounded the CFS framework in the principles of children's rights espoused by the 1990 Convention on the Rights of the Child, as well as other international human rights instruments. The principles collectively emphasize the right of all children to receive free and compulsory education in settings that encourage enrolment and attendance; institute discipline humanely and fairly; develop the personality, talents, and abilities of students to their fullest potential; respect children's human rights and fundamental freedoms; respect and encourage the child's own cultural identity, language, and values, as well as the national culture and values of the country where the child is living; and prepare the child to live as a free, responsible individual who is respectful of other people and the natural environment (UNICEF, 2009).

In Thailand, as in much of the East Asia Pacific Region (EAPR) of UNICEF, this orientation contributed to a five-dimensional model of child friendliness described in the 2004 EAPR report (UNICEF Bangkok, 2004). According to the report, child-friendly schools strive to be:
1. Proactively inclusive, seeking out and enabling participation of all children and especially those who are different ethnically, culturally, socio-economically and in terms of ability;
2. Healthy and safe for, and protective of, children's emotional, psychological and physical well-being;
3. Effective academically and relevant to children's needs for life and livelihood knowledge and skills;
4. Gender-responsive in creating environments and capacities fostering equality; and
5. Actively engaged with, and enabling of, student, family and community participation in all aspects of school policy, management and support to children.

In contrast to the rest of EAPR, within Thailand, a rights-based framework for education was sometimes identified as a distinct goal from inclusiveness. For over a decade, UNICEF Thailand and the Ministry of Education (MOE) have implemented activities in CFS relating to each of these goals. CFS activities are summarized below under each goal.

1.2.1   CFS activities to date

Creating learning environments that are proactively inclusive, safe and welcoming: The development of the School Management Information System (SMIS) was key in promoting inclusiveness. SMIS is a database that allows schools to monitor student development and tailor interventions towards the unique needs of each student, and is critical to meeting its inclusiveness goals. During the training on SMIS provided by the Education Service Area Offices (EASO), teachers at the school input student data, including academic achievement data and family characteristics. The program then helps the school identify high-risk students, which in turn allows teachers and school directors to target special support to these students.

Making schools healthy and protective of children's emotional and psychological well-being: Special groups of children needing support include those impacted by HIV/AIDS, the disabled, and children without Thai citizenship. UNICEF Thailand has also supported interventions to improve health and safety in CFS schools, such as improving sanitation through provision of physical infrastructure. In addition, monitoring of children's health is a major focus of the SMIS described above. The School Self-Assessment (SSA), which serves to raise stakeholder awareness about children's rights and galvanize and unify stakeholder actions, also includes a focus on student health.[4]

Making schools academically effective: CFS has emphasized the development of student portfolios, with an aim to bring about reflective and active learning. CFS has also focused on making learning more relevant through a focus on life skills and vocational learning. With the decline in HIV prevalence in Thailand, life skills education has now increased its focus on children's psycho-social development and acquisition of specific livelihood skills. In addition, teachers are also sensitized regarding the harm surrounding corporal punishment, which is culturally engrained, as evidenced in a common Thai proverb: 'If we love our children, we need to hit them to punish them' (UNICEF Education Section, 2008).

Fostering gender equality in schools: As recently as 2008, UNICEF Thailand has supported reviews of national curricula and learning materials along with sensitization training to identify and address instances where negative gender norms and stereotypes still exist in curricula and learning materials. This work has augmented other efforts supported in CFS such as the SMIS, the SSA, and life skills curricula that address gender.

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[4] As part of the SSA, after being sensitized about child-rights contained in the UN Declaration on the Rights of the Child and the CFS model as a practical interpretation of that declaration, teachers, students and community members independently identify criteria to guide the SSA. The EASO then provides external criteria consisting of 23 items. After correlating the school-generated and external criteria, students, teachers and the community independently identify areas of focus for the SSA. Collectively, the group identifies discrepancies among the 3 stakeholder groups; prioritizes 10 action areas from these lists; and conducts a basic feasibility assessment which results in a rank- ordered list. From then on, teachers and school directors use this list when developing the school's improvement plan.

Involving of communities in all aspects of schooling: Active community participation is at the heart of Thailand's CFS model. Community involvement is initially facilitated through the SSA and through the participatory approach taken to creating school development plans, a key outcome stemming from the SSA process. Parents and community members regularly participate in school meetings, support teachers in the classroom by providing input on vocational and life skills, and support school activities centred around infrastructure improvement.

1.2.2   Taking CFS to scale

After more than a decade of experience with CFS, UNICEF and the MOE have successfully brought CFS to scale. In 2008, UNICEF estimated that there were 1,400 CFS schools in 25 priority districts. Simultaneously, the MOE has successfully enacted another education initiative – the establishment of 1,788 Lab Schools in all districts. Although different in name, Lab Schools share the same underlying principles of CFS. The educational supervisors for these two related initiatives are distinct, however, and UNICEF is seeking to ensure through training and policy dialogue that Lab School supervisors receive sufficient training to support Lab Schools in operationalizing CFS principles.

Looking to the future, the challenge is to provide continued support to the large number of CFS schools and Lab Schools in the country while reaching those schools not yet a part of either CFS initiative. UNICEF has indicated that in the next two years, 25 districts will continue to remain the top priority. Over the next five years, select CFS schools within these districts will serve as demonstration schools as the Ministry of Education aims to scale up the initiative to ensure that Thailand is child friendly in practice and not in name only.

1.3   Global Evaluation of CFS

UNICEF contracted with AIR in January 2008 to conduct a global evaluation of the CFS initiative. The evaluation was expected to serve as a baseline assessment that would examine the effectiveness of UNICEF's CFS programming efforts in the areas of inclusiveness, pedagogy, architecture and services, participation and governance, and systemic management. The evaluation was also intended to provide some information regarding the cost of intervention. Thailand was selected as one of the six countries for this global evaluation for several reasons, including the fact that it provided an opportunity to assess the effectiveness of long-term implementation of CFS. For over a decade, UNICEF Thailand and the Ministry of Education have jointly implemented CFS programming in schools throughout the country. This report is based upon data collected for AIR's global evaluation (AIR, 2009).

The global evaluation utilized mixed methods to describe how CFS models were implemented in multiple contexts (Guyana, Nigeria, Nicaragua, Philippines, South Africa, and Thailand) to provide data on the extent to which the key principles of CFS – child-centredness, inclusiveness, and democratic participation – were being realized, and to provide a baseline and create tools to monitor future progress. Moreover, the global evaluation combined quantitative, qualitative, and visual data from diverse sources, which permitted the triangulation of data from multiple sources to test the consistency of findings obtained from different stakeholders.   In addition, the evaluation was designed to describe how CFS models have been implemented in multiple contexts to provide data on the extent to which the key principles of CFS are being realized, to identify challenges, and to provide a baseline and create tools to monitor future progress.

This report is based on the data collected for the global evaluation, the methodology of which featured site visits to six countries. The global evaluation also drew on AIR's experience with Child Friendly Schools through other projects with UNICEF to evaluate and support social and emotional learning in Child Friendly Schools, and focused on the range of CFS schools within each country so that schools were selected to represent differences in locality, duration of implementation, and demography. The purpose of this report is to present an evaluation of the effectiveness of UNICEF CFS intervention efforts in Thailand.

CHAPTER 2 – Evaluation of CFS in Thailand

For over a decade, UNICEF Thailand and the Ministry of Education have jointly implemented CFS in schools throughout the country. This report is based upon data collected for the global evaluation of CFS (AIR, 2009). Thailand was selected as one of the six countries for this global evaluation because it provided an opportunity to assess the effectiveness of long-term implementation of CFS. For this report, evaluation questions and results have been organized across the five components of Child Friendly Schools in Thailand – that is, inclusiveness for all students; effective and relevant academics; healthy, safe, and protective learning environments; responsiveness to gender-related issues; and active engagement with students, families, and communities.

The core research questions addressed in this report are as follows:
1. To what extent children has CFS in Thailand created a rights-based and inclusive environment in schools?
2. To what extent has CFS in Thailand achieved an effective and high-quality learning environment?
3. To what extent has CFS in Thailand created a health-promoting and health-seeking environment (i.e., achieved access to safe drinking water, good school hygiene, and a clean school environment)? To what degree are these learning environments safe, protective, and caring?
4. To what extent has CFS in Thailand created a gender-sensitive environment that promotes equity and equality in its schools?
5. To what extent has CFS in Thailand increased the democratic participation of students, parents, and community members, and forged meaningful linkages between schools and communities to improve the child friendliness of its schools?
6. What are the costs associated with implementing the CFS model in Thailand?

We will conclude with a section that identifies best practices that emerged in the course of this evaluation, and that provides recommendations to ensure the future success of such initiatives in Thailand.

2.1 Methodology

This country-specific report is based on data collected for AIR's 2009 global evaluation (AIR, 2009). The evaluation utilized mixed methods to describe how CFS models were implemented in multiple contexts, to provide data on the extent to which the key principles of CFS – child-centredness, inclusiveness, and democratic participation – were being realized, and to provide a baseline and create tools to monitor future progress. Moreover, the evaluation combined quantitative, qualitative, and visual data from diverse sources, which permitted the triangulation of data from multiple sources to test the consistency of findings obtained from different stakeholders. In addition, the evaluation was designed to describe how CFS models have been implemented in multiple contexts to provide data on the extent to which the key principles of CFS are being realized, to identify challenges, and to provide a baseline and create tools to monitor future progress. Key aspects of the evaluation methodology are described below.
In Thailand AIR:
- Employed site visits by teams – the data collection included one- and two-day site visits by teams to 25 schools in the Southern and Northern regions of Thailand;
- Focused on the range of schools – schools were selected to represent the range of CFS schools in terms of locality (urban versus rural environments) duration of implementation, and demography;
- Employed randomization – students, teachers, and families were randomly selected for interviews, focus groups, and/or surveys, and the classrooms to be visited were randomly selected;
- Addressed phenomenological issues – the evaluation employed survey instruments to explore how a representative group of students and staff experienced the school;
- Balanced sensitivity to local context and analytical uniformity by combining AIR and local site visitors;

- Created and/or tailored instruments and scales to address the needs of the evaluation. AIR customized and/or created 14 instruments and 17 reporting scales to meet the needs of the evaluation; and
- Drew on its experience with Child Friendly Schools through other projects with UNICEF to evaluate and support social and emotional learning in Child Friendly Schools.

2.1.1 Instruments

Multiple assessment tools were created or modified for the purposes of the global CFS evaluation. These included a student survey (for use in grades 5 and up), teacher survey, school head survey, classroom observation tool, school-wide observation tool (including both indoor and outdoor areas), and interview and focus group protocols to learn more from parents, teachers, head teachers, and other key stakeholders. In addition, school demographic and visual data (i.e., photos and video) were obtained. See the *UNICEF Child Friendly Schools Programming: Global Evaluation Final Report* produced by AIR (2009) for a more complete description of these tools. Because these tools were not designed for Thailand specifically, items may not align exactly with the focus of CFS in Thailand. However, there was a significant amount of data available that did allow us to address specific areas of CFS focus in Thailand for this report.

2.1.2 Sample

The evaluators worked closely with UNICEF Thailand to obtain a sample of 25 schools (out of over 1,400 CFS schools in Thailand) that had received support from the CFS initiative. Schools were selected from the northern regions and southern, tsunami-affected regions. Within both regions, schools were selected based on how long they had participated in the intervention, location (region, rural/urban setting), and community characteristics (e.g., population size, typical household income). The selected 25 schools were located in the districts of Krabi, Phuket, Chang Mai, and Chang Rae. Eighteen schools were located within rural communities, while the remaining seven schools were located in urban areas.

Participating schools ranged from medium-sized schools with eight classrooms in rural areas to larger schools with over 25 classrooms. Over two-thirds of the schools in the sample (n = 16) had implemented CFS for two or fewer years while the remaining schools (n = 9) had implemented CFS for more than two years. Table 2 presents a summary of sample school characteristics, by region.

Table 2 Number of schools in evaluation by years of CFS implementation, region and locality

Grade Level	Northern Region		Southern Region		Thailand
	Urban	Rural	Urban	Rural	
2 years or fewer	0	4	5	7	16
Between 2 and 4 years	1	5	0	0	6
5 years or more	1	2	0	0	3
Total	2	11	5	7	25*

In each school, a maximum of 100 students and 25 teachers were randomly selected to respond to the surveys. Each school head was asked to complete a school head survey and participate in an interview, while two to four classrooms were randomly selected for observation. In half of the schools approximately five teachers were randomly selected to participate in a focus group discussion, and five or more parents were invited, with the assistance of the school head if necessary, to participate in a focus group discussion. Where appropriate, local community leaders were also invited to participate in focus group discussions along with parents.

Teachers were interviewed in focus groups of two to eight individuals either during lunch or recess time or after school. Typically all teachers at the school participated in the focus group, with the exception of the urban schools, where some teachers had to monitor school grounds while the others participated in the focus group. Parents were also interviewed by data collectors in small group (focus group) settings. In most cases, parents and community members were selected by the school head and were members of

parent-teacher councils or school management committees. Focus groups lasted approximately 45 minutes to one hour.

At all schools, students in the fifth grade and higher were given the student survey to complete. Most primary schools only served students up to fifth grade. In these situations, random samples of fifth grade students were selected to complete the student survey. If there were students in upper grades, they were also asked to complete the survey. Table 3 shows the characteristics of the students who participated in the school climate survey, by region.

Table 3 Students participating in the survey, by grade, region and gender

Grade Level	Northern Region		Southern Region		Thailand
	Female	Male	Female	Male	
Five	158	137	123	121	539
Six	150	189	136	122	597
Seven	62	83	79	66	290
Eight	37	35	66	63	201
Nine and higher	37	19	102	55	213
Total	444	463	506	427	1,840*

* 5 students did not provide information on sex

Nearly all participating school heads were male, while approximately two-thirds of sampled teachers were female. Some regions had more experienced teachers than others. Tables 4 and 5 show the characteristics of the teachers who participated in the school climate survey.

Table 4 Number of teacher survey participants years teaching at school by region and locality

Years teaching at school	Northern Region		Southern Region		Thailand	
	Urban	Rural	Urban	Rural	Urban	Rural
Less than 2 years	6	21	24	10	30	31
3 to 5 years	6	36	22	17	28	53
6 to 10 years	10	31	16	17	26	48
11 to 15 years	3	18	8	15	11	33
More than 15 years	5	33	26	36	31	69
Total participants	30	139	96	95	126	234

* 6 teachers did not provide information on years teaching at school

Table 5 Number of teacher survey participants community residence by region and gender

	Northern Region		Southern Region		Total Thailand	
	Female	Male	Female	Male	Female	Male
Live in school community	54	10	63	24	117	34
Do not live in school community	84	21	81	25	165	46
Total	138	31	144	49	282	80

* 4 teachers did not provide information on community residence

Most of the school heads who participated in this evaluation were fairly new to that role in their respective schools. Tables 6 through 9 present the characteristics of the participating school heads, by region.

Table 6 School head years working in any position at this school by region

Years working in school	Northern Region	Southern Region	Thailand
Less than 2 years	2	2	4
3 to 5 years	4	3	7
6 to 10 years	5	4	9
11 to 15 years	1	2	3
More than 15 years	0	1	1
Unknown	1	--	1
Total Participants	13	12	25

Table 7 School head years working as the head at this school by region

Years working as school head	Northern Region	Southern Region	Thailand
Less than 2 years	2	3	5
3 to 5 years	3	4	7
6 to 10 years	5	3	8
11 to 15 years	2	2	4
Unknown	1	--	1

Table 8 Number of school heads by gender and region

Gender	Northern Region	Southern Region	Total Thailand
Female	0	1	1
Male	12	11	23
Unknown	1	--	1

Table 9 Community residence of school head by region

	Northern Region	Southern Region	Total Thailand
Live in community	3	3	6
Does not live in community	9	9	18
Unknown	1	--	1

Individual interviews were also completed with five key informants from across six Ministry bureaus and community-based advocacy organizations that UNICEF had identified as influential and highly involved in the CFS initiative. These were Mae Ai Legal Assistance Clinic, UNICEF Thailand, Office of the Basic Education Commission (OBEC), Bureau of Policy and Planning, Bureau of Academic Affairs and Educational Standards, and the Bureau for Innovative Development in Education.

2.2   Data Collection

Field data collection took place in June and July of 2008, 2008. The evaluation team consisted of 10 local data collectors who conducted surveys, interviews, and focus groups in the 25 participating schools in Krabi, Phuket, Chang Mai, and Chang Rae regions, under the guidance and supervision of two evaluators from AIR. Local data collectors had experience collecting data for development projects. In addition, they were trained in person by the AIR staff at the UNICEF Bangkok office. The pairing of AIR evaluators with local data collectors provided a balanced sensitivity to the local context.

Data collection commenced with training, the agenda of which provided an explanation of Child Friendly Schools, a description of and rationale for the evaluation, orientation to the instruments, interview techniques, review of the site visit protocol and data collection schedule, and proper procedures for the protection of human subjects. Training techniques included role-playing on conducting interviews and

school and classroom observations. Training ensured consistency among the data collectors. Data collection teams held daily debriefing meetings to address questions or concerns among the data collectors and provided an additional consistency check.

There were two types of site visits: regular and intensive. Regular visits included collecting data from school records; school and classroom observations; the student, teacher, and school head surveys, and an abridged school head interview. The intensive site visits also included extensive qualitative data gathering, including focus group discussions with teachers, parents and community members, and a detailed interview with the school head. The typical duration of a regular visit was three and a half to four hours, whereas an intensive visit usually lasted at least five hours. Each day, data collectors organized themselves into two teams consisting of two or three individuals. The two-person team conducted the regular visits while the three-person team conducted the intensive visit. AIR evaluators accompanied both data collection teams.

At the beginning of the school visit, the data collection team would meet with the school head or head teacher to introduce themselves, explain the purpose of the global evaluation and the school visit, and describe the specific evaluation activities that were planned for the day. The goal of this discussion was to work with school staff to set a timeline for evaluation activities that would cause minimum disruption to teaching and learning activities. Also, school staff needed time to arrange for focus group discussions with parents and local community members. Typically, data collectors administered the student survey first. To ensure adequate comprehension of survey questions among students who might be poor readers, data collectors read each survey item aloud and then gave students time to mark their responses on their survey sheets. Then, data collectors typically conducted school and classroom observations (including video and photograph documentation), followed by a brief lunch break with the school staff. In intensive school visits, the afternoon was used to conduct focus groups with parents and teachers, and conclude with the visit with the school head interview.[5] Finally, daily debriefings among the entire data collection team proved to be a useful way to share experiences and best practices, and to address questions or concerns among the data collectors.

Evaluators also conducted interviews with MOE (and other government) officials, UNICEF, and advocacy groups to form a more comprehensive understanding of the CFS initiative in Thailand.[6] For these interviews, data collectors relied upon an unstructured format and based their questions on each informant's area of expertise and knowledge of the CFS initiative.

2.3   Limitations

There are several limitations to the approach of this evaluation. First, because of the logistical and time constraints for field data collection, it was not possible to visit child-friendly schools in every region of Thailand. As a result, the sample was only based upon schools located in four districts in the Northern and Southern regions of Thailand: Krabi, Phuket, Chang Mai, and Chang Rae. Thus, the sample did not include schools in other regions of the country, which may have other demographic characteristics. Second, some of the findings presented in this report are generated from self-report survey data gathered from students, teachers, and school heads. Overreliance on self-report data raises concerns about the reliability and validity of data due to systematic response distortions by respondents, or the tendency for respondents to produce what they perceive to be socially desirable responses. However, AIR was able to mitigate this possibility through cross-verification, or triangulation, of data through multiple data sources, usage of quantitative and qualitative data gathering methods, and reliance on both direct observation and self-report data to create a comprehensive picture of CFS programming in Thailand's schools. Finally, due to the absence of a comparison sample of schools where CFS was not implemented, it was difficult to assess the unique impact of CFS programming on students attending Child Friendly schools in comparison to their peers who received alternative programming strategies or attended schools without receiving any intervention.

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[5] All data collectors had access to digital voice recorders to record all interviews and focus groups. This was done to ensure reliability of the note taking, which improved the quality of the data for the qualitative analysis.
[6] UNICEF Thailand organized the one-on-one interviews with the key informants.

CHAPTER 3 – Findings: The State of Child Friendly Schools in Thailand

3.1 Rights-based and inclusive school environments

In this section the evaluation addresses the question about the *extent* to which CFS in Thailand has proactively ensured that children of all ethnicities, culture, citizenship, ability, and socioeconomic status have access to and are participating in education. A school is considered inclusive if it actively seeks out children who are currently excluded from school and gets them enrolled, and then strives to provide a quality education that is affordable and accessible, that does not exclude, discriminate, or otherwise create bias based on differences, and that respects diversity and responds to the needs of children with differing circumstances. The following issues are addressed, using both survey data collected from students, teachers, and school heads as well as interview data with school heads, teachers, and parents alongside classroom and school observation data:

- Whether school heads, teachers, and parents *value* inclusiveness of all children, and reach out to and be inclusive of all children;
- Whether the school environment and policies are such that all students are accommodated and provided equal opportunities; and
- The challenges for schools and communities to ensure inclusion for all children.

3.1.1 Do school heads, teachers, and parents value inclusiveness of all children, and reach out to and include all children?

School heads, teachers, and parents who value inclusiveness of all children will more likely reach out to and be inclusive of all children. In Thailand, schools implementing the CFS approach had school directors, teachers, and parents express a commitment to inclusiveness, view inclusiveness as a key element of the CFS model, and make efforts to include, encourage, and support all students, regardless of background. School heads talked about inclusiveness as a core principle of the CFS model and cited examples of measures taken to be inclusive. When asked what a child-friendly school is, answers often hinged on inclusiveness. For example, as one school head stated,

> *School services should cover all targets of population, without discrimination on gender and religion . . . All students are able to participate [in] all school/classroom activities as they need regardless of gender and religion* (School Head 22).

Another school head stated that his primary obligation is to make this school a home for students who were orphans from the tsunami who are considered among the most disadvantaged in Thailand Identifying out-of-school youth is a critical first step in supporting inclusiveness. All school heads reported that they make direct contact with families when children drop out of school or are at risk of dropping out to encourage the child's continued enrolment. This support to those at risk is shown in a variety of ways. For example, one school head recognizes the challenges of having migrant children who learn Thai as their second language and supports through home visits, scholarships, medical care, and other support. Also, he hires extra teachers for some classes. Another school tried hard to recruit students, but two students remain out of school despite community members and teachers "marketing" the benefits of an education (School Head 20).

In Thailand, 92 percent of school heads in schools visited indicated that they or their teachers go out into the community to enrol children who are minorities, living in poverty, or at risk for poor education outcomes. In many schools this is described as a systematic process to actively seek out children.

> *To ensure inclusiveness the director needs to pretty much knock on every door and talk to the parents . . . . The method of increasing student enrolment is first conducting a survey at each orange plantation to see how many kids should attend our school for the upcoming year. Then the director and teachers follow up by talking with the parents to convince them to send their kids to school. [This school head talks about the challenge of convincing parents of migrant workers or families that live near the border and are fearful that they will be deported]* (School Head 11).

However, 68 percent of school heads surveyed in this evaluation say staff from their schools go out into the community to encourage the enrolment of children with disabilities. Schools that do include children with disabilities try to incorporate and support them as best as possible. For example, classroom observations revealed a teacher who set the desk of a girl with a disability close to hers so that she could pay extra attention to this student easily. Another school has a special teaching program, and provides support for autistic students and students with learning disabilities (School Head 7). A third school head talked about how the school uses a multi-grade system for learning-disabled students, which he deemed effective as it helps students remain in school (School Head 9).

Schools appear to be more successful at providing inclusive classroom environments where teachers demonstrate similar expectations for and equal treatment of students regardless of background. In Thailand, 80 percent of classrooms were deemed excellent in terms of being inclusive. Teachers in Thailand appeared to appreciate that inclusiveness is a critical element of a CFS. When surveyed, 98 percent of teachers felt that this school was a welcoming place for all types of children. As one teacher stated, "*The school tried to be open for all types of students enrolling to study in this school because it gives chances for children to access education is a basic child right*" (Teachers 22). Examples were cited of home visits made by teachers, extra study sessions, and support to those in need of extra assistance.

Parents shared how in some cases there used to be a lot of discrimination and bullying of students of non-Thai origin who were often branded as stupid, and expressed appreciation that teachers no longer discriminate against students and do ensure that students who could not read Thai well were gaining the necessary skills (Parents 7). Other parents expressed appreciation for school programs that included scholarships and free lunches for disadvantaged students (Parents 20) and for increased access to education services for minority students (Parents 16).

As these interviews show, many Thai schools proactively support inclusiveness by identifying children who should be enrolled, providing services and resources to enable children to enrol, and providing services and resources to encourage children to stay in school.

3.1.2 Do school environments and policies accommodate all students and provide equal opportunities?

School heads are responsible for leading the schools' efforts to be inclusive and can reconsider and re-shape (as necessary) the schools' policies to promote inclusiveness and safety. However, teachers can also speak to the degree of respect and inclusiveness among staff. An inclusive school environment is demonstrated in Photograph 1 below.

Photograph 1 Inclusion Within a Thai Canteen

Schools need to first be considered safe. As one school head describes, "*Basically the school needs to provide a safe environment in the school in order to support the confidence of students to come to school*" (School Head 22).

Schools also need to actively foster that environment of safety.

The whole school is designated as the safety zone and appointed teachers will be in some areas of the school to ensure the safety of children at all times. Classrooms are maintained to provide safety and comfort for all students to study (Teachers 25).

Furthermore, schools that celebrate diversity also create an environment of respect and inclusion. Ensuring the right policies are in place is critical to help guide schools and administrators to practice inclusiveness. When surveyed, 96 percent of school heads reported that their school had a written policy on educating all students. One school head emphasized that

> *…even in this school, some students come from minority groups but we cannot discriminate them from majority, otherwise, it may be create some social issues. To comply with National Education Act, school's provision must rely on non-discrimination basis and aim at all individual to receive learning opportunities as one of member of the society* (School Head 20).

In Thailand, 100 percent of the school heads say that their school teaches students about the history, culture, and traditions of race, ethnicity, gender, language, disability, or religion. For example, one school supports and promotes opportunities for ethnic minority students and any students "*to demonstrate their talents and competencies in public through activities of school and community… such as hill tribe students to perform their folk music instruments and folk dances"* (Parents 01).

The CFS global evaluation (AIR, 2009) reported, according to school heads, that policies are in place to engender a safe and respectful climate. The Safe Inclusive Respectful Climate (SIRC) scale for school directors focused more on policy than the scales for teachers and students. The SIRC scale measures the extent to which the school provides an environment in which students are physically safe, the extent to which all students are given equal access to and opportunity to engage in school activities, academics, and physical activity; and the extent to which the school has policies and procedures in place to support a respectful climate. Twenty-seven percent of the teachers perceived the school as excellent in terms of the SIRC, while 10 percent of the teachers indicated that this was an area that needed improvement (see Figure 2).

Figure 2 Safe, Inclusive, and Respectful Climate: Teacher Reports
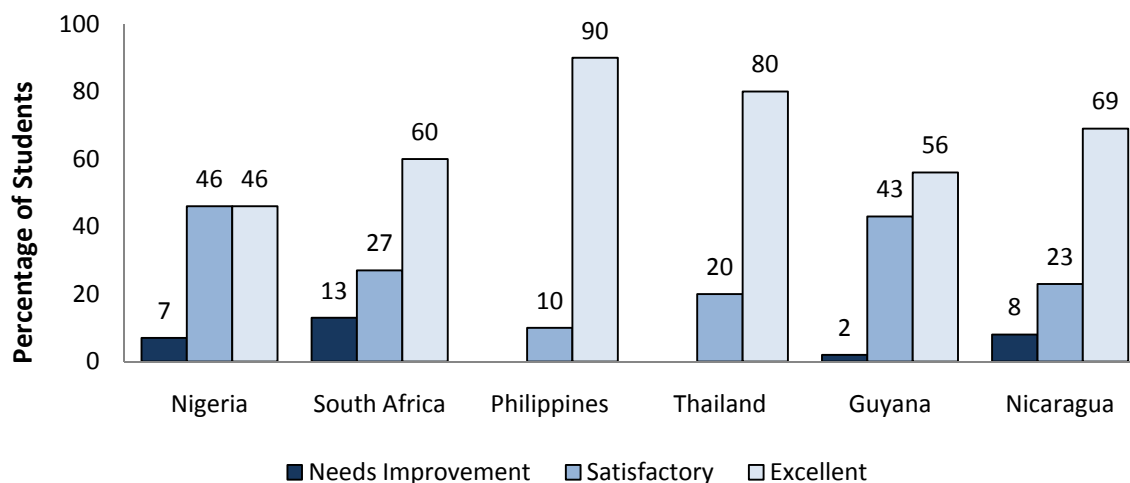
Needs Improvement: Teachers perceive their school environment to be unsafe, disrespectful, and perhaps even hostile or crime-ridden. According to teachers, teachers and students do not support or trust each other and crime in the local community often pervades the school environment. Further, teachers do not believe that all students have equal opportunities to succeed at the school.

Satisfactory: Teachers perceive the school to have a highly safe environment for students, without any serious problems with bullying or crime and violence. Teachers report their relationships with students are trusting and respectful and that students are helpful or supportive with other students. Further, teachers perceive the school to have a welcoming environment for all children.

Excellent : Teachers perceive the school to have a highly safe environment for students, without any problems with bullying, crime, or violence either in the school or in the surrounding community. Further, the school is perceived by teachers to be free of biases against children who are at risk (e.g., children with disabilities). Teachers also feel that the school has highly respectful, supportive, and trusting relationships among teachers, as well as between students and teachers.

When teachers were asked if they feel safe at their school, 96 percent responded positively, and 98 percent felt the school was a welcoming place for all children. Although the perceptions of school heads and teachers were more positive than those of students, 86 percent of students reported feeling that their school environment is a welcoming and positive one for all students. Parents also cited examples of how they and their children were included, despite differences. For example, immigrant workers from Myanmar and Laos who live and work in north-eastern Thailand reported that the school involved them in activities such as reforestation and training as much as it did other local Thai families.

Table 10 below presents the percentage of students by region, locality and years of CFS implementation who reported that families "like theirs" were involved in making decisions that affect the school. As the table illustrates, between 50-64 percent of students reported that families like their own were involved in school-level decision making activities.

Table 10 Students reporting high levels of family involvement in school decision-making

Years of CFS implementation	Northern Region		Southern Region		Total Thailand
	Urban	Rural	Urban	Rural	
1 year or less	-	78.9	-	63.1	64.1
2 – 3	68.3	56.2	57.5	55.4	57.7
4 – 5	-	49.6	-	-	49.6
6 or more	81.5	50.0	-	-	55.0

Next, we identified the six schools that students perceived as engaging their families in the schools – schools where students reported the highest level of agreement with the statement *families like mine are involved in making decisions that affect this school*. We wanted to know if schools with a higher percentage of students feeling that their families were welcome to participate in decision-making activities were places where students felt welcome. We compared student feelings of engagement with their schools among those attending such schools to those attending the rest of the schools on two items: *I look forward to coming to school*, and *I want to complete secondary school*.[7] As shown in Figure 3 below, students who attend schools with greater perceived levels of parent involvement (more rights-based) were significantly more likely to state that that the school was welcoming, that they looked forward to coming to school and that they wanted to complete secondary school when compared with students who attend the other schools in the sample.[8]

Figure 3 An Example of the Impact of Democratic Participation: Do Students at More Rights-Based Schools Perceive Their School Environments to be More Engaging, Enjoyable, and Welcoming?
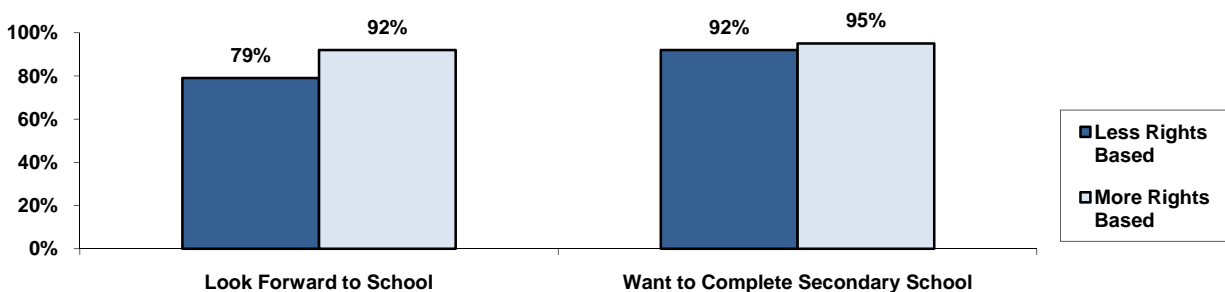
[7] School connectedness was captured by the item *This school is a welcoming place for all kinds of students*, while academic engagement was captured by the items *I look forward to coming to school* and *I want to complete secondary school*.
[8] See Appendix F for statistical details for tests of significance.

School observations provide yet another perspective on the level of inclusion provided by schools for students and families of all backgrounds. For example:

- 88 percent of the schools had a welcoming appearance, which helped foster inclusion of children who otherwise might not feel welcome at school;

- 98 percent of the schools showed posters, artwork or maps and 84 percent used children's work, making the room inviting more inviting;

- 100 percent of the teachers were seen as interacting respectfully with learners;

- 89 percent of teachers were seen adapting lessons for students with special learning needs; and

- 100 percent of classes observed were ones where the majority of students participated in classroom activities (i.e., patterns of non-participation were not observed).

The Inclusive School Environment and Climate scale (ISEC) measures the extent to which biases exist against a particular group of students. Data on this measure were collected through a classroom during the global evaluation Thailand ranked second, with 80 percent of the classrooms deemed excellent in demonstrating equality in attention to and support for all learners. The remaining 20 percent were labelled satisfactory (see Figure 4).

Figure 4 Inclusive Classroom Climate: Classroom Observations
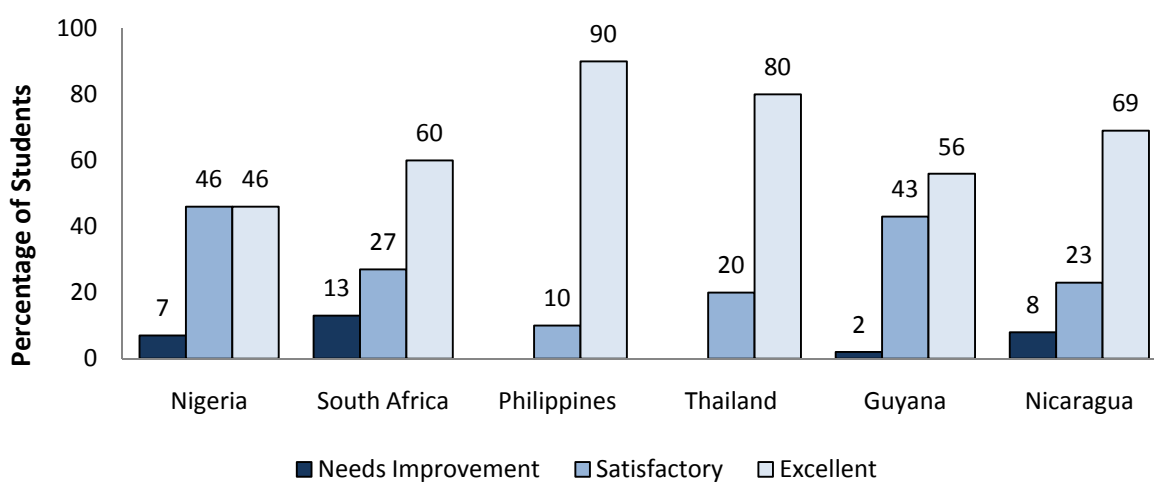
Needs Improvement: Teachers display an obvious bias against a particular group of students, for example male or female students, students with disabilities, or students from disadvantaged backgrounds. Moreover, students with disabilities are not given the appropriate guidance or support they need to succeed in the classroom.

Satisfactory: Teachers often encourage and support struggling students. Teachers usually pay similar amounts of attention to male and female students, as well as students from disadvantaged backgrounds or minority groups.

Excellent: Teachers demonstrate similarly high expectations for both male and female students, and give both groups of students consistently equal attention. Regardless of students' race, ethnicity, language, or other socio-demographic characteristic, teachers usually provide each student with equal guidance, time, and attention. Children who have special learning needs receive the necessary encouragement and guidance from teachers.

This environment of inclusion is summed up by one teacher who taught in a school that has 100 percent ethnic minority students, including hill tribes (Aka, Lesaw or Lahu, Hmong, Yao, and Mien) and ethnic minorities (Shan or Tai Yai, and Chinese):

> *All teachers give a lot of effort in helping them to feel comfortable to study in this school. They said that they try to develop teaching methods and school activities that support their learning abilities, in particular Thai teaching* (Teachers 4).

Children with disabilities are often excluded from schools, especially in areas where resources are constrained. Although 100 percent of school heads say that "*students with disabilities are offered equal opportunities to participate in school activities*," additional evidence conflicts with this statement. Capacity to identify and support disabled learners at the school is low, with only 28 percent of school heads indicating they have teachers who have been specially trained to work with students with disabilities. So while 88 percent say that their schools screen students for learning disabilities, such as difficulty with reading and mathematics, this screening only provides a label, since few schools have trained staff. However, some schools with proper training have been successful helping learners with severe learning disabilities. Cultivating an inclusive environment begins with creating an environment that is welcoming to and prepared for students with disabilities. For example:

> *There is an autistic student in the level of primary one. Her mother comes to school every week in order to take care of her child, and meet teachers and classmates of her child. After, her autistic child studies in this school for a while, her child can tell others that she wants to go to toilet, and learn how to use toilet even though her child still refuses to talk* (Parents 1).

Efforts to build capacity to support special needs children have the potential to pay large dividends. Thailand has built a culture of inclusion in school, and ensuring that teachers can address and support the needs of children will ensure those that are frequently the most marginalized and neglected by the education system can be properly supported and thrive.

Although this observation is limited to students with physical disabilities, Thailand's school facilities are considered excellent overall in terms of accessibility. More than 90 percent of the schools had latrines and sinks that were accessible to students with disabilities, and only 13 percent of the sample schools had school buildings, classrooms, and play areas that were not accessible to students with physical disabilities.

In Thailand, the development of the School Management Information System (SMIS), a tool seen as critical to meeting its inclusiveness goals, has been supported under the CFS initiative. Schools monitor a student's development and tailor interventions for the unique needs of each student through SMIS. CFS uses training on SMIS provided by Education Area Support Offices (EASOs) to create awareness and understanding of inclusion issues and to help teachers at the school input student data, including academic achievement data and family characteristics. The program then helps the school identify high-risk students, which in turn allows teachers and school directors to target special support to these students, ensuring a consistent pattern of inclusion. SMIS provides a great opportunity for schools to address the unique and special needs of children. One teacher explains how the system has helped the school:

> *The school does home visiting, and uses student data support system (SMIS) of all students, and provides scholarships to students who face poverty problem. Furthermore, the school tries to solve malnutrition problem among students, school feeding program, in particular milk feeding and lunch feeding, carries out in the school. For life skill education, teachers also provide counselling for their students, and the school tries to use Buddhism theory to improve moral quality of students* (Teachers 4).

The use of information in SMIS is an area for CFS to continue to prioritize and provide training in to help support children with special needs.

3.1.3   What are challenges to inclusion of all children?

School heads, teachers, and parents valued inclusiveness and view it as a key element of the CFS model. They also felt that their schools were inclusive in many ways. However, they also acknowledged some challenges and barriers, particularly around serving children with disabilities and other vulnerable groups. Some school heads described accessibility of physical structures to students with physical disabilities as a challenge, but this was never identified as a barrier to serving these students. For example, in one school "*the whole class uses a downstairs classroom in order to create accessibility to their disabled friend to the classroom*" (School Head 25).

Moreover, it was not always evident whether students with disabilities were enrolled or were not present in the school due to absenteeism or enrolment in a special school. When students with disabilities were not observed and site visitors probed, responses such as the following were elicited: "*There are some children with disabilities in the area and the school provides a budget for toys for these children and teachers go to their home to teach them*" (Parents 08). While supportive of students who are unable to access or consistently attend school, this does not provide equal learning opportunity for all learners.

A second barrier faced by students is related to transportation of students to school, an issue common across remote or rural schools. Student survey data also suggest that some students perceive threats to their personal safety as they travel to and from school – 26 percent of students did not feel safe walking to or from school. About 11 percent of students reported often staying home from school because they were worried about their safety either on their way to school or once at school. In fact, 13 percent of students reported not feeling safe at their school.

Third, Thailand's schools serve children with diverse cultural and language backgrounds and from impoverished families, which often presents a significant challenge to teachers and other school staff. The challenges of serving children with different home languages than the language of instruction arose in many interviews with school heads, teachers, and parents in Thailand, as well as the surveys administered to students. School heads, teachers, and parents spoke about the challenges of serving "hill tribe" children (in northern Thailand), displaced children, and "sea gypsies." Some of these challenges were described as revolving around language. For example, 84 percent of students surveyed noted that teachers did not use the same language at school that students used at home.

Nearly all schools take steps to accommodate all students and provide equal opportunities for all learners. For example, one school head described his school as open to all kinds of children, including hill tribe children, disabled children, displaced children, and Thai students, and reported that the school also takes care of all students: *"we have large number ethnic minority students and some students who have cleft palate problem and deaf problem, which the school gives a lot of support with their speaking and communication"* (School Head 4). As expressed by about 10 percent of school heads, this is not without challenges, especially when overcoming language and cultural barriers. Stateless children are a challenge in Thailand, with laws that do not support further education without citizenship and border monitoring that can actually inhibit enrolment or attendance. Infrastructure that enables participation by all is also important, and while many teachers have found ways to overcome those challenges (e.g., having a physically disabled child's class in one of the accessible classrooms), teachers need more training to creatively and supportively address the special needs of some children.

Enrolment of out-of-school or migrant youth creates challenging conditions for teachers to provide high-quality learning opportunities that are relevant to all students and respond to students' unique learning capacities. As one teacher laments, "*most of the students [have] complex problems of socio-economic and migrant families. Teachers do not know the students and parents languages. [There is] some discrimination among the attitudes among parents from low land, and hill tribes*" (Teachers 7). Children of migrant families face additional challenges, including poverty problems, language barrier, legal status, nationalization, and their stateless status. Teachers at one school told interviewers that their students have to work during the weekend or after school for their survival. For example:

> *Some students have to spend their time searching for bamboo shoots in the forest during weekend. Also, during harvest seasons, many students cannot join the school because they have to do labour work in the farm for getting more income for their families. Moreover, some of students who are displaced persons from Myanmar cannot continue their study because their parents migrate to sell their labours in the other employment places, or come back to Myanmar. As a result, the school dropout rate is very high* (Teachers 4).

Schools attempting to educate disadvantaged children must broaden the traditional role of the school. Although inclusive education and awareness of disability rights is an increasingly prominent theme, schools can promote inclusiveness through community mobilization and teacher training programs. As one school head stated:

To meet inclusiveness goals, the school must first identify out-of-school youth, engage with the community and local government to enrol those youth and develop strategies to retain these youth. All of this requires substantial networking skills and other capacities, as well as financial resources. Additionally, although MOE policy supports inclusion of stateless youth in schools, Ministry of Interior policy regards the parents of stateless youth as illegal immigrants and it is not uncommon to see police check posts near schools serving large numbers of stateless youth because they do not have legal status (School Head 9).

One school head noted that despite some students' long-term residence in Thailand, they do not legally have Thai nationality. This has a detrimental impact on students' motivation to enrol in school and continue their education as they begin to realize the implications of not having Thai citizenship (e.g., ineligibility for student loans from the Thai government, school feeding programs, and enrolment in public universities) (School Head 7).

For example, in a number of schools, observers noted that sponsored children eat in a separate cafeteria from children who are able to purchase their lunch. This segregated approach may lead to these children being stigmatized by their peers. One strategy that the Thai government can focus on to increase inclusiveness will be to develop regulations that recognize the rights of every child to an education while also addressing the (sometimes) competing priorities of the government.

In summary, most school heads, teachers, and parents believe in the principles of inclusiveness and try to seek out children who are not in school and ensure they feel welcomed. The benefits of inclusion are clear, as parents from one school relay:

Child rights promotion at school support students, particular Northern Thai and ethnic minority students to feel more confident, more outstanding, and dare to speak their minds. One parent gives example of hill tribe children, in the past; they always think that they are inferior to other Thai students. But, now, they feel more confident to study and live in the Thai society happily. They feel that they are significant part of the school and society. Even the school head explains how teacher carry out home visits with all students to conduct an assessment of family problems and social environment which may affect student learning equality (Parents 01).

And while teachers and school directors talked about the challenges around serving these populations, they also talked about the opportunities and, in doing so, reflected on what a CFS is or should be:

. . . small children, particularly Kindergarten level to Primary One level need to have additional teaching and learning media of all subjects, particularly Thai language teaching. Furthermore, teachers state that Muser or so called Lahu (hill tribe) students cannot speak Thai very well. . . . All teachers conclude that the school does not have enough teaching and learning facility to develop their skills in reading, writing, and calculating (Teachers 09).

When the first groups of hill tribe students attended this school, they were not happy at all, due to the stereotype the lowland people have about them . . . . And, the hill tribe dialect used by minority groups does create a problem. So, [the school director] had to explain to both groups to give each other sometime, be patient, give a chance for their friend to adjust, and not to let stereotype to delude the reality. The director also had to enforce people (students and teachers) to use central Thai as a common language, because the lowland students did not understand the hill tribe dialect and hill tribe students did not understand the northern dialect ether. This problem happened three years ago. Now no more problems, everyone gets along well. There have [been] more hill tribe students who assimilate well and they became friends with lowland students (School Head 02).

[CFS] means a school that provides support to all kinds of students regardless of their race, gender, and ethnicity. For example, in this school, Thai, hill tribe, and ethnical students can study and receive support from teachers and the School Committee and they feel they are part of the school (Parents 01).

3.2   Effective and high-quality learning environments

A quality learning environment promotes high-quality teaching of relevant knowledge and skills through instruction that is adapted to meet students' needs and that encourages children's active engagement,

rather than relying on traditional rote learning approaches (AIR, 2009). When teachers encourage student to be actively engaged in the learning process and to do well, and when students are presented with interesting learning opportunities, they are more likely to stay in school and succeed academically (Lockheed & Lewis, 2007). Children's active participation in learning reflects not only a child-centred approach to pedagogy but also the principle of democratic participation. Further, in the recently revised manual for CFS, UNICEF describes child-centred learning as follows (UNICEF, 2009):

> *Learning is central to education and in line with the child-centred principle, the child as learner is central to the process of teaching and learning. In other words, the classroom process should not be one in which children are passive recipients of knowledge dispensed by a sole authority, the teacher. Rather, it should be an interactive process in which children are active participants in observing, exploring, listening, reasoning, questioning and "coming to know." This is at the heart of the classroom process in all Child Friendly school models, and it is critical for teachers to be well trained in this pedagogy.*

The second research question evaluates Thailand's achievements with respect to CFS by examining the extent to which CFS in Thailand achieved an effective and high-quality learning environment. The question can be further subdivided into three sub-questions:

- Has the school leadership created a positive learning environment that has clear goals, a plan for reaching those goals, and rewards students, staff and community members for achieving those goals? Further, to what degree do students feel supported academically? What are teachers' and school heads' beliefs and attitudes about effective pedagogy and examples of instructional methods used by teachers?

- Does the school have a plan for providing training and professional development opportunities to its staff and does the staff take advantage of those opportunities?

- What are some of the challenges associated with providing effective child-centred pedagogy? Further, is there a good management of school resources and there is an accountability system that includes all actors to support resource management?

Quantitative and qualitative results will be provided in each of these areas to the extent that they were assessed as a part of this global evaluation.

3.2.1 Positive learning environments for students, staff, and community members

Within Thailand, UNICEF provides support not only at the national level of the Ministry of Education but also to multi-district school-support entities called Education Area Support Offices (EASOs), which provide direct training, supervision, and support to school staff. The training is usually packaged in one of two ways: child-centred pedagogical approaches, the cornerstone to operationalizing the Child Friendly Schools initiative, or life skills/livelihood training, which aims to more broadly complement a school's efforts to develop children's intellectual capacities through an intensive focus on children's psycho-social development and acquisition of relevant and usable vocational training (UNICEF, 2009). Prior to receiving support from the EASO, schools are rated in several criteria, including whether the school supports significant numbers of marginalized children, the leadership and management capacity of the school head, and the potential support of the surrounding community. Schools generally receive support for one year, although all previously supported schools also continue to be recognized as CFS schools.

Student survey data were analyzed to ascertain the degree to which students felt their school environments were student-centred and challenging. In response to a question about the use of different child-centred instructional methods in their classrooms, over 80 percent of students surveyed reported that they are encouraged to participate in class, work together, and share their ideas and opinions, and that teachers do listen to explanations of students' answers.

Students' responses support results from classroom observations,[9] which suggest that teachers are for the most part using lessons learned from these EASO-sponsored workshops in their classrooms. They were observed to be using child-centred teaching techniques, creating organized lesson plans to guide

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[9] See Appendix C for item-level frequencies on all student survey items.

classroom activities, and using child-friendly communication styles and disciplinary practices. For example, observers found that teachers facilitated discussions among students in 98 percent of the classrooms, and that teachers were successfully integrating social emotional learning with academic learning – over 85 percent of the students reported that teachers relate information presented in the lesson to students' lives outside of the classroom, or to life skills or social emotional learning.[10]

Photograph 2 A Thai Teacher Uses Child-Centred Techniques to Teach

When teachers and school heads were asked what teachers do to contribute towards building such an environment for students, their responses indicated that they spent time attending teacher training sessions, preparing lesson plans, controlling budget expenditures to align with proposed activities, participating in school activities, and/or evaluating the CFS project according to their work plans or self-assessment plans.

During focus groups with teachers, Thai teachers recalled many examples of the ways in which students, teachers, and school leadership worked together to provide students with unique and relevant learning opportunities (including livelihoods training) in a high-quality and effective environment. Some examples are provided below:

- The school has continuously developed a local curriculum with the community participation focus on the contents of local wisdom. The teachers have been using the local curriculum to integrate with the subjects in their classrooms.

- The teachers help survey the needs of the students in order to relevantly support them toward their goal achievement.

- The school has encouraged both fast learners and slow learners with different tools and media to help them in their learning process.

- The school has created a learning centre inside the school such as a library, computer, or internet.

- The school has encouraged the students to express their knowledge or cultural background through art, play, and other exhibitions.

- The school provided a study tour for the students to learn about means of production in their community, visiting places such as a palm oil plantation and palm oil factory, and a rubber plantation and rubber latex processing factory.

- The school supported the students in conducting their survey on the process of making noodles, bird cages, and traditional desserts.

- The school invited local businessmen and businesswomen from the community in order to demonstrate and teach the students how to use local wisdom in different areas of living.

- The school has launched a home visit scheme in order to provide moral support to the students and to create better understanding between school, students, and parents.

- Teachers set up a student camp to teach about child rights.

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[10] See Appendix E for item-level frequencies on all classroom observation items.

- Teachers and school staff encourage peer-to-peer learning so that advanced students can help out less advanced students during lunch break. Some students are assigned to be truancy inspectors.

Teacher survey data further demonstrate teachers' commitment to more innovative pedagogical techniques in order to create a more effective and high-quality learning environment for their students. Indeed, teachers' responses to statements on the teacher survey about the effectiveness of child-centred instructional methods converge with the classroom observations and student survey data.[11]

For example, 96 percent of teachers surveyed reported that students have better academic achievement in classrooms where their active participation in learning is encouraged, and only 7 percent of teachers viewed allowing students to discuss or debate ideas in class as taking time away from learning, which is consistent with their beliefs about the benefits of active engagement on learning outcomes. Still, 13 percent of teachers surveyed strongly agreed with the statement "*classroom learning is most effective when based primarily on lectures, with students responding when called on,*" which demonstrates how deeply engrained more traditional methods of teaching may be, and suggests a need for additional training.

Many teachers and school heads did recognize the importance of active, student-centred teaching techniques for improving not only the quality of their instruction but also improving student attendance, enrolment, engagement, and learning outcomes, as demonstrated by their responses during focus group discussions. For example, one group of teachers noted:

> *After the teachers started using the methods and student-centred learning process they found that the students like this learning process very much. The students always feel confident to express their ideas and opinions. . . . Moreover, when the students share ideas, opinions and experiences, the teachers feel very happy hearing the students speak out what they think and how they feel. This makes the teachers realize that their students are growing both physically and mentally (Teachers 16).*

Photograph 3 Teachers Utilize a School Library to Support Student Learning

Figure 5 below presents teachers' views on whether allowing students to discuss or debate ideas in class takes time away from learning*,* as reported in teacher survey responses. About 9 percent of teachers believed that allowing students to discuss or debate ideas in class takes time away from learning, which suggests that the majority of teachers surveyed have been exposed to and embrace more innovative teaching and learning techniques.

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[11] Item-level frequencies for teacher responses to survey items are presented in detail in Appendix B.

Figure 5 Percentage of Teachers Who Think that Allowing Students to Discuss or Debate Ideas in Class Takes Time Away From Learning
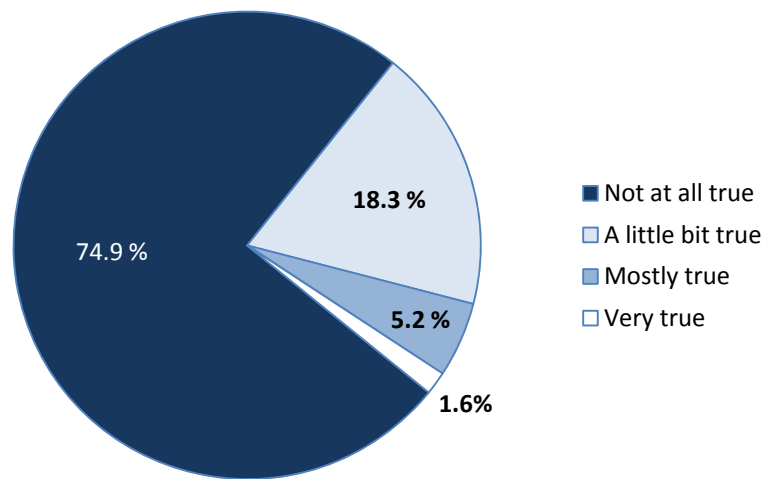
Teacher attitudes can affect ways in which instruction is delivered in the classroom and the degree to which these methods are child-centred. Teacher attitudes and instructional techniques can also, in turn, affect the degree to which students remain engaged with learning. In order to explore whether this is the case with these schools, we identified the six schools where teachers reported the highest level of disagreement with the statement *when teachers allow students to discuss or debate ideas in class, it takes time away from learning*. We compared student feelings of how child-centred their school environments are using three items: *When students master their lessons, they are given more challenging work*, *Teachers notice if I am having difficulty with my lessons* and *Teachers give students opportunities to improve their work if they do poorly on assignments*. As shown in Figure 6 below, students who attended more child-centred schools were significantly more likely to state that it was *very true* that they looked were given more challenging work if they mastered their lessons, that teachers noticed if they were having difficulty on their lessons, and that they had opportunities to improve their work if they did poorly on assignments, when compared with students who attended schools that were less child-centred.[12]

Figure 6 An Example of the Impact of Child-Centredness: Do Students at More Child-Centred Schools Perceive Their School Environments to be Welcoming, Safe and Equitable?

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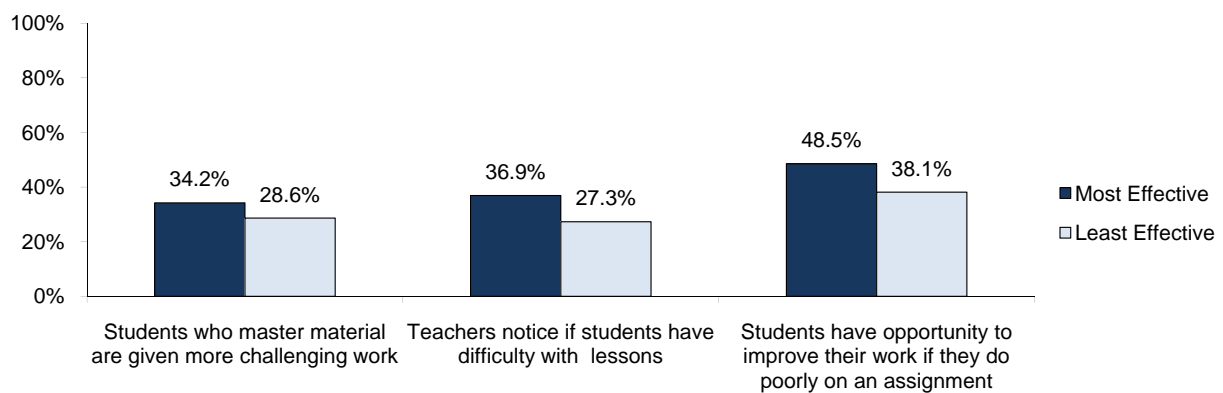
[12] See Appendix F for statistical details for tests of significance.

School heads also demonstrated an understanding of the concept of child-centred pedagogical approaches, as most were able to cite examples of such approaches in their school's classrooms. For example, in one interview a school head noted:

> *Students are divided into groups to work on certain projects, and they then present their work to the rest of the class. . . . Discussions among students are encouraged, and students are rotated to work in different groups so that all students have an equal chance to work with all their friends. Teachers often encourage peer-to-peer learning because sometimes students can communicate with each other better than with the teachers* (School Head 20).

School heads' perceptions of the impact of CFS on these pedagogical approaches were mixed. Some school heads acknowledged the difficulty in measuring the unique impact of the CFS approach on schools because the Thai MOE has also adopted the model and expanded it nationally. For example, one school head noted,

> *…there does not seem to be major differences between CFS and other schools that do not participate in CFS. The principles for teaching/learning are the same because all schools follow Thai educational legislation. Therefore, it all depends on how each school applies CFS principles to their school's teaching/learning approach and activities* (School Head 17).

However, several other school heads noted the positive reactions of their staff to the CFS model and the introduction of child-centred learning techniques:

> *The teachers themselves also feel that they are able to expand their ideas to create a wider range and scopes of learning process which also build up a confident to the teachers in providing learning process with various ways of thinking. Moreover when the students share and exchange ideas, opinions and experiences the teachers feel very happy when they heard the students speak out what they think and how they feel which make the teachers realize that their students are also growing positively both physical and mental appearances. Then the teachers feel they can accept students and respect them. Finally the teachers feel they also need to develop themselves in order to get along and keep pace with the students all the time* (School Head 5).

Several school heads and teachers interviewed during the course of the global evaluation were quick to prioritize pedagogy and teaching/learning techniques when asked which component of CFS would be most crucial to fund given a limited budget:

> *Student centred learning, setup extra curriculum activities according to students' needs in order to encourage student participation self need evaluations (knowing him/her self well) then they can make their lives and being able to survive in future*" (School Head 15). As another School Head noted, "*budgets from CFS are fairly limited, and the reason for the school to implement CFS is to obtain better teaching/learning approach for students* (School Head 17).

Teachers often concurred with these viewpoints, and defined CFS schools as those which "*must continuously improve and develop teaching/learning activities and relevancies. CFS also requires understanding of children individually and fulfils his/her expectations based on principle of equality*" (Teachers 14).

3.2.2   School-level agendas for staff training and professional development opportunities

Many Thai school heads interviewed during the global evaluation acknowledged and recognized the broad and substantive impact of teaching styles on student outcomes and the limits of existing capacities in their schools. As one school head stated, "*Teacher have realized the existence of innovation of teaching method but some teachers still get used to old teaching model and cannot adapt/develop themselves for concept*" (School Head 15). Another school head noted, "*Some teachers get used to the old teaching style and feel uncomfortable with innovation at the beginning stage of implementation*" (School Head 16). Consequently, an oft-repeated request throughout many interviews with school heads was for additional training – both to improve "*teachers' competency related to child development and empowerment"* and for *"leadership and management training*" for the school heads themselves (School Heads 14, 15, 22, 27). These school heads support the notion of additional training for themselves and their staff.

Photograph 4 A Teacher Uses a Traditional Lecture Method in Her Classroom

When asked how school leadership has been involved in improving pedagogy in schools, multiple school heads responded that schools support teacher development activities such as allowing teachers to attend training workshops; encouraging teachers to prepare concepts, policies, and work plans with the school director; following up on the action items described in the work plan; fostering a collaborative atmosphere within the classroom and encouraging students and teachers to work together, supporting students playing a more significant and participatory role in their education; and, seeking additional supports from outside the school for project sustainability.

Teachers consistently noted that school leadership supported their efforts to bring innovative teaching methodologies to their schools in order to create more challenging and child-centred learning environments for students. When teachers and school heads were asked what their top priorities were in providing child-friendly learning opportunities for their students, many teachers and school heads mentioned "*trainings for teachers on educational technology, innovation and self-production of learning materials*" (Teachers 15). Some parents, during focus group discussions, also requested that additional funding be provided by UNICEF for "student activities, textbooks, and notebooks, because they are all from a poor family (all daily workers)," further noting that "*families that can afford it would send their kids to a private school or other bigger schools. Some students have to borrow textbooks from school or from other students.*"

Several teachers noted that trainings had been provided for them to both improve their skills and capacities and to further their professional development. Some teachers noted taking educational trips to different regions of Thailand to learn more about how other educators support their students and further their professional capacities. As one group of teachers noted:

> *As the leadership of the school, the director has encouraged the teachers to establish plan and budget to support learning process of the students then to provide budget to implement their plan. The director had approved budget in organizing exhibition on the students and parents work with participation from the community and sub-district administration organization. The director has provided training for the teachers in order to support and create the teachers' potentiality in implementing the student-centred learning process in the classroom. Moreover, the director has organized training on ethic and disciplines for the students (*Teachers 16).

School leadership in most schools visited during this evaluation provided training and professional development opportunities to their staff. At several schools (e.g., 14, 16), school heads and head teachers reported conducting a series of trainings focused on CFS concepts, principles, and implementation for all teachers. Several teachers' meetings, such as school meetings, section meetings, subject meetings, and master-of-dormitory meetings (for boarding schools), were reported as well. These activities strengthen teachers' capacities to "*build desirable traits of the students in terms of livelihood skills and child-right fulfilment*" (School Head 14).

Similarly, the teaching staff also sought to take advantage of these opportunities. Most teachers reported having participated in multiple workshops each academic year, organized by various agencies such as the Ministry of Education and UNICEF. Teachers who successfully complete these professional development courses are also recognized by school administrators, sometimes in the form of a promotion.

Teacher survey data support results gleaned from interviews with teachers and school heads. Over 90 percent of teachers strongly agreed with the statements that "*teachers at this school are given ongoing opportunities to learn better techniques through workshops, seminars, or trainings*" and that "*school leadership provides teachers at this school with adequate support to continually improve their teaching methods.*" Several directors also mentioned that they encourage their teachers to "*participate in training on the students-centred approach and child rights issue in order to acknowledge and improve teaching skills of the teachers in providing learning process to the students."* Overall, there appears to be a sense that school leaders support teacher efforts to further their professional development; this support can come in the form of additional funding, moral support, or time. For example, at one school, the school head shifted the hours of operation for the school to 8:00 am to 3:30 pm (previously 4:00 pm) so that teachers would have additional time in the afternoons and evenings to prepare for classes the next day.

However, not all training opportunities are relevant or useful for teachers. Some teachers found the study visits and in-service trainings required by the Ministry of Education repetitive, and felt that they duplicated previously held trainings. Several teachers also mentioned that while these workshops covered the basics of child-centred, active teaching techniques, they needed more personalized and innovative training on classroom management and positive disciplinary techniques to develop practices that truly meet the needs of their students (e.g., Teachers 7).

Finally, 92 percent of teachers reported that their peers are valuable resources in furthering their professional development and improving their teaching methods. For example, at one school, teachers noted that the "*head of subjects' departments assist teachers in sharing and exchanging experiences in using student-centred approaches and teaching to cross-curricular competencies.*" At two other schools, teachers explicitly mentioned that their school heads have developed and formed policies that support peer education among teachers in order to support the learning processes of their students. Programs such as "Teacher helps Teacher" have been developed to encourage teachers to share their knowledge and experiences in order to promote positive student outcomes.

3.2.3 What are some of the challenges associated with providing effective child-centred pedagogy? Further, is there good management of school resources and is there an accountability system that includes all actors to support resource management?

Interviews with teachers and school heads pointed to several consistent barriers to fostering a more child-friendly environment: (1) insufficient teaching capacity, (2) insufficient numbers of teachers and teaching and learning materials, and (3) challenges in engaging parental support and involvement in their children's education. Other challenges noted by teachers and school heads during interviews, such as creating welcoming physical structures and spaces in order to motivate students and encourage learning, will be discussed in other chapters of this report.

3.2.4 Teaching capacities and materials

Parents and teachers consistently defined child-friendly schools as schools with sufficient learning resources, including textbooks, paper, writing instruments, and information and communication technologies (ICT). However, teachers and school heads mentioned several challenges in creating high-quality and effective learning environments in Thai schools, including insufficient numbers of teachers to cover all classes and courses and a lack of teaching materials. Student survey data demonstrated that almost 20 percent of students felt that they did not have the materials they needed to support their learning, and teacher survey data revealed that a similar percentage of teachers felt the same. And as one school head noted during an interview,

> *…teachers will have to teach subjects that they do not directly have knowledge on. For example, a teacher who teaches math will also have to teach science or Thai language. Teaching/learning materials are also in need to improve teaching/learning activities for all students* (School Head 17).

However, over 90 percent of teachers reported that teachers in their schools are provided with an effective curriculum to guide their teaching, suggesting that there are more positive perceptions about the effectiveness of the curriculum than the sufficiency of their resources. At several schools, teachers

mentioned that they routinely search for "teaching media." In one example, the school head noted that they had to return the funding they received for computer and sound lab facilities because the school lacked the necessary infrastructure to support those resources (i.e., electricity) at that time. Although not an adequate substitute for well-trained teaching staff and high-quality teaching and learning materials, other components of the CFS model, such as parental involvement and engagement, do mitigate the impact of limited resources.

3.2.5   Engaging and enhancing parent involvement

Increasing or maintaining levels of parental involvement in and enthusiasm for their children's educational progress was another challenge that emerged during interviews and focus group discussions in Thailand. While some parents did place a high priority on improving their children's academic achievement, most parents did not have comments (or want to comment) on the pedagogical approaches of school staff in their children's classrooms. In fact, several parents noted they felt commenting or "judging" teachers was distinctly outside of their purview and rights as parents. Working with these parents to encourage them to engage with their children on their school activities and their children's teachers on their pedagogical philosophies will be an important component of CFS activities moving forward.

However, some parents were able to offer examples of changes in their children's behaviours within the classroom. For example, one group of parents witnessed the development of "*close[r] relationships between teachers and student":*

> *Children are more responsible and they know their duties and responsibilities at home. Apart from that, the students speak up more and express their opinions confidently. The school provides more learning facilities and the relevance than the past such as learning materials, transportation. Changes have been made so their children get better grades in school. Some students get rewards in several competitions. Students are not afraid to speak up and are eager to participate in all classrooms' activities.*

Parents' awareness of student improvements within the classroom may be due in part to teachers conducting home visits in order to increase the frequency and quality of communication with parents and to better understand their students' living situations and the demands of their families. Visits by teachers to their students' homes have led to a number of important and positive outcomes. For example, one parent noted that *"in the past, people didn't know about the school, but now they know a lot more about the school."* Parents at several schools also noted other improvements, such as the fact that students "*are more obedient and eager to come to school, and more attentive in their studies.*"

Interviews with parents provided evidence of the enthusiasm many parents felt for CFS. Notably, about half of parents interviewed in focus group discussions in Thailand had never heard of CFS before the interview. For the remaining parents, the term "child friendly" was intuitively familiar and resonated with them. For example, one father said when he thought of the term "child friendly," he thought of an organization that supports children (sometimes even providing extra support) and provides them with the educational materials necessary for learning. One mother, who had previously heard of CFS, said that it was a "*landmark initiative that emphasizes the quality of education and responsibility among teachers.*" But she continued:

> *At first we didn't understand at all what the project means. We thought the purpose of this project was to improve and develop the kids' body and mind simultaneously through different activities that would be conducted. Then, our thought changed because we didn't see any budget provided from the UNICEF for the school to do any of those activities, so we started to have the question about what exactly this project means. We still think if the project takes care of the kids' body and mind at the same time, it's still a good project.*

Another group of parents commented similarly:

> *Among all the parents and school committee, there is still a big question about what is the main purpose of CFS. At the self-assessment workshop, the facilitator informed the participants that they needed to collect the data and identify the problem first, so the UNICEF knew how to help them. So, the expectations of all the participation was that the UNICEF will come and help them*

solve the problem after they return to their own school. But, when that didn't happen, everyone was very confused and wonder (Parents 11).

Overall, the evaluation suggests that the involvement of parents in school events and decision-making activities, as well as the support of community members for the school and their encouragement for students to continue their education, plays a substantial role in students' perceptions of school climate and their level of connectedness to their school. Therefore, a school's commitment to involve parents and community members will also critically impact the degree to which schools can foster child friendly learning environments that foster better student engagement and performance.

3.3   To what extent has CFS in Thailand achieved a safe and protective environment in CFS schools that supports children's health?

In this section we sought to understand if schools participating in the Child Friendly Schools initiative in Thailand provide a safe and protective environment for children and support children's health and well-being. Supporting children's health and well-being is critical in schools due to the differing physiological and behavioural characteristics of children, their greater susceptibility to toxins in the environment (compared to adults), their greater need for food and nutrition, and a decreased ability to recognize and avoid dangerous situations (FRESH, 2000). According to the Convention on the Rights of the Child (CRC), children have a basic right to a secure and health-promoting environment. As children spend a high percentage of their waking hours in school, it is critical that schools and other agencies that support and supervise them expend resources to ensure the school environment is secure for children and fosters their health, learning, and well-being. Also, the success of other dimensions of CFS is intimately related to keeping children safe and healthy.

For instance, programs such as school feeding are core strategies in promoting inclusion (e.g., the World Food Programme's school feeding program, which works to achieve several of the Millennium Development Goals by seeking to reduce hunger by half and achieve universal primary education by 2015). Research suggests that deworming and other health interventions are positively correlated with learning outcomes (Kremer, 2005). Research on physical aspects of school environments and infrastructure has also demonstrated an important linkage between physical elements and educational success, an example being a UNICEF study that found that girls consistently dropped out of school when there were inadequate latrines facilities (UNICEF, 2006). Finally, parents are also more likely to support a school when they believe it is a safe and protective place for their children (AIR, 2009).

3.3.1   To what extent are CFS schools in Thailand safe and protective?

School observations indicate that most Thai schools implementing the CFS approach provide safe and welcoming environments in terms of the school's architecture and design and school policies. For example, 92 percent of school buildings and grounds were rated as having a welcoming appearance by site visitors. CFS stakeholders also reported a number of accomplishments in making schools safer, such as building school fences or prohibiting vehicles such as motorcycles on the school grounds. Similarly, efforts to protect children have also increased since the implementation of the CFS approach in schools, including elimination of corporal punishment, employment of positive discipline approaches such as merit-based reward systems, and prevention of unauthorized adults from being on school grounds.

Although these efforts have represented significant strides in safety and protection, several schools visited in this evaluation continue to face challenges in creating safe and protective environments for students. For example, a number of schools are still close to trafficked roads without a fence. Some school buildings are as much as 68 years old. Termites were a concern for a number of teachers and school directors in these older buildings, many of which were wooden. And while buildings in 61 percent of the 25 schools visited in this evaluation were rated as being in good structural condition, 90 percent of classrooms were rated as having only adequate protection from adverse weather conditions (i.e., solid roof, walls, and a floor).

Dangers to students sometimes extend beyond the physical structure of school buildings. As an extreme example, one school was visited where the school director estimated that as high as 70 percent of students and parents were involved in smuggling methamphetamine from Myanmar. Students were simply used by the dealers as unknowing mules, carrying drugs in their backpacks in exchange for small sums of money (e.g., 100 Baht). And in an urban school in Bangkok, teachers and the school director reported that foreign tourists would frequently enter the school during the day. The purposes of these visits, as well as any efforts taken by school staff to ensure the safety and well-being of their students, were not clear to site visitors.

Finally, school and classroom observations conducted by the evaluation team revealed that corporal punishment was still used in some schools visited during this evaluation. However, when probed on this issue, some teachers reported that the "characteristics of the punishment" had changed. For example, several teachers noted that they believed that corporal punishment could bring about positive behavioural change as long as "*students understand why they are being punished, the punishment is not so severe that it will leave the children sick, and that the teacher is acting out of love and goodwill instead of out of hatred or frustration*" (Teachers 07, 09, 12). Working with these teachers to encourage them to engage with their students in more positive, constructive and child-friendly ways will be an important component of CFS activities moving forward.

3.3.2   Do CFS schools support children's nutrition?

Like other countries participating in the global evaluation, Thailand struggles to provide proper nutrition to all students. More than 30 percent of surveyed in Northern Thailand reported that they were often too hungry to pay attention in school, as shown in Table 11.

Table 11 Percentage of students reporting that hunger inhibits learning

	Northern Region		Southern Region		Total Thailand
	Urban	Rural	Urban	Rural	
Strongly agree	5.9	9.1	6.9	6.3	7.5
Agree	26.8	22.1	19.9	13.4	19.5
Disagree	41.8	41.6	43.2	46.7	43.5
Strongly disagree	25.5	27.2	29.9	33.6	29.5

In Southern Thailand, 19 percent of rural students and 27 percent of urban students reported being hungry at school. Teachers were also aware of this problem, with more than 36 percent (Figure 7) of them reporting that hunger or poor nutrition often kept their students from learning.

Figure 7 "Inadequate Nutrition Keeps Students at This School from Learning as Much as They Should" [Teacher Report]
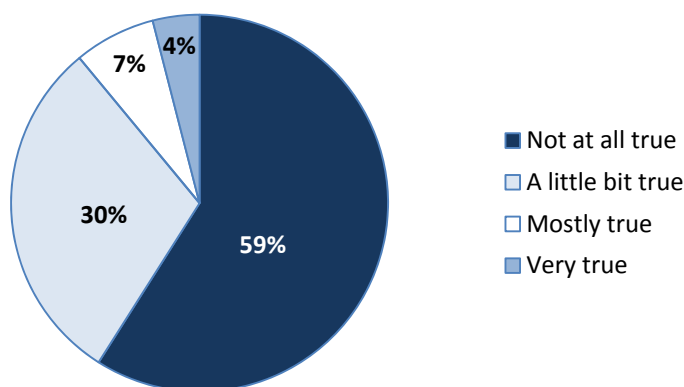
Most CFS schools in Thailand supplement the national school feeding program with locally sponsored efforts to extend the milk program to students beyond the fourth grade. These efforts are extended to stateless children, and/or children without a Thai identity card. In addition, a number of schools have a school garden, cash crops like palms, and fish ponds that help supplement the national school feeding program through food or funds for food.

We identified the six schools with students reporting the highest levels of disagreement (more child-centred) and highest levels of agreement (less child-centred) with the statement *Sometimes I am too hungry to pay attention in school.* We chose to examine these schools because we hypothesized that schools with students who report lower rates of student hunger are schools that may have greater resources to combat student hunger and malnutrition and may foster more child-centred and healthier learning environments than schools where student hunger is more pervasive.

Next, we compared student feelings of safety in and enjoyment of their school environment among those attending "more child-centred" schools to those attending the "less child-centred" schools on three items: *I look forward to coming to school*, *I feel safe at my school;* and *I expect to continue my education next year.* As shown in Figure 8 below, students who attended the "more child-centred" schools were significantly more likely to respond with the highest level of agreement in response to these items when compared to students who attended "less child-centred" schools.[13]

Figure 8 An Example of the Impact of Child-Centredness: Do Students at More Child-Centred Schools Perceive Their School Environments to be Safe and Enjoyable?
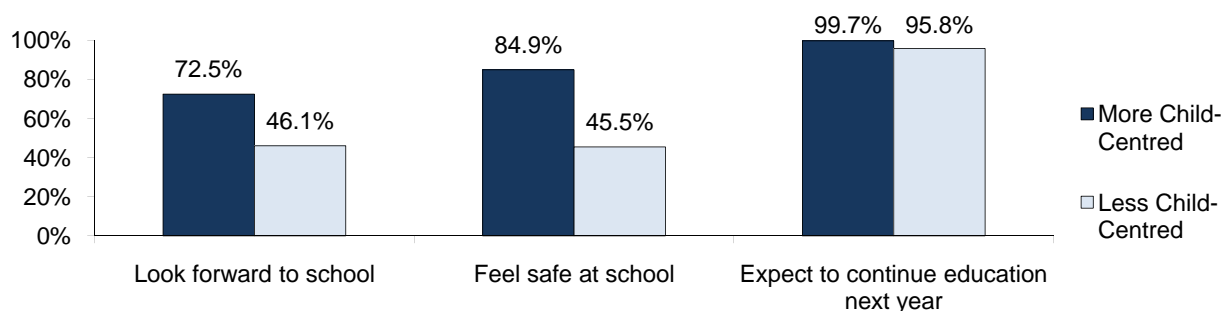
In sum, data gathered during this evaluation suggest that most, but not all, schools have been moderately successful at ensuring children have enough to eat. Moving forward, UNICEF should consider how to enhance the sustainability of supplemental feeding programs at schools. One recommendation is for UNICEF country offices, as well as local policymakers at the district and community levels, to encourage formation of community-based school feeding programs that decentralize implementation. Research suggests that the potential for sustainability of such a localized approach is high – in spite of adverse circumstances such as food shortages and economic crises – because it works within existing administrative structures, there are a range of community stakeholders, it uses local foods, and there is opportunity for adaptation and innovation based on the community's needs (Studdert, 2004).

3.3.3   Do children feel welcome, physically and emotionally safe, and included in schools?

For schools to be inclusive, all students should feel welcome, respected, and treated equally. This includes how physically safe students feel, how emotionally safe students feel, and the extent to which students perceive the school as inclusive of all types of students. Eighty-seven percent of children reported they feel safe at school. About three-quarters of the learners feel safe walking to and from school, but 11 percent indicated they sometimes stay home from school due to safety concerns. Eighty-two percent of students felt that their teachers treated them with respect, whereas 69 percent felt their peers treated each other with respect. Eighty-six percent of students felt that school was a welcoming

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[13] See Appendix F for statistical details for tests of significance.

place for all types of students, and 76 percent of them felt that school rules were applied equally to all students.

The results by gender indicate that female students have slightly more positive feelings about the school climate than do male students; while significant, these differences are not large. Generally, students speaking a different language at home and school have a less positive feeling about school than students who speak the same language at home and school.

Table 12 below presents the percentage of students who reported feeling safe at their school by region, locality and years of CFS implementation. As the table illustrates, more than 80 percent of students in the schools visited reported feeling safe at their school.

Table 12 Percentage of students reporting feeling safe at school by region, locality and years of CFS implementation

Years of CFS implementation	Northern Region		Southern Region		Total Thailand
	Urban	Rural	Urban	Rural	
1 year or less	-	89.5	-	95.5	95.1
2 – 3	83.3	88.8	84.4	81.5	85.3
4 – 5	-	89.9	-	-	89.9
6 or more	100	81.0	-	-	88.0

Thai students' perceptions of personal safety within their school environment and walking to and from their schools were often lower than the perceptions of students in the other five countries visited during the course of this evaluation. For example, while 34 percent of students felt very safe walking both to and from their schools in Thailand, between 37 percent (South Africa) and 57 percent (the Philippines) of students in other countries reported that they feel safe. However, while personal safety concerns did have a significant impact on students' school attendance in other countries (ranging from 13 percent in South Africa to 27 percent in Nigeria), only 4 percent of Thai students reported missing school because they were worried about their safety.

3.3.4   Are CFS schools in Thailand hygienic, with adequate and potable water?

Of all the countries visited in the global evaluation, CFS schools in Thailand were among the most hygienic according to results of school observations (AIR, 2009). School grounds were generally clean; students routinely participated in the maintenance of their schools, including recycling and composting programs. Respondents in a number of schools, especially in the tsunami-affected areas, were able to show our researchers toilets with adequate water. This is corroborated by the fact that of 366 teachers surveyed, only 22 teachers felt the environment was not hygienic, and only 1 strongly believed this was the case. Table 13 below shows teacher reports on school sanitation by region and locality.

Table 13 Percentage of teachers reporting good sanitary conditions at school by region and locality

	Northern Region		Southern Region		Total Thailand
	Urban	Rural	Urban	Rural	
Strongly disagree	0.0	4.5	3.6	3.5	0.3
Disagree	26.1	22.1	24.8	16.9	6.0
Agree	47.1	44.8	53.5	40.1	50.8
Strongly agree	26.8	28.7	18.2	39.5	42.9

However, there is still room for improvement in select schools. In one school, for instance, there were only four toilets for girls in the entire primary school serving kindergarten through ninth grade learners (with over 35 classrooms).

3.3.5   Do CFS schools in Thailand actively support children's physical and mental health?

The evaluation also examined the extent to which schools were able to support children's physical and mental health, and the types of services, including the provision of life skills training, that schools offered for students to bolster their well-being. Teacher and school head survey data showed that severe health problems were not as common as the nutritional issues described earlier. As demonstrated in Table 14, nearly 80 percent of teachers (in any given region/locality combination) believed that health problems at the school did not impact children's learning.

Table 14 Percentage of teachers who believe health issues keep students from learning

	Northern Region		Southern Region		Total Thailand
	Urban	Rural	Urban	Rural	
Strongly agree	0.0	6.4	4.1	3.1	4.4
Agree	10.0	11.3	9.3	13.3	11.2
Disagree	50.0	38.3	40.2	38.8	39.9
Strongly disagree	40.0	44.0	46.4	44.9	44.5

Interview data with teachers and school heads also suggested that CFS schools were able to provide a number of health-related services for students, as shown in Photograph 5.

Photograph 5 Students Await Treatment at a School Health Clinic

Many health interventions described by school staff were offered by local health centres, which conducted school visits to provide services such as vaccinations; physical exams, including height/weight screening for enrolment in the national milk program (in some schools up to two times per term); oral hygiene; and deworming. Photograph 6 below provides an example of children brushing their teeth at school.

However, 44 percent of all school heads reported being unable to refer ill children to local health centres, as shown in Table 15.

Photograph 6 Students Brush Their Teeth at School

Table 15 Percentage of school heads reporting that the school is able to make referrals to community-based providers of medical care

| | Northern Region | | Southern Region | | Total Thailand |
	Urban	Rural	Urban	Rural	
Strongly disagree	0.0	18.2	40.0	0.0	16.0
Disagree	100.0	9.1	60.0	14.3	28.0
Agree	0.0	45.5	0.0	85.7	44.0
Strongly agree	0.0	27.3	0.0	0.0	12.0

In the absence of this referral network, teachers often focus their efforts on delivering "healthy messages" to students on topics such as prevention of infectious diseases like dengue, avian influenza, and HIV/AIDS. For example, at one school, a school head described a recent assembly where he discussed reducing the possibility of infection by eliminating stagnant water. Whether schools were or were not able to refer children to local health centres, all school heads reported delivering "healthy messages" on a weekly basis.

Finally, although 92 percent of school directors indicated having access to child welfare and support services, activities or services designed to support children's mental health at the school were not observed. Interview data also did not reveal examples of how such services are accessed by school staff. This was especially notable in some tsunami-affected schools where it is likely that some students may be still experiencing post-traumatic stress disorder from the natural disaster. However, teachers in two schools reported using drawing, music, and sports as a means of supporting children's mental health.

3.3.6   Life skills and social emotional learning

In Thailand the term "life skills" is most frequently equated with the concept of "local intelligence," or the livelihood skills thought to be most important and relevant for the surrounding community. Site visits conducted in 2007 by AIR for a separate UNICEF EAPR-sponsored evaluation concluded that the concept of life skills in Thailand at the school level is defined as providing students with specific vocational training as well as specific health-related knowledge.[14] Although these efforts were commendable and Thai students were engaged in a variety of activities aimed at providing them with relevant livelihood skills, there was no comparable focus on developing children's social and emotional capacities to understand and manage their emotions and relationships and to make appropriate decisions, which are core to the realization of life skills in all circumstances. These skills are especially valuable in helping students succeed in school and life.

For example, teachers and school heads reported that teaching students specific health-related skills, such as how to use a condom or how to resist pressure to use drugs, and routinely practicing these skills, is especially helpful given that individuals need to apply these skills in emotionally volatile situations. Social emotional learning is also important in creating a safe and productive school environment. For example, 33 percent of students reported that their school was "being ruined by bullies." In addition, 32 percent of students reported that their peers "liked putting each other down." Notably, 55 percent of students reported that other students at their school did *not* know how to solve disagreements without arguing or physically fighting. UNICEF in Thailand and the Thai MOE are addressing these needs by conducting workshops for MOE staff, developing assessment instruments, and training teachers regarding SEL.

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[14] Discussions with UNICEF's Education Officer in Thailand identified two specific goals for AIR's work, in order to align UNICEF's programming efforts with Ministry of Education (MOE) goals. The MOE wants to revise Thailand's Life Skills Manuals for Basic Education to incorporate the principles and practices of social emotional learning (SEL). The MOE has expectations that this will be achieved by the end of 2009 so that it can be implemented (perhaps on a trial basis) during the next school term. In a complementary effort, the Office of National Quality Assurance intends to develop instruments that will allow educators to measure progress made in incorporating SEL into Thailand's schools. AIR has supported these activities by conducting workshops for: (1) personnel who were revising the Basic Education Manuals and (2) personnel who are developing quality assurance instruments.

**Photograph 7 Students Show the Artisan Product
They Learned to Make From Livelihoods Training**

Photograph 7 shows student artwork that they produced in an art class led by a local artisan. Students learned how to create artwork that can be sold to tourists to provide income.

3.4 Gender-sensitive environments that promote equity and equality

This part of the evaluation addresses the extent to which CFS in Thailand promoted gender equity and equality. Gender responsiveness refers to the creation of environments and capacities (at the individual and organizational level) that foster equality among boys and girls, and is a key element of Thailand's CFS model. CFS has worked to create a culture of gender sensitivity through a variety of efforts. For example, CFS supported the development of the SMIS and the school self assessment (SSA), which enable school staff, students, and parents to identify and address gender disparities. Life skills has moved away from an HIV/AIDS focus (as prevalence rates have fallen) and shifted to focus on social and emotional learning and vocational skills. Furthermore, in 2008, UNICEF supported a review of the national curricula and learning materials to address negative gender norms and stereotypes. Reviewers were provided gender-based sensitization and training prior to beginning their work.

In this section, the report describes how schools in the CFS initiative apply the principle of gender responsiveness to ensure equal access to high-quality educational opportunities, regardless of gender. The following issues are addressed, using survey data collected from students, teachers, and school heads; interview data with school heads, teachers, and parents; and classroom and school observation data:

- Whether school heads, teachers, parents, and students perceive gender equity and equality to exist in their schools;
- Whether the school environment and policies are such that all students, regardless of gender, are provided equal opportunities; and
- The challenges faced by schools in ensuring gender equality.

3.4.1 School heads', teachers', parents', and students' perceptions of gender equality in schools

Most students feel that their school provides female and male students equal access to opportunities. For example, about 85 percent of students reported that "*both boys and girls have equal opportunities to succeed at this school.*" Moreover, there was little disparity between female and male responses on this issue.

Table 16 below presents the percentage of students who reported that their school had actively involved both boys and girls and provided them with equal opportunities. The table shows that across regions, localities and years of CFS implementation, no fewer than 70 percent of students agreed that boys and girls have equal opportunities to succeed at school.

Table 16 Percentage of students who report that boys and girls have equal opportunities to succeed at school

Years of CFS Implementation	Northern Region		Southern Region		Total Thailand
	Urban	Rural	Urban	Rural	
1 year or less	-	100	-	93.3	93.7
2 - 3	88.9	88.4	84.9	76.4	84.7
4 – 5	-	77.7	-	-	77.7
6 or more	92.6	78.9	-	-	81.0

We selected the top six Thai schools where over 60 percent of students had marked *mostly* or *very true* in response to the item. *Both boys and girls have equal opportunities to succeed at this school.* We hypothesize that schools where most students report equal opportunities for boys and girls have environments that are more inclusive and cognizant of gender equality compared to schools where most students report inequity between boys and girls ("less gender equal"). We then compared student feelings of engagement with their school environment among those attending schools that were "more gender equal" to those attending the rest of the schools on three items: *I look forward to coming to school*, *I feel safe at school*, and *I want to complete secondary school.* As shown in Figure 9 below, students who attend those schools with students who report greater gender equality were significantly more likely to state that it was *mostly* or *very true* that they looked forward to coming to school, that they felt safe at school, and that they wanted to complete secondary school when compared with students who attended schools that reported less gender equality.[15]

Figure 9 An Example of the Impact of Inclusiveness: Do Students at More Equitable Schools Perceive Their School Environments to be Safe and Enjoyable?
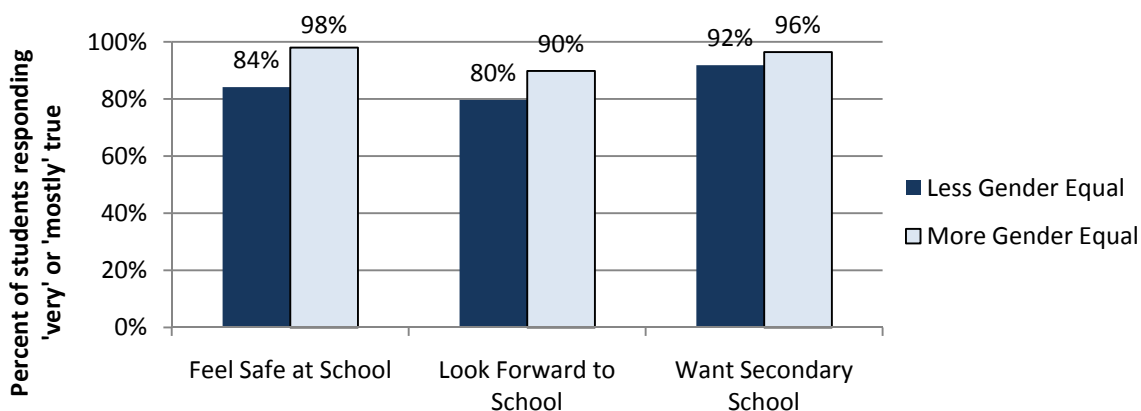
Teachers and school heads had an even more positive view of equality of opportunity for male and female students. School heads and teachers identified few obstacles to gender inclusiveness and equality, and classroom observations did not find obvious bias. In fact, 98 percent of teachers reported that boys and girls have equal opportunity to succeed, and 100 percent of school heads responded "mostly true" or "very true" to three statements about boys and girls being equally permitted and encouraged to participate in school activities, academic classes, and physical activities. Our site visit observations were consistent with the survey data. For the most part, site visitors observed male and female students receiving equal time and attention from teachers and observed teachers exhibiting similar expectations for students regardless of gender. In all classrooms, observers reported that boys and girls received equal time and attention from teachers, and in 98 percent of classrooms, observers reported that the teacher showed similar expectations regardless of gender. In the global evaluation, the Thai classes observed were strongest in demonstrating gender equality in the classroom.

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[15] See Appendix F for statistical details for tests of significance.

Interviews and focus groups with school directors, parents, and teachers provided strong additional support for the above findings. These data also suggest that male and female students are afforded equal opportunities, and that all three groups of stakeholders view gender inclusiveness as a critical element of a CFS school. For example, teachers stated that CFS is based "*on the principle of equality*" between and among all students (Teacher 15). School heads and parents expressed similar sentiments. For example:

> *Students take part in almost all activities. Both boys and girls have an opportunity to provide suggestions and express [their] opinions. When teachers and schools are more open for students to speak up, the school found that students are able to think and act [more] independently and reasonably than expected* (School Head 17).

> *Both boys and girls are given the same priority and opportunity to be both the leader and the follower.* (School Head 18)

> *Both boys and girls have equal opportunity to participate in classroom and other school activities without discrimination such as: election of classroom head can be boy or girl candidates; boys are accepted for attending in dress-making class; girls are accepted for attending in agricultural class; girls are accepted for playing rattan ball (Ta-kraw) which normally favours among the boys; and there is no gender bias in extracurricular activities* (Parents 16 and 25).

While interviews indicate that teachers, school directors, and parents appreciate the importance of gender inclusivity and equality, and surveys indicate that teachers and school directors perceive that male and female students are afforded equal opportunities, the student survey indicates that some students see barriers. For example, 15 percent of students felt that boys and girls at their school were provided similar opportunities to succeed.[16]

Although classroom observations, interviews, and focus group data suggest high levels of gender sensitivity in instruction, there were still some instances where male and female students were not necessarily treated equally. During focus group discussions, parents were asked to discuss whether school and classroom activities supported female students. One group of parents responded that school staff at their children's school provide students with equal treatment, "*equal access, and similar opportunities to succeed. However, in terms of assigning [clean-up] tasks, there's still a difference due to the physical condition of the boys and girls*" (Parents 11). Boys are often asked to move cooking fuel or wood, while girls are asked to work indoors and clean classrooms.

Assumptions regarding gender are often entrenched, and despite the recognition that gender equality is important, differing expectations based on gender still surface. For example, one school head shares how the school is concerned

> *...with gender equality, [whereby] teachers support all students, both boys and girls to exercise their rights and demonstrate their talents in different school activities, including dancing, making handicraft, joining, sport competition, and other activities. Sometime, boys can do handicraft work better than girls, and girl students can do better score in their academic performance. Surprisingly, number of girl students who continue further education is higher than boy students* (School Head 23).

Another group of parents provided a more telling example of the underlying gender stereotypes:

> *The school supports equal access to education to both boys and girls equally. [But,] for boy students, teachers pay a lot attention to drug problem. For girl students, teachers pay a lot of attention to relationship that can cause unwanted pregnancy problem or early sexual relationship. Sometime, boys and girls fight each other over relationships. Now, it is very serious for girls as they fight each other over the boy. The school needs to pay a lot of attention to the change of behaviour in girl students. They are not so naïve and nice as they used to be* (Parents 5).

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[16] Appendix C provides item-level frequencies for all student survey responses.

3.4.2 Perceptions of gender equality in school policies and environments

While 96 percent of school heads indicate their school has a written policy of educating all students regardless of gender and other factors, there is an aspect of the policy which is not gender responsive. In particular, 56 percent of school heads reported that pregnant students and young mothers were not permitted to attend their schools. This policy discriminates against girls and reduces opportunity for those in a disadvantaged situation to achieve an education.

Reviewing the school records data collected from all schools, more boys were enrolled from kindergarten through grade 3 (primary education), but more girls were enrolled from grade 9 to 12. In addition, boys outperformed girls on national examinations in the lower primary classes. The pattern for upper primary was mixed, however. Secondary school statistics were not available to assess the longitudinal implications of these patterns.

In terms of infrastructure, safe and private toilets are perhaps one of the most important factors in determining female attendance and enrolment. Previous studies have demonstrated that from a very practical perspective, girls who lack adequate sanitary materials may miss school each month during their period. If girls attend schools that lack adequate latrines and water supplies for girls to comfortably change sanitary pads and wash themselves in privacy, they may be unable to remain comfortably in class during their menstrual cycle (Kirk & Sommer, 2006; Herz & Sperling, 2004). For girls, discretion is harder without well built latrines/toilets, and more so during their menstrual cycles. Therefore, poorly built latrines/toilets are a significant and real barrier to accessing educational opportunities for girls. In the schools visited in Thailand, 70 percent had toilets that provided students with privacy. This is an area that can continue to be improved.

In interviews, school directors, teachers, and parents identified few obstacles to creating a school environment that fosters gender inclusiveness and equality. Previously cited issues, such as cultural norms and deeply engrained stereotypes pertaining to gender roles, though not easily overcome, were not viewed as obstacles. There was also a sense, particularly among parents, that focusing on gender is not a necessary priority because schools already do treat female and male students the same way and afford them equal learning opportunities.

> *Girls and boys are given similar opportunities in this school – both within the classroom and outside the classroom – and parents do not feel there is a need to focus on girls' achievement. Treatment of students in based on their capacities, not their gender* (Parents 22).

> *No gender issue at this school – girls are given the same opportunities as boys. For example, both boys and girls are selected to participate in sporting events and other school competitions* (Parents 25).

3.5 Democratic participation of students, parents, and community members, and meaningful linkages between schools and communities

This part of the evaluation addresses the extent to which CFS has increased student, family and community awareness of democratic rights, a shared sense of responsibility, and increased democratic participation in schools. The global evaluation of CFS employed hierarchical linear modelling (HLM) to assess the relationship between the principles of CFS and the conditions for learning and development as experienced by students. HLM enables us to apply a rigorous standard to the patterns observed in the quantitative and qualitative data presented in the preceding chapters and to identify program features that appear to be particularly powerful in setting the stage for learning and development.[17] This analysis explored the degree to which CFS features affect the conditions for learning and development. Data on CFS programming elements were drawn from multiple sources, including teacher and school head surveys and school and classroom observation ratings. Data on student outcomes – namely, their perceptions on Safe, Inclusive, and Respectful Climate (SIRC), Challenging Student-Centred Learning Environment (CSCLE), and Emotionally Supportive Climate – were drawn from student surveys. Two

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[17] For a more detailed explanation of HLM techniques, the statistical models guiding the analysis, and the quantitative results from this analysis, see Appendix B.

aspects of schools participating in the Child Friendly Schools initiative were positively associated with higher ratings on all three dimensions of students' perceptions of school climate – SIRC, CSCLE, and Emotionally Supportive Climate: family and community involvement (as reported by teachers) and the use of child-centred pedagogy (as measured through classroom observations). This indicates that in schools that have high levels of family and community participation and use of child-centred pedagogical approaches, students have more positive perceptions of school climate.

As described in Chapter I, one of the CFS principles in Thailand is active engagement of students, families, and communities. Encouraging and facilitating the active engagement in school decision making activities and management is grounded in the belief that a two-way partnership between schools and communities (in which there is shared responsibility for children's outcomes) fosters higher student enrolment, retention, achievement, and engagement with school. Within Thailand's model of CFS, community involvement is initially facilitated through a self-assessment activity; families and communities are continually engaged through the school development plans that stem from the self-assessment process.

In this section, we describe how CFS schools apply the principle of democratic participation by actively engaging children, parents, and communities in school management and decision-making. The following four issues are addressed, using both survey data collected from students, teachers, and school heads and interview data from interviews with school heads, teachers, and parents:

- The ways in which children participate in school decision-making;
- What schools do to promote parent and community participation and the ways in which parents and communities participate in school management and children's education; and
- The challenges schools face in fostering democratic participation.

3.5.1 In what ways do children participate in CFS schools?

In this section, we present and discuss the perceptions of students, teachers, and school heads about student involvement in formal governance (e.g. student government), as well as day-to-day activities at school.

3.5.2 Student involvement in formal governance

Survey data obtained from students, teachers, and school heads regarding the degree to which students are involved in school events, decision-making processes, and their own learning suggest variation among the three groups in their perception of student involvement.[18] For example:

- 88 percent of school heads reported that students play a formal role in decision-making at school (for example, through student government) and plan and implement community outreach activities, and 100 percent of school heads reported that students at their schools have opportunities to serve in leadership roles, such as a member of the student council, governing board, or prefect;
- 16 percent of teachers reported that students were **not** often involved in helping to solve school problems. Similarly, 15 percent of teachers reported that students were not involved in decision-making in their schools;
- 35 percent of students reported that students were not involved in helping to solve school problems; and
- 29 percent of students felt that the school head either never asked or asked students for their opinions infrequently.

The disconnect between school heads' and teachers' perceptions of student involvement and satisfaction on the one hand and the reports of students themselves on the other hand is one that warrants further examination. Still, when examined together, the data suggest that a substantial number of students are not provided with opportunities by school staff to become more involved in school events and decision making. There is likely an important relationship between students' involvement in school, the types of

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[18] See Appendix A for item frequencies on the School Head survey, Appendix B for the teacher survey and Appendix C for the student survey.

opportunities they are provided and the quality of relationships between teachers and school heads and students. Thirteen percent of students reported that teachers do not care about students at their schools, while 33 percent of students felt that teachers treated "some types of students" better than others at their schools.

Table 17 below presents the percentage of students who reported higher levels of student involvement in school decision making activities by region, locality and years of CFS implementation. Overall, students appeared to enjoy greater levels of involvement in schools that had implemented CFS for one year or less compared to schools that had implemented CFS for two or more years. Where data were available, it also appears that students in rural communities appear to have a greater degree of involvement in school decision-making activities compared to their urban counterparts.

Table 17 Percentage of students reporting high levels of student involvement in solving school problems

Years of CFS Implementation	Northern Region		Southern Region		Total Thailand
	Urban	Rural	Urban	Rural	
1 year or less	-	73.7	-	83.6	82.9
2 – 3	62.7	72.0	63.9	59.1	65.7
4 – 5	-	446.0	-	-	46.0
6 or more	40.7	52.1	-	-	50.3

Students who are more involved in decision making activities and planning and setting up events at their schools are also more likely view their school environments as more welcoming and democratic. In order to assess this hypothesis, we selected the top six Thai schools where over 30 percent of students had marked *mostly* or *very true* in response to the item *Students are involved in helping to solve school problems* and hypothesized that because these school environments encourage greater student involvement they may be identified as "more participatory." We then compared student feelings of engagement with their school environments among those attending the more participatory schools to those attending the rest of the schools on three items: *I look forward to coming to school*, *Both boys and girls have equal opportunities to succeed at this school,* and *I want to complete secondary school.*[19] As shown in Figure 10 below, students who attended schools with higher rates of student participation were significantly more likely to look forward to coming to school and feel that their school was a welcoming place for all kinds of students when compared with students who attended schools with lower rates of student participation.

Figure 10 An Example of the Impact of Democratic Participation: Do Students at More Participatory Schools Look Forward to Coming to School and View the School as Equitable?

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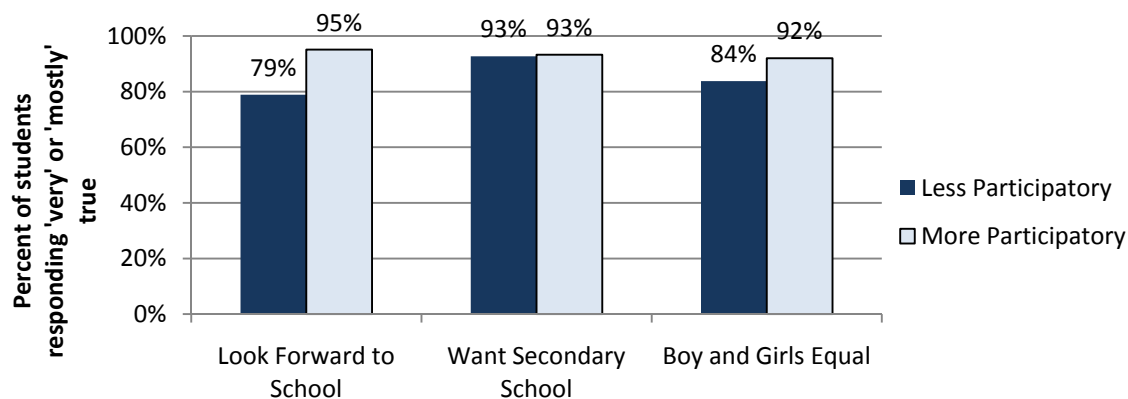
[19] We hypothesized that students who attended schools with environments that foster higher levels of involvement in event planning and decision-making activities were likely more engaged in school and more likely to want to continue on with their education.

3.5.3   Student involvement in day-to-day activities

Interviews with teachers and school heads suggested that encouraging student involvement in school activities is a priority for all schools visited. Often, when asked what CFS means to them, teachers and school heads answered that in CFS, "*Students also involve in school's activities in all aspects such as decision making on food and democracy in school. Parents, teachers and school will be involved in decision making and solving any problems related to learning capacity development activities for all children*" (Teacher 17 and School Head 17). Teachers' efforts to actively engage students occur both inside and outside of the classroom and include:

- Providing relevant livelihood skills and distance learning programs for those students who live far from school grounds (often based upon input from students and parents);
- Employing positive disciplinary, teaching, and learning activities;
- Facilitating formation of student councils and other special interest groups; and
- Allowing students to choose menu options for daily lunches.

Parents, teachers, and school heads were also asked to describe any changes seen in student behaviour as a result of the CFS emphasis on child rights and students being given more of a voice in school activities and decision making. The results were clear – teachers across most schools noted several positive changes, including:

- Greater confidence to express their opinions;
- Older students caring for and assisting younger ones;
- Closer, more open and trusting relationships between teachers and students;
- Formation of children's-rights clubs, established to promote better understanding on children's rights, protection, and respect;
- Integration of children's rights into classroom learning activities; and
- The formation of student councils and committees.

Students are more open with teachers and their academic supervisors when they have problems at home or in school. Teachers and school heads, in turn, welcome students' observations and suggestions for classroom activities and school events. At many schools, there is now a Student Governing Board, similar to a student council. One teacher noted that student governing board members often make announcements about school events on an internal radio station and provide messages on behalf of the school director on the school-wide PA system. At one school, these students also sponsored a Thai/English word-a-day show on the radio station.

Moreover, students have demonstrated an increased sense of belonging and ownership of their school by, in many cases, organizing and volunteering to clean the school buildings and grounds. Indeed, several teachers stated that "*it is obvious that the total environment of the school is improved qualitatively and quantitatively because the students learned how to use their rights and how to participate in school development*" (Teachers 16). According to another teacher in Thailand, students are "*less stressed and are happier because they get to participate in all kinds of activities in school.*" At schools with subject study clubs or peer tutoring networks, teachers often reported that these programs "*have somewhat reduced the frustration of underachieving students because they were able to complete school work and assignments.*" Further, according to some teachers in Thailand, such student-led initiatives are viewed as exemplars of the CFS approach because "*children have the right to choose the career they want and students can participate in their own learning more, which leads to the career of their choice.*"

Parents interviewed also reported that their children's teachers had made greater efforts to involve their children in the educational process, school events, and decision making activities. For example, at one school, parents noted that the school encouraged students to participate in establishing year-round extracurricular activities, such as a students' saving group and a student council. Students were able to determine when, where, and how these activities would occur. These parents also agreed that positive changes were observable in their students, such as increased independence, self-confidence, and organizational abilities. For example, students who participated in the savings group "*were more careful in spending their money since they felt that they preferred to keep their money in the savings account.*"

Finally, school heads also reported a number of significant positive outcomes for students' school performance when students were given increased autonomy. For example, students who participated in subject study groups and extracurricular learning activities also participated in community-wide academic competitions in art, local culture, and sports. One director noted that "*some family in the community used to send their children to other school even its longer distance than this school but recently they lead their children to come back to this school cause by the outstanding performance of the school*" (School Head 22). Several school heads also commented that the cleanliness of their school environment was better than before the CFS initiative – students (and their parents) often organize efforts to maintain or improve the classrooms or the playground. Students also encourage their parents to become involved in efforts to keep the school campus clean.

3.5.4 What do child friendly schools do to promote parent and community participation?

The commitment of school staff to involve students' families and forge meaningful partnerships with stakeholders from the community in which the school is housed is crucial to fostering positive student outcomes and a key component of the CFS approach in Thailand. Interviews with teachers, school heads, and parents revealed that most Thai CFS schools took great care to increase the level and type of involvement of parents and local community members in school decision making activities and events. For example, several schools arranged "*ceremonies like Father Day, Mother Day and Teacher Day in order to create a closer relationship among students, teachers and students through traditional ceremonies*" (Teachers 16). At one school, school staff also organized an event called the Democracy Project. According to one teacher, "*this type of activity enhances the national and community awareness, and participation of students and the villagers. Students, School, and community set up the committee to monitor their village in terms of health, safety, community development. All students participate in these community activities too.*" Across schools, parents were also encouraged to:
- Attend parent meetings (occurring once every grading period),
- Serve as a vocational/livelihoods resource during classroom activities,
- Participate in the preparation of local subject curriculum, and
- Facilitate school development activities (especially those related to infrastructure).

Photograph 8 A School Garden That Is Organized and Maintained by Volunteer Parents

At all schools, teachers and school heads noted that parents are invited to a regular school meeting at least once per semester. The purpose of the meeting is to collect observations and suggestions for school activities and to discuss their children's academic performance and behaviour. Parental attendance at these formal meetings is inconsistent across schools due to work obligations and family commitments. At some of these schools, parents, teachers and school heads also reported that parents are always welcome to come for informal meetings and participate in numerous special activities during each semester. Parents of students at these schools reported that they do have some information about classroom activities and have seen a close relationship develop between teachers and students. For those parents who are unable to visit the school, one school head started using a suggestion box to ensure parents have some opportunity to voice their concerns.

At most schools, teachers, parents and local community members formed a school management committee (SMC) or parent-teacher association (PTA). Parents who participated on these committees or served as parent representatives were usually satisfied with the level of responsibility accorded to them

because they had the opportunity to express their opinions on school activities, their children's learning, and changes the school needed to make. Their role as parent representative provided them with a voice not only within the school grounds but among other parents and community members. Most teachers and parents interviewed during this evaluation emphasized the importance of attending PTA or SMC meetings and encouraged their peers to send other relatives or family members as representatives if parents could not attend. However, these individuals also noted that very few parents wanted to express their opinions at these meetings. For example, at one school, parents noted that:

> *...about 70 percent of parents [in their community] work all the time and do not have close contact with the school or with their own children about their school experiences and so cannot express opinions because they are unfamiliar with the challenges the school and their children may be facing* (Parents 5).

Finally, at several schools, teachers, school heads, and parents reported on the introduction of home visits on an annual basis (sometimes more frequently). During a home visit, teachers visit students' homes to better understand their living contexts, demands, and problems. Home visits also educate parents and community members about the school's mission and goals with respect to student learning; provide a unique opportunity for teachers, parents, and students to interact in an informal setting; and provide an opportunity for teachers to reinforce lessons taught to students at school and educate parents on child development and other topics. As one school head noted, "*In the past, people didn't know more about the school, but now they know a lot more about the school. Children are more responsible and they know their duties and responsibilities at home.*" Several school heads noted that their schools "*launched a home visit scheme in order to provide moral support to the students and to create a better understanding between school, students and parents*" (School Head 10, 16). Parents at these schools reported that such "*home visits have built up better understanding and relationship among the parents, students and teachers and this situation never happened in the past and in other school of non-CFS*" (Parents 10, 16).

As with survey data on student involvement, school heads and teachers reported higher levels of parent involvement compared to students. For example, 100 percent of school heads reported that:
- Staff from their schools make direct contact with families whose children drop out of school or are at risk of dropping out to encourage the child's continued enrolment;
- Their school provides information about what is happening at the school to families in a language and format they understand (e.g., written or oral); and
- All types of families are encouraged to participate in decision making at this school, regardless of race, ethnicity, gender, language, disability, or religion.

92 percent of teachers reported that their schools involved parents in most school events or activities, and 90 percent of teachers stated that many parents attended events at the school. Students perceive their parents' involvement differently. For example, 62 percent of surveyed students reported that their families knew about events and activities within the school.

3.5.5   What are the challenges to involving students, parents and community?

Interviews with school heads, teachers, parents, and community members provided some insight into the challenges associated with increasing parent and community involvement in school activities and decision-making and participation in students' education. While teachers and school heads were able to discuss challenges associated with increasing family and community involvement in school activities, challenges associated with increasing student involvement were not identified.

Notably, interview data with school heads did not point to consistent challenges to increasing student involvement and leadership in Thailand. As an exception, one school head noted that while students are "*welcome to express their feelings, opinions, and suggestions, sometimes students are still confused with their roles and responsibilities*" (School Head 13). However, children's "*role confusion*" was not mentioned in interviews with teachers, parents, and community members interviewed at other schools in Thailand.

However, school heads were able to identify challenges in increasing family and community involvement. For example, parents cannot always participate in their children's education as school staff (or even the parents themselves) may hope. At one school, for example, some teachers and their school head reported that parents are asked to check their children's homework to ensure the assignments are completed on time. But many parents work all day on the rubber plantation and cannot check their children's assignments. Further, although there is general acceptance of the principles behind the CFS approach in Thailand, there is some scepticism about the impact of the model on students. One school head reported having "*to show [parents and community members] what they will get from participating and what their kids will get from this change in school as well*" in order to gain their support (School Head 2). However, through the school's consistent encouragement and provision of services to parents and community members (e.g., schools serving as a gathering centre or hub for families and community members, teachers visiting parents and involving themselves in pupils' lives, inviting parents and community members to cultural presentations), communities are often eventually welcoming of the CFS approach. In the southern, tsunami-affected regions of Thailand, several schools worked with local businesses and partners to create an evacuation and emergency preparedness plans for the entire community. These schools also volunteered to serve as an emergency shelter for community members in times of crisis. Witnessing such support for children and their families can lead community members to increase their own support. As one school head commented:

> *All stakeholders, including teachers, students, school committee and community members [have] welcomed the change because they are aware about the best interest of themselves. All of them can see how their contributions effect the school's achievements and they are so proud with their contributions to the school* (School Head 1).

Teachers' and school heads' ratings of community involvement were similarly high. For example, over 90 percent of teachers reported that adults in the community support their school and that adults in the community encourage youth to take school seriously, suggesting the high value placed upon education in most communities visited during the evaluation. Further, 96 percent of school heads reported having built partnerships with local businesses or community organizations to support student learning.

And as noted in the global evaluation, engaging other community members' support has a direct and important impact on sustainability. Indeed, one school head in Thailand noted that "*strengthening public relations activities such as frequently meeting with stakeholders – private companies, parents, school committees, local organizations, etc.*" is a key method for school leadership to achieve the goals of CFS (School Head 10). But, as another school head in Thailand noted, this engagement may be a work in progress: "*both the school and students have to be more active in terms of opening more channels for outsiders to participate in school development*" (School Head 21). There are a variety of challenges in this area, which are described next.

In sum, survey and interview data obtained from students, teachers, school heads, and parents on the CFS initiative in Thailand suggest that most schools implementing the CFS approach have been at least modestly successful in creating student-oriented learning environments that emphasize children's rights and their active involvement in education and encouraging family and community participation in school events and decision making activities. As one school head summarized:

> *The CF school has more obvious benefits in terms of: gaining more participation from community; students are more confident and happy to be in the school; number of students from absent the class reduce; and more participation from families and students with school activities* (School Head 16).
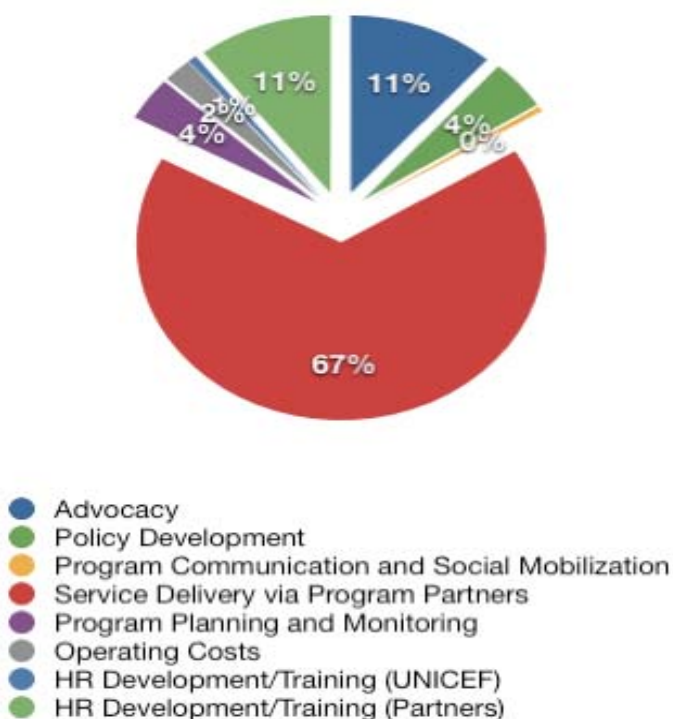
While several school heads noted that the principles behind the CFS approach were not new, and overlapped with the original mission statement of the school formed before the CFS intervention was in place, the intervention was found to be "*very helpful and supportive in terms of encouraging and gaining the support of teachers, parents and community and also other stakeholders participation*" (School Head 7). While challenges do exist in fostering partnerships between schools, communities, and families, some solutions have been found. Indeed, the burgeoning relationships between teachers and their students' parents will only serve to foster continued progress towards these goals.

3.6   What are the costs associated with Child Friendly Schools in Thailand?

At the time of the global evaluation, limited data on national educational expenditures for Thailand existed. The MOE and the Ministry of Finance were engaged in a costing study in order to obtain better information on resources to support planning. According to 2005 EFA Global Monitoring Report data, public expenditures on education as a percentage of overall government expenditures were quite high, at 25 percent. Meanwhile teachers' compensation as a percentage of public current expenditures on education was relatively low at 71 percent. It is likely that the much of the remaining balance consists of support through the national school feeding program (UNESCO, 2005).

UNICEF Thailand's distribution of costs is shown below, with service delivery via program partners (MOE and NGOs), advocacy and human resources development/training for program partners representing the major cost categories (see Figures 11 and 12 below). As a country, Thailand has the most equitable distribution of income of any of the six countries visited during AIR's global evaluation.[20,21] Nonetheless, in our costing model of CFS we found that the expenditures per child showed the most variation in Thailand and South Africa (see figures below).

Figure 11 Major Cost Categories for UNICEF Thailand

- ● Advocacy
- ● Policy Development
- ● Program Communication and Social Mobilization
- ● Service Delivery via Program Partners
- ● Program Planning and Monitoring
- ● Operating Costs
- ● HR Development/Training (UNICEF)
- ● HR Development/Training (Partners)

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[20] The Gini-coefficient is the most commonly used measure of overall income inequality and provides a simple measure for visualizing overall income inequality. It ranges from 0 to 1, with 0 representing perfect equality and 1 perfect inequality. See http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPA/ 0,,contentMDK:20238991~menuPK:492138~pagePK:148956~piPK:216618~theSitePK:430367,00.html
[21] Looking at 2007/2008 UNDP data we find Gini-coefficients of .42 (Thailand), .43 (Nicaragua), .44 (Nigeria), .45 (Philippines) and .58 (South Africa). See http://hdrstats.undp.org/indicators/147.html

Figure 12 Distribution in Per Pupil Expenditure in Six Countries
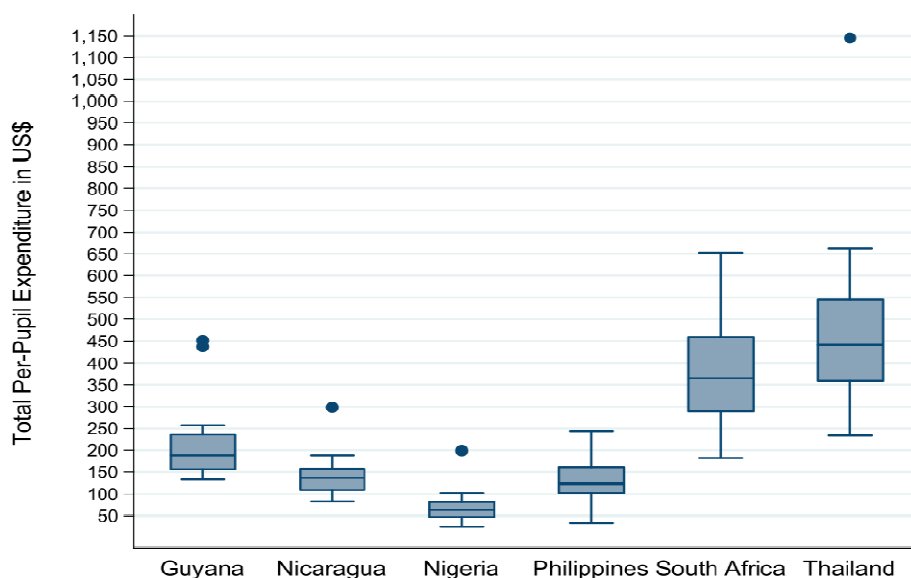
We hypothesize that this spending differential is attributable to large amounts of capital available to schools hit by the 2005 tsunami. In these schools, it was common to find multiple programs operating simultaneously. In at least one school, program investments from development partners equalled 60 percent of the school's total budget. When funds for tsunami relief end, we expect levels of UNICEF and other donor support to schools to decrease.

Another interesting distinction between Thailand and the other five countries visited during AIR's global evaluation is that Thailand has the highest percentage of non-salary expenditures in CFS.[22] This is likely attributable to higher non-salary allocations to basic education at the national level, as well as greater proportions of financial support by the community and local government (see Table 18 below).

Table 18 Percentage of expenditures by category across countries

	Nigeria	South Africa	Philippines	Thailand	Guyana	Nicaragua
UNICEF expenditures	04.40	03.50	0.04	02.70	0.40	06.40
Salary expenditures	87.70	82.10	94.30	66.80	97.50	87.20
Other expenditures	07.90	14.40.00	05.70	30.50	2.10	06.40
Total	100.00	100.00	100.00	100.00	100.00	100.00

There are two other trends to note. In Figure 13, we see a scatter plot of total per pupil expenditure by total school enrolment in CFS in Thailand. What we observe is that per pupil expenditures decrease on a per pupil basis as school sizes increase. This is a common trend in most countries and reflects "returns to scale" in investments at the school level.

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[22] Many schools in Thailand report the employment of specialized teachers who are not necessarily full-time but are not teaching assistants. These individuals teach subjects where there is a wide-spread teacher shortage such as art, PE, English, social studies, and science.

Figure 13 Total per Pupil Expenditure by Total School Enrolment in Thailand CFS Schools
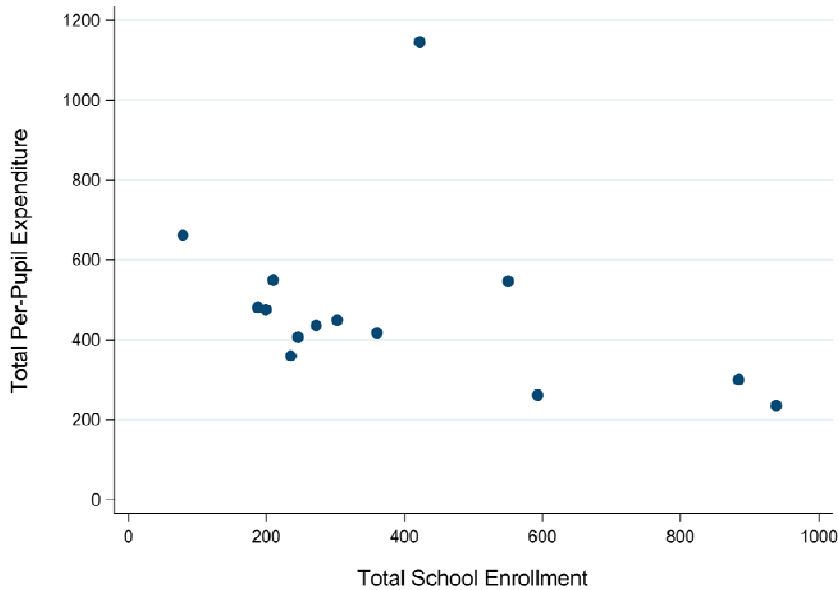
However, as Figure 14 shows, when we look at UNICEF expenditures per school, we observe the opposite trend, as UNICEF expenditures increase as CFS school size increases. This may be due to increased expenditures for CFS schools close to urban centres. However, it is a trend important for program managers to observe and be aware of.

Figure 14 Percentage of UNICEF CFS Expenditures by Total School Enrolment
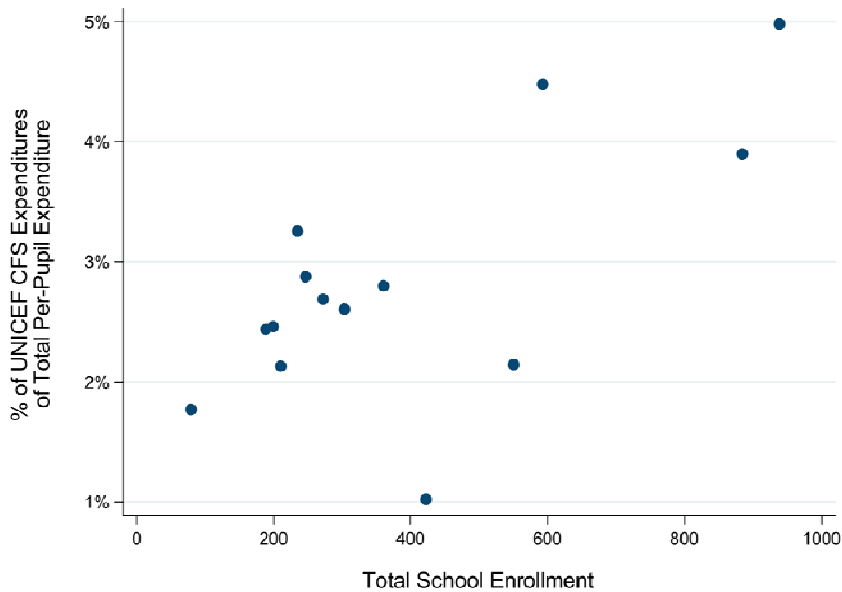
3.6.1 Implications for the Future

In Thailand, as in much of UNICEF's EAPR and UNICEF's Regional Office for South Asia (ROSA), over 60 percent of UNICEF funds were specially earmarked for emergencies to support reconstruction after the 2005 tsunami. These funds were used to effectively rebuild and restore school buildings, water systems, and toilets destroyed by the tsunami. Now that tsunami relief funding has ended, there is a decrease in the amount of UNICEF funding allocated to Thailand by UNICEF headquarters. While it appears that local fundraising efforts have been quite successful, there still is a need for UNICEF to be strategic in future investments and support of CFS schools.

Luckily, in these respects, UNICEF has a close and productive relationship with Thailand's MOE. The MOE has demonstrated substantial ownership of CFS and provided almost complete support for another national secondary education initiative mentioned earlier – Lab Schools. Given this fact and AIR's finding that UNICEF's support proportionally increases as school size increases, it may be more appropriate for UNICEF to focus more resources on smaller, rural schools leaving the MOE to continue to provide support to larger, urban schools. In addition, UNICEF Thailand must consider the tradeoffs present in scaling up the initiative versus deepening the Child Friendly approach in existing CFS schools. This latter issue will be discussed in greater detail in Chapter 4 (Conclusions and Recommendations).

CHAPTER 4 – Conclusions and Recommendations

Analysis of the data gathered during the global evaluation on UNICEF CFS in Thailand led to several recommendations. These are presented below by category.

4.1 Rights-Based and Inclusive Approaches

- Schools attempting to educate disadvantaged children must broaden the traditional role of the school. Although inclusive education and awareness of disability rights is an increasingly prominent theme, schools can promote inclusiveness in a number of ways that range from community mobilization to teacher training programs.

- Efforts to build capacity to support special needs children have the potential to pay large dividends. Thailand has built a culture of inclusion in school; ensuring that teachers can address and support the needs of children will ensure that those who are frequently the most marginalized and neglected by the education system can be properly supported and can thrive. Systems like SMIS are in place to help with tracking. Continuing to train teachers to not only track but utilize the information to support special needs is a potential opportunity for UNICEF to support. Only a few schools actually discussed SMIS, but those that did were able to successfully use the system to track learners and meet their unique needs. MOE and UNICEF should find avenues to encourage its use (e.g., creating demand at schools, raising awareness, disseminating case studies of successful use) and training to ensure capacity to understanding inclusiveness issues.

Inclusiveness involves creating an environment in which all students feel safe and supported. Student surveys suggest that there is room for growth. For example, when compared to the other five countries visited, Thai students were less likely to report that it was "very true" that they "felt safe at school." Similarly, over 60 percent of students surveyed responded "not at all true" or "a little bit true" when asked if they could "talk with at least one adult at school about things that are bothering me." Thai UNICEF staff are starting to monitor such perceptions by piloting an adaptation of the survey used in AIR's global evaluation. If used annually, this monitoring activity should lead to improved efforts to improve students' perceptions on the inclusiveness of school environments.

4.2 High-Quality and Effective Learning Environments

- Provide training to school heads and teachers on appropriate pedagogical techniques and methods of instruction for children with disabilities so that more schools can provide high-quality education to children with disabilities.

- Provide training to school heads and teachers on assessing the conditions for learning and on appropriate approaches for improving the conditions for learning.

- While teacher survey data suggest that teachers understand the value of and embrace active child-centred pedagogies and are committed to serving all students, responses to one survey item – *It is the teacher's responsibility to ensure that all students in their class are successful* – suggest that teachers may lack personal accountability or ownership of the teaching and learning process. Less than 10 percent of teachers surveyed responded that this item was "mostly true" or "very true," and 46 percent responded that it was "not at all true." Research suggests that when teachers lack this sense of personal accountability they are unlikely to realize optimal results with students (Conle, 1999). While these attitudes may not have the same negative impact across all Thai CFS schools, it may be useful to conduct focus group discussions to deepen our understanding of the relationship between accountability and performance, and then, if necessary, to make this a component of future professional development programs.

- Given that funding in the southern, tsunami-affected regions has ended or is ending, UNICEF Thailand should support development of a cluster-based, peer support system such that model schools, or those more successful in creating innovative, high-quality learning environments, act as models and mentors to schools in other districts. ESAO supervisors could conduct site visits

to facilitate this system. District-wide or regional workshops could also be held to facilitate learning across schools.

4.3   Enhancing the Gender Sensitivity of Learning Environments

- CFS schools have been successful in creating an environment where school leaders and faculty are committed to gender inclusiveness, and our survey data suggest that female students appear to feel as included as male students. However, some of our focus group data suggest that traditional gender expectations may still affect opportunities for female students. It may be useful to conduct focus groups to deepen our understanding of this issue and to extend the awareness of all stakeholders regarding the rights of all children to high-quality education.

- CFS schools have not been successful in eliminating all policy and infrastructural barriers to gender inclusiveness. Policies such as not allowing pregnant or parenting girls to come to school should be revisited and, where necessary, the infrastructure of schools should be improved (e.g., providing private latrines for girls).

4.4   Engaging Students, Families, and Communities

- Focus more resources on mobilizing parent participation to support school feeding programs and encourage student enrolment and continued attendance in school.

- School staff consistently requested additional support and follow-up from UNICEF country offices to help operationalize the goals of the CFS approach. UNICEF officers can offer training and workshops to school heads and school staff and parents to build a better understanding of how to engage parents in their children's education, involve them in schools beyond labour and infrastructural support, and increase their participation in school governance and decision-making.

4.5   Costs of Implementation

- UNICEF support may be necessary to realize program quality. The current CFS model decreases UNICEF involvement over time. We suggest that UNICEF develop a cost model that involves both the expansion and continued support of CFS. Better understanding the costs associated with developing new CFS schools and supporting existing CFS schools, as well as who potential funders may be, will aid in effective scale-up.

- Currently, large, urban CFS schools receive proportionally more support from both UNICEF and the MOE through Lab Schools. We suggest that UNICEF consider placing more emphasis on, and give more support to, smaller, rural CFS schools.

- Use UNICEF's comparative advantage as a coordinator to bring together stakeholders to address barriers to inclusion that are cross-cutting. For example, it has succeeded in making CFS the national school reform model and on focusing the Ministry of Education on the importance of school climate and social and emotional learning. We recommend continuing to emphasize national policy efforts.

4.6   Monitoring and Evaluating CFS Implementation and Impacts

- AIR is not aware of existing standards for CFS support. We recommend developing standards for CFS support so the model is not diluted as it continues to go to scale. We also recommending providing better tools to assess pre-conditions for successful CFS implementation for new schools so that readiness to implement CFS is factored into scale-up and technical assistance decisions.

- CFS has been evaluated in the past. We recommend continuing to monitor and evaluate CFS schools and the implementation of the initiative in Thailand. This can include using the Thai Conditions for Learning Survey and the other tools employed in this evaluation. Subsequent monitoring and evaluation activities can be targeted towards identifying which children and youth are not being successfully recruited and which students are dropping out.

4.7 Intensity of Support

For most CFS schools in Thailand today, UNICEF (through the EASO) provides intensive support to new CFS schools in the first year. All support thereafter is provided largely through yearly monitoring. Given the small number of supervisors relative to the large number of schools, providing substantial support is difficult. Although UNICEF recognizes that trade-offs exist between the depth of support any one CFS school receives and the number of schools supported, it does not appear that a rigorous analysis has been conducted to evaluate the cost-effectiveness of various investment models. Below are some examples of how the core activities supported by the EASO could be deepened.

- School Self-Assessments: Although schools are asked to conduct the self-assessment every year, conducting the assessment in an inclusive manner requires financial resources. These resources are provided to the school by UNICEF in the first year but not provided thereafter. Thus, in many cases it is difficult to repeat the self-assessment in the same participatory fashion as in the first year of the program. Further, because the School Improvement Plan (SIP) is a logistical and operational document, it is likely that the more thematic aspects of CFS are difficult to operationalize given the structure of the SIP. In the course of conducting self-assessments, AIR observed that school stakeholders tend to focus on very tangible aspects of the school, such as school buildings and toilets. Moreover, a consistent finding by many evaluators is that some CFS schools do not move beyond focusing on inputs to CFS schools towards focusing on how to meet the objectives of the schools. We suggest that schools' SIPs address student perceptions of the school environment as measured by the Thai version of the Conditions for Learning Survey, which was developed for the Thai MOE.

- A UNICEF-sponsored and EASO-facilitated follow-up may allow stakeholders to start to identify and address more intangible barriers to the school becoming child friendly, such as negative gender norms. Given the fact that our findings (like those of previous studies) find a gap between adult and student perceptions, we recommend that the Conditions For Learning Survey be used, and that it be administered in a manner that ensures individual confidentiality, but produces results for key subgroups, such as male and female students, students with disabilities, and ethnic minorities.

- SMIS: Schools currently use the SMIS to identify children who are at high risk for performing poorly or dropping out and develop strategies to support them. A follow-up workshop could allow the school director and teachers to examine whether they have been effective in supporting those children, and if there were other children who they did not identify through the system who dropped out. Especially as the MOE is considering scaling up SMIS nationally, it is critical to be able to advise the MOE on how the scale-up should proceed and what support schools need in the process of implementing SMIS.

4.7.1 Child-centred approaches

Some parents reported being sceptical of CFS schools because they believe schools should be places of learning and that "friendliness" is secondary to a school's mission. We recommend that CFS develop strategies to enhance parent awareness in a manner that is culturally responsive and family-driven.

4.7.2 Social emotional learning (SEL) and life skills training

Life skills, according to the UN, are first and foremost about a child's social and emotional development. Currently, at the school level, the training provided by UNICEF results in equipping students with specific

vocational training as well as with specific health-related knowledge. Current efforts do not intentionally help students learn to understand and manage their emotions and relationships and use these individual capacities to make appropriate decisions. The lack of attention to this aspect of learning may contribute to the fact that almost a third of students report that their peers "like to put each other down," and that "the school is being ruined by bullies." Furthermore, almost 55 percent stated that it "was not at all true" or "a little bit true" that "students at this school know how to disagree without starting a fight or an argument."

Research suggests that intentional approaches to SEL can reduce problem behaviour and risky behaviour, improve pro-social behaviour, and contribute to improved academic outcomes. UNICEF in Thailand has already engaged the Ministry of Education in focusing on SEL for all schools. We recommend that these activities continue, and that CFS schools be used to pilot SEL activities and that the survey tools developed for Thai MOE be used to monitor progress.

4.8   Conclusions

Priorities among these recommendations may be best identified at the school level. Although there are common problems faced by most schools, each school is unique and may need more support in one area than another. However, given the particularly strong impact of families and communities on schools' abilities to create safe and welcoming learning environments that are accessible to all children, engaging parents and communities in school events and decision making activities may be an excellent starting point. In addition, providing CFS with monitoring tools such as the Conditions for Learning Survey will enable CFS to improve the conditions for learning experienced by students and to reduce barriers to teaching and learning faced by school staff and students alike. Further, providing intensive support to school staff on effective student-centred pedagogical approaches that support all students, including those with disabilities, and that are child-centred, will help improve outcomes. These approaches should address both academic and social emotional learning. Finally, providing school staff with additional training on how to use and respond to SMIS data to improve outcomes for students at risk of failure and dropout may prove valuable.

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ACKNOWLEDGEMENTS

Appendix A.   Scale Construction Items

Table A1 Challenging Student-Centred Learning Environment scale student survey items

Q49   When students master their lessons, they are given more challenging work.

Q51   The topics we are studying at this school are interesting.

Q64   Lessons at this school are boring. (R)

Q56   Every student is encouraged to participate in class discussions.

Q59   Teachers at this school will listen if you want to explain your answers in class or on assignments.

Q67   Students are encouraged to work together in class.

Q68   Students are encouraged to share their ideas and opinions in class.

Q12   I have given up on school. (R)

Q15   I want to complete secondary school.

Q20   Adults in the community encourage me to take school seriously.

Q23   Teachers and school staff believe that *all* students can learn.

Q44   Teachers at this school expect students like me to succeed in life.

Q52   Students at this school think that it is okay to cheat. (R)

Q53   Students at this school try to do a good job on their lessons, even if they are difficult or not interesting.

Table A2 Safe and Welcoming School Learning Environment scale student survey items

GO1   Students are protected from access by unauthorized adults while at school.

GO2   Students are within sight or hearing of school staff at all times except for brief periods (e.g., when using the latrine).

GO3   Students are not permitted to roam the hallways or school grounds when class is in session.

GO4   Students are not permitted to leave school grounds without the knowledge and permission of school staff.

GO5   Older students do not have *unsupervised* access to younger students while on school grounds (except siblings or other close family members).

GO6   School buildings are in good structural condition.

GO7   School buildings are in good physical condition (e.g., no peeling paint, broken windows, etc.)

GO21   Students have adequate space to work and play without being disturbed by others.

IA2   Toxic materials (e.g., cleaning chemicals) are kept inaccessible to students at all times.

IA3   The school keeps a stocked first aid kit accessible at all times.

OA1   If the school is located near a road, there is a physical barrier between traffic and school grounds.

OA2   School buildings and grounds have a welcoming appearance.

OA3   Examples of student work or achievements are displayed in common areas.

OA9   Outdoor play areas and equipment are safe and in good repair.

OA10   Students are protected from the elements while using outdoor play areas (e.g., protected from excessive sun, dust, rain, or wind).

Table A3 Healthy Learning Environment: Hygiene and Sanitation scale school observation items

GO8	Students and staff have ongoing, easy access to drinking water.
GO10	Functioning sinks with soap are located close to latrines.
GO12	Latrines are designed to allow students privacy.
GO13	There is an adequate number of functioning latrines available so that students do not have to wait an excessive amount of time to use them.
GO14	Latrines are safe and in good repair.
GO15	Latrines are accessible to classrooms.
GO16	Latrines and sinks are clean and sanitary.
GO17	Students and staff wash their hands after using latrines.
GO18	Students and staff wash their hands prior to eating or handling food.
GO19	Functioning sinks with soap are located close to food preparation areas.
GO20	Any food prepared and served at school is prepared and stored in sanitary conditions.
IA1	The school buildings are clean.
IA4	School buildings provide adequate protection from the elements (rain, heat, cold, wind, dust)
OA4	The school grounds are kept free of litter and garbage, except in designated containers.
OA5	The school grounds are kept free of unwanted animals and animal waste (e.g., stray dogs). Any school pets are kept in sanitary conditions.
OA6	The school has a sanitary system for the disposal of waste water.
OA7	The school has a sanitary system for the disposal of latrine waste.
OA8	Smoking is prohibited on the school grounds.

Table A4 Healthy Learning Environment: Child-Centred Services scale school head survey items

Q14 This school screens students for learning disabilities, such as difficulty with reading or mathematics.

Q15 This school has teachers who have been specially trained to work with students with disabilities.

Q16 Staff from this school goes out into the community to encourage the enrollment of children with disabilities.

Q17 Staff from this school goes out into the community to encourage the enrollment of minority students,
students living in poverty, or others at risk for poor educational outcomes.

Q49 This school recruits teachers who speak the home language(s) of the students.

Q50 Students at this school have daily contact with a teacher who speaks their home language.

Q57 The school provides job-readiness skills education to all students in grades 5 and up.

Q51 The school is able to make referrals to community-based providers of medical and mental health services that are not offered by the school.

Q52 The school is able to access child welfare services and other support systems for orphans and vulnerable children.

Q54 The school provides health education to all students regarding the avoidance of high-risk behaviors (e.g., HIV/AIDS education, prevention of substance abuse).

Q55 The school provides health education to all students in the promotion of healthy daily living (e.g., nutrition, dental hygiene).

Q56 The school provides education to all students in the development of positive social and emotional skills.

Q58 Student health and development programs are adapted to meet local socio-cultural norms, values, and beliefs.

Q59 The school provides students with access to annual health examinations.

Q60 The school provides students with access to annual mental health screening.

Q61 The school provides micronutrient supplements to students who need them.

Q62 The school provides de-worming treatment of parasitic infections to students who need them.

Q63 The school provides routine vision and hearing screenings to students, and refers students to free or affordable follow-up services if needed.

Q64 The school uses height/weight screening to identify malnourished children.

Q65 The school has a feeding program for under-nourished students. *[Mark 'very true' if the program is provided to all students]*

Q66 Students have an opportunity to eat at least every 4 hours while at school.

Q68 Students are allowed access to latrines and drinking water whenever they need them (not only at specified times).

Q71 The school's water supply is checked regularly to ensure that it is always safe for drinking.

Q72 The school follows procedures to reduce the presence of disease vectors (e.g., mosquitoes) on or near school grounds.

Q76 There is at least one staff member present at all times who knows basic first aid.

Table A5 Safe, Respectful and Inclusive scale student survey items

Q24 I feel safe at my school.
Q25 I feel safe walking both to and from school.
Q26 I sometimes stay home from school because I am worried about my safety. (R)
Q30 This school is badly affected by crime and violence in the community. (R)
Q09 Students at this school help each other, even if they're not friends.
Q13 Students at this school treat each other with respect.
Q19 If students see another student being picked on, they try to stop it.
Q27 Students at this school like to put each other down. (R)
Q28 This school is being ruined by bullies. (R)
Q34 There are some students in this school who nobody talks to. (R)
Q35 There are some students at this school who everybody teases. (R)
Q36 Students at this school think it is okay to fight someone who insults them. (R)
Q42 Students at this school know how to disagree without starting a fight or an argument.
Q31 My teachers treat me with respect.
Q38 This school places a high value on understanding and respecting children's rights.
Q39 Teachers at my school say unkind things to students. (R)
Q41 Sometimes I do not want to come to school because of how the teachers treat me. (R)
Q45 Teachers at this school are interested in what students like me have to say.
Q21 I think that this school respects families like mine.
Q29 I look forward to coming to school.
Q32 Some types of students at this school are treated better than others by teachers and school staff. (R)
Q33 Both boys and girls have equal opportunities to succeed at this school.
Q43 This school is a welcoming place for *all* types of students.
Q46 When students break rules, they are treated fairly.
Q55 Adults in this school apply the same rules to all students equally.
Q63 I wish I went to a different school. (R)
Q65 The school is a welcoming and inviting place for families like mine.

Table A6 Inclusive Classroom Environment scale classroom observation items

I30 In general, boys and girls receive equal time and attention from the teacher.
I31 The teacher shows similar expectations for both boys and girls (e.g., asks questions of similar difficulty).
I32 In general, students receive equal time and attention regardless of their background (e.g., ethnicity, religion, language, etc).
I33 The teacher encourages and supports participation by struggling students.

Table A7 Student Participation scale teacher survey items

Q19 Students are involved in helping to solve school problems.
Q20 In this school, students are given a chance to help make decisions.
Q33 The principal (school director) asks students about their ideas.

Appendix B: Director Survey Item-By-Item Responses

Table displays the percentage of the 25 participating school heads that provided each response

		Not at All True	A Little Bit True	Mostly True	Very True
6	Some students in the community are unable to attend this school because they cannot pay school fees or school costs.	92	4	0	4
7	Students at this school are informed of their rights.	0	0	40	60
8	There is a procedure in place for students to safely report instances of bullying, harassment, or harm from other students without fear.	0	0	40	60
9	There is a procedure in place for students to safely report instances of bullying, harassment, or harm from teachers without fear.	0	4	40	56
10	Boys and girls are equally permitted and encouraged to participate in school activities.	0	0	4	96
11	Boys and girls are equally permitted and encouraged to participate in academic classes.	0	0	4	96
12	Boys and girls are equally permitted and encouraged to participate in physical activity at school.	0	0	0	100
13	Some students have difficulty attending school here because of transportation problems.	8	16	40	36
14	This school screens students for learning disabilities, such as difficulty with reading or mathematics.	8	4	56	32
15	This school has teachers who have been specially trained to work with students with disabilities.	24	48	20	8
16	Staff from this school goes out into the community to encourage the enrollment of children with disabilities.	12	20	52	16
17	Staff from this school goes out into the community to encourage the enrollment of minority students, students living in poverty, or others at risk for poor educational outcomes.	0	8	60	32
18	Staff from this school makes direct contact with families whose children drop out of school or are at risk of dropping out to encourage the child's continued enrollment.	0	0	32	68
19	When students are absent from school for more than a few days, school staff makes direct contact with their families to find out what the problem is and to facilitate the child's return to school as soon as possible.	0	0	32	68
20	My school has a written policy on educating all students, regardless of race, ethnicity, gender, language, disability, or religion.	0	4	24	72
21	Pregnant and parenting students are permitted to attend this school.	56	12	12	20
22	School staff regularly keeps families informed of student progress (at least twice during the school year).	0	0	28	72
23	School staff contacts families promptly if there are concerns about a student's learning or behavior.	0	0	40	60
24	School staff talks to families about how to help their children with their academic studies.	0	0	36	64
25	School staff talks to families about child labor and children's rights.	0	4	72	24
26	All teachers, students and parents have been told about the teacher code of conduct.	0	0	56	44
27	My school has a policy on appropriate teacher-student behavior.	0	4	20	76
28	This school has a policy prohibiting the release of student information or displaying or posting student information such as exam scores for the public to see.	20	36	24	20
29	Students play a formal role in decision-making at school (for example, through student government).	0	12	48	40
30	Students at this school plan and implement community outreach activities.	0	12	48	40

		Not at All True	A Little Bit True	Mostly True	Very True
31	Students at my school have opportunities to serve in leadership roles, such as a member of the student council, governing board, or prefect.	0	0	24	76
32	This school actively informs the community about what is happening at the school at least several times a year.	0	0	20	80
33	This school provides information about what is happening at the school to families in a language and format they understand (written or oral).	0	0	32	68
34	This school provides information to all families about school policies on bullying, harassment, and physical and sexual violence to families in a language and format they understand (written or oral).	0	4	44	52
35	Teachers are given an opportunity to help plan school activities and participate in long term planning for the school.	0	0	16	84
36	This school includes community members on all decision-making and advisory committees.	0	0	52	48
37	This school provides training for community representatives on the school's decision-making or advisory committees.	0	12	48	40
38	All types of families are encouraged to participate in decision-making at this school, regardless of race, ethnicity, gender, language, disability, or religion.	0	0	36	64
39	This school has partnerships with local businesses or community organizations to support student learning.	0	4	36	60
40	The school conducts conferences with parents at least twice a year.	0	0	16	84
41	This school provides information on student progress to families in a language and format they understand (written or oral).	0	0	36	64
42	This school has an active Parent Teacher Association (PTA) or School Management Council (SMC).	4	4	44	48
43	This school holds regular teacher staff meeting on how to improve students' achievement.	0	0	12	88
44	This school conducts classroom observations of teachers.	0	8	56	36
45	This school teaches students about the history, culture, and traditions of different ethnic groups in our country.	0	0	44	56
46	Students regularly take part in activities like group projects, field trips, group brainstorming, etc.	0	0	40	60
47	Teachers in this school receive training on appropriate teacher conduct.	0	4	20	76
48	Teachers in this school have received training on how to use child-friendly methods of student discipline.	0	0	36	64
49	This school recruits teachers who speak the home language(s) of the students.	24	24	28	24
50	Students at this school have daily contact with a teacher who speaks their home language.	16	40	24	20
51	The school is able to make referrals to community-based providers of medical and mental health services that are not offered by the school.	16	28	44	12
52	The school is able to access child welfare services and other support systems for orphans and vulnerable children.	0	8	64	28
53	The school is able to teach students how to protect themselves from risks in the community.	0	0	44	56
54	The school provides health education to all students regarding the avoidance of high-risk behaviors (e.g., HIV/AIDS education, prevention of substance abuse).	0	0	20	80
55	The school provides health education to all students in the promotion of healthy daily living (e.g., nutrition, dental hygiene).	0	0	28	72
56	The school provides education to all students in the development of positive social and emotional skills.	0	4	36	60
57	The school provides job-readiness skills education to all students in grades 5 and up.	0	16	40	44
58	Student health and development programs are adapted to meet local socio-cultural norms, values, and beliefs.	0	4	56	40
59	The school provides students with access to annual health examinations.	0	16	28	56

		Not at All True	A Little Bit True	Mostly True	Very True
60	The school provides students with access to annual mental health screening.	44	20	12	24
61	The school provides micronutrient supplements to students who need them.	4	20	52	24
62	The school provides de-worming treatment of parasitic infections to students who need them.	8	32	36	24
63	The school provides routine vision and hearing screenings to students, and refers students to free or affordable follow-up services if needed.	0	8	60	32
64	The school uses height/weight screening to identify malnourished children.	4	0	24	72
65	The school has a feeding program for under-nourished students. *[Mark 'very true' if the program is provided to all students]*	0	8	16	76
66	Students have an opportunity to eat at least every 4 hours while at school.	8	12	24	56
67	Students are given a break in their studies of at least 15 minutes at least every 3 hours while at school.	0	12	32	56
68	Students are allowed access to latrines and drinking water whenever they need them (not only at specified times).	0	0	8	92
69	Teachers have a break away from students for at least 15 minutes, at least every 4 hours.	4	0	28	68
70	The school director is on site and accessible to staff and students at least half of the time.	0	0	12	88
71	The school's water supply is checked regularly to ensure that it is always safe for drinking.	4	24	24	48
72	The school follows procedures to reduce the presence of disease vectors (e.g., mosquitoes) on or near school grounds.	0	4	40	56
73	School grounds are kept free from weapons.	0	0	8	92
74	School grounds are kept free from drugs and alcohol.	0	0	20	80
75	School staff has been trained in managing emergencies that impact the school.	4	8	48	40
76	There is at least one staff member present at all times who knows basic first aid.	0	0	16	84
77	Students with disabilities are offered equal opportunities to participate in school activities.	0	0	20	80

Appendix C: Teacher Survey Item-By-Item Responses

Table displays the percentage of the 366 participating teachers that provided each response

		Not at All True	A Little Bit True	Mostly True	Very True
5	At this school, students and teachers get along really well.	0.3	2.5	38.8	58.5
6	Students in this school help each other, even if they are not friends.	0	6.8	62.3	30.9
7	This school fails to involve parents in most school events or activities.	77	14.8	5.7	2.5
8	At school, decisions are made based on what is best for students.	0.3	1.6	25.1	73
9	Teachers and students treat each other with respect in this school.	0	2.5	38	59.6
10	I trust the principal (school director) will keep his or her word.	0.5	5.7	39.1	54.6
11	At this school, it is difficult to overcome the cultural barriers between teachers and parents.	61.2	29.2	7.7	1.9
12	Teachers in this school treat each other with respect.	0.3	3.8	33.9	62
13	The principal (school director) and other leaders in this school make good decisions.	0.5	4.9	50.5	44
14	The school is a welcoming and inviting place for parents.	0	2.5	16.1	81.4
15	Adults in the community support this school.	0.3	4.9	42.3	52.5
16	Lots of parents come to events at this school.	0.8	9.3	48.4	41.5
17	The principal (school director) looks out for the personal welfare of school staff members.	0.3	7.4	44	48.4
18	Adults in the community encourage youth to take school seriously.	0	9	59	32
19	Students are involved in helping to solve school problems.	0.5	16.4	62.8	20.2
20	In this school, students are given a chance to help make decisions.	0.8	14.2	60.9	24
21	Adults in the community know what goes on inside schools.	0.3	11.2	62.3	26.2
22	Teachers and school staff believe that *all* students can learn.	0	2.2	33.1	64.8
23	Both boys and girls have equal opportunities to succeed at this school.	0	2.5	24.6	73
24	I feel safe at my school.	0	3.8	26.2	69.9
25	My students are safe at school.	0.5	0.8	25.7	73
26	This school is being ruined by bullies.	67.5	26.8	4.4	1.4
27	This school is badly affected by crime and violence in the community.	84.7	9.8	1.9	3.6
28	I am satisfied with my involvement with decision-making at this school.	0.5	9.6	44.3	45.6
29	When students break rules, they are treated fairly.	0.5	2.2	27.3	69.9
30	School staff members have a lot of informal opportunities to influence what happens here.	23.2	23.2	43.2	10.4
31	Crime and violence are or should be major concerns at school.	82.5	9.8	3.8	3.8
32	The work rules at this school make it easy for teachers to their jobs well.	2.2	9	43.7	45.1

		Not at All True	A Little Bit True	Mostly True	Very True
33	The principal (school director) asks students about their ideas.	1.4	9.3	51.4	38
34	Health issues keep students at this school from learning as much as they should.	44.5	39.9	11.2	4.4
35	Hygiene is or should be a concern at this school.	45.9	35.5	10.9	7.7
36	All students should be encouraged to participate in class discussions.	0.8	6.3	30.9	62
37	Inadequate nutrition keeps students at this school from learning as much as they should.	58.7	30.3	7.4	3.6
38	Classroom learning is most effective when based primarily on lectures, with students responding when called on.	48.9	37.7	11.2	2.2
39	It is the teacher's responsibility to ensure that all students in their class are successful.	45.9	44.8	6.3	3
40	Students can benefit academically from learning that takes place outside the classroom.	0	10.9	40.4	48.6
41	When teachers allow students to discuss or debate ideas in class, it takes time away from learning.	74.9	18.3	5.2	1.6
42	Students have better academic achievement in classrooms where their active participation in learning is encouraged.	0.5	3.8	30.6	65
43	It is the teacher's responsibility to find a way to meet the learning needs of every student in their class.	0.8	1.6	30.9	66.7
44	This school provides me with adequate resources to help *every* student in my class to succeed.	0.8	16.7	51.9	30.6
45	This school provides a sanitary environment for staff and students.	0.3	6	50.8	42.9
46	Teachers should not make a lot of effort to help students who are behind in their work because it takes too much time away from the other students.	76.2	17.8	5.2	0.8
47	Teachers should focus their efforts on those students who have the best chance to succeed in life.	52.5	17.5	14.2	15.8
48	I am able to speak the home language of the students in my class.	8.2	25.7	28.1	38
49	Teachers at this school help each other.	0.5	5.7	36.3	57.4
50	Teachers in this school trust each other.	1.4	7.1	42.1	49.5
51	Teachers at this school are given ongoing opportunities to learn better techniques through workshops, seminars, or trainings.	0.5	6.3	31.1	62
52	I have been provided with professional development opportunities that have helped me to be a better teacher at this school.	0.3	6.6	35.5	57.7
53	School leadership provides teachers at this school with adequate support to continually improve their teaching methods.	0	5.2	40.2	54.6
54	School leadership provides teachers at this school with adequate support to continually improve their relationships with all types of students.	0	4.4	41	54.6
55	Teachers at this school provide each other with helpful feedback to improve their teaching methods.	0.5	7.4	48.4	43.7
56	Students at this school have the materials they need to learn.	0.3	16.4	61.5	21.9
57	Teachers at this school have the resources they need to plan effective lessons.	0.3	15	60.9	23.8
58	Teachers at this school are provided with an effective curriculum to guide their teaching.	0.5	6	54.1	39.3
59	Teachers at this school have adequate opportunities to prepare their lessons.	1.4	8.2	56.8	33.6
60	Some types of students at this school are treated better than others by teachers and school staff.	57.1	20.2	13.9	8.7
61	This school places a high value on understanding and respecting children's rights.	0.5	4.1	26.5	68.9
62	I am unable to implement the curriculum as well as I would like because I don't have the right materials available.	44.8	36.9	14.2	4.1

		Not at All True	A Little Bit True	Mostly True	Very True
63	Families are involved in making decisions that affect this school.	7.1	27	46.4	19.4
64	This school is a welcoming place for all types of children.	0.8	1.6	12.6	85

Appendix D: Student Survey Item-By-Item Responses

Table displays the percentage of the 1,845 participating students that provided each response

			Yes	No	Not Applicable
3	Is the language that the teachers at your school use the same as the language you use at home?		15.8	83.8	
4	Is the religion you practice at home the same as most other students at your school?		83.5	16.2	0.2

		Mostly Excellent	Mostly Good	Mostly Fair	Mostly Poor/ Failing
5	What kind of grades do you usually get?	10.9	58.1	30	0.8

			Yes	No
6	Do you expect to continue your education next year?		97.1	2.5

		Never	Less than Once per Month	Once per Month or More
7	During the past year, how many days did you miss school *without permission from the school or from your family*?	73.8	20.7	5.4

		Never	15 Days or Less	16 to 30 Days	More than 30 Days
8	During the past year, how many days did you have to miss school in order to work or to help out at home?	84.4	14.1	0.6	0.7

		Not at All True	A Little Bit True	Mostly True	Very True
9	Students at this school help each other, even if they are not friends.	1	29.4	48.2	21.4
10	At school, decisions are made based on what is best for students.	2.5	15.7	39.2	42.5
11	I can talk with at least one adult at school about things that are bothering me.	22.9	37.6	22.9	16.6
12	I have given up on school.	89	6.6	2.7	1.7
13	Students at this school treat each other with respect.	3.1	28.2	40.8	27.9
14	The principal (school director) and other leaders in this school make good decisions.	1.7	7.6	30.8	59.9
15	I want to complete secondary school.	2.8	4.4	10.1	82.7
16	In this school, students are given a chance to help make decisions.	6.8	25.6	42.5	25.1
17	Teachers at this school really care about students like me.	1.9	11.5	33.1	53.5
18	Students are involved in helping to solve school problems.	4.7	29.8	41.4	24.1
19	If students see another student being picked on, they try to stop it.	6.5	22.3	36.7	34.4
20	Adults in the community encourage me to take school seriously.	1.3	6.9	20.9	70.8
21	I think that this school respects families like mine.	2.1	14	35.9	48.1
22	My family knows what goes on inside this school.	11.2	37	36.9	15
23	Teachers and school staff believe that *all* students can learn.	0.7	9.2	38.8	51.3
24	I feel safe at my school.	1.9	11.1	31.4	55.7

		Not at All True	A Little Bit True	Mostly True	Very True
25	I feel safe walking both to and from school.	3.7	22.5	39.9	33.9
26	I sometimes stay home from school because I am worried about my safety.	72.4	16.5	7	4.1
27	Students at this school like to put each other down.	25	42.5	21.2	11.2
28	This school is being ruined by bullies.	31.7	35.8	18.6	13.9
29	I look forward to coming to school.	4.8	13.4	31.8	50
30	This school is badly affected by crime and violence in the community.	64.1	26.4	6.1	3.4
31	My teachers treat me with respect.	4	13.7	36.1	46.2
32	Some types of students at this school are treated better than others by teachers and school staff.	34.8	32.6	22.1	10.5
33	Both boys and girls have equal opportunities to succeed at this school.	3.6	11.1	31.2	54.1
34	There are some students in this school who nobody talks to.	70.9	19.3	5.5	4.3
35	There are some students at this school who everybody teases.	23.6	46.5	20.9	8.9
36	Students at this school think it is okay to fight someone who insults them.	33	37.9	19.2	10
37	This school does a good job teaching students what they really need to know in life.	1.4	7.3	28.6	62.7
38	This school places a high value on understanding and respecting children's rights.	1.9	12.7	36.5	48.8
39	Teachers at my school say unkind things to students.	49.3	35.9	9.7	5
40	I feel safe everywhere at my school.	5.4	21.5	34.8	38.3
41	Sometimes I do not want to come to school because of how the teachers treat me.	64.5	24.4	7.9	3.3
42	Students at this school know how to disagree without starting a fight or an argument.	19	35.5	27.2	18.3
43	This school is a welcoming place for *all* types of students.	5.1	8.9	18.3	67.6
44	Teachers at this school expect students like me to succeed in life.	2.1	5.5	21.1	71.3
45	Teachers at this school are interested in what students like me have to say.	3.6	21.5	45.4	29.5
46	When students break rules, they are treated fairly.	5.1	18	37.5	39.3
47	This school does *not* try to help students who are behind in their work to catch up.	51.9	21.5	16	10.6
48	My teachers give me feedback on my assignments that help me to improve my work.	1.4	9.9	32.7	56
49	When students master their lessons, they are given more challenging work.	3.7	21.2	42.7	32.4
50	This school does a good job in preparing students to continue on for more education after they graduate.	2.4	10.1	36.9	50.5
51	The topics we are studying at this school are interesting.	1.8	12.2	37.2	48.8
52	Students at this school think that it is okay to cheat.	70.3	19	7.8	2.9
53	Students at this school try to do a good job on their lessons, even if they are difficult or not interesting.	3.4	13.8	41.8	40.9
54	Adults in this school are usually willing to give students extra help.	4.2	17.5	42.1	36.2

		Not at All True	A Little Bit True	Mostly True	Very True
55	Adults in this school apply the same rules to all students equally.	5.9	17.9	29.4	46.8
56	Every student is encouraged to participate in class discussions.	3.4	14.7	39.6	42.3
57	Teachers notice if I am having difficulty with my lessons.	4.2	22	40.9	33
58	Teachers give students opportunities to improve their work if they do poorly on an assignment.	2.5	14.1	36.9	46.4
59	Teachers at this school will listen if you want to explain your answers in class or on assignments.	2.1	15.4	41.5	40.9
60	Students at this school have the materials they need to support their learning.	3.3	14.3	39.7	42.7
61	Sometimes I am too hungry to pay attention in school.	29.5	43.5	19.5	7.5
62	I can talk to teachers or other adults at school if I am having problems in class.	8.1	27	35	29.9
63	I wish I went to a different school.	44.7	28.5	14.8	12.1
64	Lessons at this school are boring.	61.4	27.4	6.8	4.3
65	The school is a welcoming and inviting place for families like mine.	2.6	12.8	33.9	50.7
66	Families like mine are involved in making decisions that affect this school.	10.8	31.3	36.3	21.5
67	Students are encouraged to work together in class.	1.2	10.3	34.3	54.2
68	Students are encouraged to share their ideas and opinions in class.	3.4	17.8	44.1	34.7
69	It is difficult for students like me to get extra help from teachers.	26.7	31.1	26.3	15.8
70	The principal (school director) asks students about their ideas.	8.3	20.9	33.3	37.5

Appendix E: School Observation Item-By-Item Responses

Table displays the percentage of the 25 observed schools that received each rating

		Not at all True	Somewhat True	Very True
Outdoor Areas				
1	If the school is located near a road, there is a physical barrier between traffic and school grounds.	8	16	72
2	School buildings and grounds have a welcoming appearance.	0	8	88
3	Examples of student work or achievements are displayed in common areas.	4	20	72
4	The school grounds are kept free of litter and garbage, except in designated containers.	0	28	68
5	The school grounds are kept free of unwanted animals and animal waste (e.g., stray dogs). Any school pets are kept in sanitary conditions.	0	20	76
6	The school has a sanitary system for the disposal of waste water.	8	8	80
7	The school has a sanitary system for the disposal of latrine waste.	4	12	80
8	Smoking is prohibited on the school grounds.	4	8	80
9	Outdoor play areas and equipment are safe and in good repair.	4	44	48
10	Students are protected from the elements while using outdoor play areas (e.g., protected from excessive sun, dust, rain, or wind).	28	28	40
11	All outdoor play areas are accessible to students with physical disabilities.	12	24	60
Indoor Areas				
1	The school buildings are clean.	0	16	76
2	Toxic materials (e.g., cleaning chemicals) are kept inaccessible to students at all times.	0	4	68
3	The school keeps a stocked first aid kit accessible at all times.	0	16	72
4	School buildings provide adequate protection from the elements (rain, heat, cold, wind, dust)	0	12	80
General Observations				
1	Students are protected from access by unauthorized adults while at school.	4	16	72
2	Students are within sight or hearing of school staff at all times except for brief periods (e.g., when using the latrine).	0	8	84
3	Students are not permitted to roam the hallways or school grounds when class is in session.	0	8	80
4	Students are not permitted to leave school grounds without the knowledge and permission of school staff.	0	4	84
5	Older students do not have *unsupervised* access to younger students while on school grounds (except siblings or other close family members).	4	8	76
6	School buildings are in good structural condition.	0	36	56
7	School buildings are in good physical condition (e.g., no peeling paint, broken windows, etc.)	0	48	44
8	Students and staff have ongoing, easy access to drinking water.	0	28	64
9	Drinking water is accessible to students with disabilities.	8	28	56

		Not at all True	Somewhat True	Very True
10	Functioning sinks with soap are located close to latrines.	20	56	16
11	Latrines and sinks are accessible to students with disabilities.	8	48	36
12	Latrines are designed to allow students privacy.	12	16	64
13	There is an adequate number of functioning latrines available so that students do not have to wait an excessive amount of time to use them.	8	36	52
14	Latrines are safe and in good repair.	0	40	56
15	Latrines are accessible to classrooms.	0	24	72
16	Latrines and sinks are clean and sanitary.	0	48	48
17	Students and staff wash their hands after using latrines.	4	28	24
18	Students and staff wash their hands prior to eating or handling food.	0	20	36
19	Functioning sinks with soap are located close to food preparation areas.	20	36	36
20	Any food prepared and served at school is prepared and stored in sanitary conditions.	0	16	72
21	Students have adequate space to work and play without being disturbed by others.	0	8	88
22	All school buildings and classrooms are accessible to students with physical disabilities.	12	44	36
23	Students with disabilities are grouped with non-disabled students whenever possible.	0	16	56
24	Students are *not* separated into different groups for instruction or school activities based on cultural or social background (with the exception of language instruction or transitional programs if needed).	4	8	80

Appendix F: Classroom Observation Item-by-Item Responses

Table displays the percentage of the 51 observed classrooms that received each rating

		Not at All True	Somewhat True	Very True
1	The classroom is protected from the elements (solid roof, walls, and floor).	2	7.8	88.2
2	The classroom has adequate ventilation.	3.9	13.7	82.4
3	The classroom is a comfortable temperature.	2	15.7	82.4
4	The classroom lighting is adequate for students to work.	2	41.2	56.9
5	The classroom is clean and orderly (the floor is clean, the tables are orderly, no garbage on the floor).	0	23.5	76.5
6	Outside noise does not affect communication within the classroom.	7.8	27.5	64.7
7	Students each have sufficient space to work.	2	23.5	74.5
8	Students each have a chair or bench to sit on while working.	0	7.8	92.2
9	Furniture is of the right size for students to work comfortably.	0	39.2	60.8
10	There is a blackboard/whiteboard in the classroom that all students can see clearly from their seats.	0	11.8	88.2
11	Posters, artwork, or maps (commercially produced or handmade) appear on the walls of the classroom.	2	25.5	72.5
12	There are examples of student work or projects visible in the classroom.	9.8	21.6	62.7
13	The teacher presents lessons in a well-prepared and organized manner.	0	13.7	84.3
14	The teacher maintains an engaging class, without pressuring the students.	0	11.8	84.3
15	The teacher facilitates discussions among students.	2	29.4	60.8
16	The teacher gives the students the opportunity to present their work to the rest of the class in groups or on their own.	3.9	17.6	64.7
17	The teacher asks questions that facilitate higher order thinking activities (e.g., application, analysis, synthesis, and evaluation, etc).	0	35.3	58.8
18	The teacher relates information presented in the lesson to students' lives outside of the classroom, or to life skills or social emotional learning.	11.8	27.5	51
19	While the students are working, the teacher moves around the classroom to provide support and guidance.	3.9	25.5	66.7
20	The teacher addresses students by name.	11.8	19.6	62.7
21	The teacher communicates both verbally and nonverbally in a positive and friendly manner.	0	9.8	88.2
22	The teacher interacts with the students in a respectful manner.	0	5.9	94.1
23	The teacher uses positive methods to manage student behavior.	0	11.8	84.3
24	The teacher adapts lessons for student with special learning needs.	7.8	23.5	45.1
25	The students pay attention when the teacher gives them instructions.	0	29.4	70.6
26	The students ask the teacher questions.	17.6	41.2	41.2
27	The majority of the students participate in class activities.	0	15.7	84.3
28	The students spend little time (less than 20%) copying the lesson literally from the textbook or chalkboard into their notebooks.	9.8	29.4	52.9

		Not at All True	Somewhat True	Very True
29	The students interact with the teacher in a respectful manner.	0	5.9	92.2
30	In general, boys and girls receive equal time and attention from the teacher.	0	0	96.1
31	The teacher shows similar expectations for both boys and girls (e.g., asks questions of similar difficulty).	0	2	88.2
32	In general, students receive equal time and attention regardless of their background (e.g., ethnicity, religion, language, etc).	0	3.9	80.4
33	The teacher encourages and supports participation by struggling students.	0	11.8	25.5

Appendix G: Thailand T-Test Results

Inclusiveness

An independent-samples t-test was conducted to compare the mean scores of students who want to complete secondary school from two groups; students attending *more rights-based* schools and *less rights-based* schools. There was a significant difference in the mean scores for student attending *more rights-based* schools (M = 3.81, SD = .627) and students attending *less rights-based* schools, M = 3.71, SD = .685; t (1,843) = -2.646, p < .001 (two-tailed).[23]

An independent-samples t-test was conducted to compare the mean scores of students who look forward to attending school from two groups; students attending *more rights-based* schools and *less rights-based* schools. There was a significant difference in the mean scores for student attending *more rights-based* schools (M = 3.65, SD = .744) and students attending *less rights-based* schools, M = 3.18, SD = .872; t (1,843) = -9.323, p < .001 (two-tailed).

An independent-samples t-test was conducted to compare the mean scores of students who view their school as a welcoming place for *all* students from two groups; students attending *more rights-based* schools and *less rights-based* schools. There was a significant difference in the mean scores for student attending *more rights-based* schools (M = 3.60, SD = .836) and students attending *less rights-based* schools, M = 3.46, SD = .863; t (1,843) = -2.788, p = .001 (two-tailed).

Effectiveness

An independent-samples t-test was conducted to compare the mean scores of students who reported that when they mastered a lesson, their teacher gave them more challenging work from two groups; students attending *most effective* schools and *least effective* schools. There was a significant difference in the mean scores for student attending *most effective* schools (M = 3.14, SD = .793) and students attending *least effective* schools, M = 2.93, SD = .765; t (860.54) = -4.085, p < .001 (two-tailed).

An independent-samples t-test was conducted to compare the mean scores of students who reported that their teacher noticed if they had difficulty with their lessons from two groups; students attending *most effective* schools and *least effective* schools. There was a significant difference in the mean scores for student attending *most effective* schools (M = 3.23, SD = .783) and students attending *least effective* schools, M = 2.79, SD = .814; t (861.17) = -8.146, p < .001 (two-tailed).

An independent-samples t-test was conducted to compare the mean scores of students who reported that they are given opportunities to improve their work if they do poorly on assignments from two groups; students attending *most effective* schools and *least effective* schools. There was a significant difference in the mean scores for student attending *most effective* schools (M = 3.48, SD = .731) and students attending *least effective* schools, M = 2.96, SD = .751; t (840.82) = -10.374, p < .001 (two-tailed).

Health

An independent-samples t-test was conducted to compare the mean scores of students who feel safe at their school from two groups; students attending *most healthy* schools and *least healthy* schools. There was a significant difference in the mean scores for student attending *most healthy* schools (M = 3.80, SD = .508) and students attending *least healthy* schools, M = 3.25, SD = .807; t (805.59) = -11.938, p < .001 (two-tailed).

An independent-samples t-test was conducted to compare the mean scores of students who look forward to attending school from two groups; students attending *most healthy* schools and *least healthy* schools. There was a significant difference in the mean scores for student attending *most healthy* schools (M =

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[23] Note that while mean differences reported in this section may be statistically significant, statistical significance should not be equated with practical significance. That is, a statistically significant finding of small magnitude, such as the difference between students reporting they want to complete secondary school at more and less rights-based schools (.10), may not have a practical application.

3.59, SD = .769) and students attending *least healthy* schools, M = 3.25, SD = .822; t (753.74) = -6.046, p < .001 (two-tailed).

An independent-samples t-test was conducted to compare the mean scores of students who expect to continue their education next year from two groups; students attending *most healthy* schools and *least healthy* schools. There was a significant difference in the mean scores for student attending *most healthy* schools (M = 1.00, SD = .054) and students attending *least healthy* schools, M = 1.04, SD = .201; t (568.082) = 4.041, p <.001 (two-tailed).

Gender Equality

An independent-samples t-test was conducted to compare the mean scores of students who feel safe at their school from two groups; students attending *more gender-equal* schools and *less gender-equal* schools. There was a significant difference in the mean scores for student attending *more gender-equal* schools (M = 3.79, SD = .491) and students attending *less gender-equal* schools, M = 3.31, SD = .787; t (1,843) = -11.440, p < .001 (two-tailed).

An independent-samples t-test was conducted to compare the mean scores of students who look forward to attending school from two groups; students attending *more gender-equal* schools and *less gender-equal* schools. There was a significant difference in the mean scores for student attending *more gender-equal* schools (M = 3.58, SD = .750) and students attending *less gender-equal* schools, M = 3.19, SD = .880; t (1,843) = -7982, p < .001 (two-tailed).

An independent-samples t-test was conducted to compare the mean scores of students who want to complete secondary school from two groups; students attending *more gender-equal* schools and *less gender-equal* schools. There was a significant difference in the mean scores for student attending *more gender-equal* schools (M = 3.87, SD = .517) and students attending *less gender-equal* schools, M = 3.69, SD = .707; t (1,843) = -4.754, p < .001 (two-tailed).

Participation

An independent-samples t-test was conducted to compare the mean scores of students who look forward to attending school from two groups; students attending *more participatory* schools and *less participatory* schools. There was a significant difference in the mean scores for student attending *more participatory* schools (M = 3.73, SD = .656) and students attending *less participatory* schools, M = 3.17, SD = .877; t (1,843) = -10.928, p < .001 (two-tailed).

An independent-samples t-test was conducted to compare the mean scores of students who want to complete secondary school from two groups; students attending *more participatory* schools and *less participatory* schools. There was no significant difference in the mean scores for student attending *more participatory* schools (M = 3.73, SD = .700) and students attending *less participatory* schools, M = 3.72, SD = .670; t (1,843) = -.226, p = .844 (two-tailed).

An independent-samples t-test was conducted to compare the mean scores of students who feel boys and girls have equal opportunities to succeed at their school from two groups; students attending *more participatory* schools and *less participatory* schools. There was a significant difference in the mean scores for student attending *more participatory* schools (M = 3.60, SD = .731) and students attending *less participatory* schools, M = 3.30, SD = .827; t (1,843) = -6.030, p < .001 (two-tailed).