



EIU Best Case Study Series No.7

Inculcating Social Responsibility in Thai Youth

A CASE STUDY ON SISTER SCHOOLS PROJECT NETWORK
UNDER UNESCO ASP NET

EIU Experiential Learning Programme 2007



APCEIU Asia-Pacific Centre of Education
for International Understanding

Foreword

As a regional center mandated to promote a Culture of Peace through Education for International Understanding (EIU) in Asia and the Pacific region, APCEIU has been engaged in various endeavors aimed at fulfilling its mission since its inception. Recognizing the efficacy of experiential learning as pedagogy fit for EIU, APCEIU launched EIU Experiential Learning Programme (ELP) in 2006 in cooperation with the National Commissions for UNESCO in the region in order to encourage research on EIU in the local context and practical application of EIU in various learning environments.

EIU aims to promote, in particular, 'Learning to Live Together' among the four pillars of education laid out in the Delors report. Stressed in promoting 'learning to live together' are participatory learning and critical thinking, and experiential learning can play a pivotal role in facilitating them. APCEIU believes that well-designed curricula with an element of experiential learning embedded in it can provide the most effective means to promote a Culture of Peace.

Asia and the Pacific region has long been plagued by a history of ethnic, cultural and religious conflicts with some of the major flashpoints of the world. In the age of globalization, ensuring peace and security has become critical more than ever for a common prosperous future of all humanity. Launched in this geographical and temporal background, ELP seeks to explore and encourage the best cases of EIU in the region, providing the venue to hear various perspectives from the region on how learning-by-doing has helped or can help promote a Culture of Peace in different social and cultural contexts. I hope that through the ELP, the successful practices of EIU can be shared among educators, scholars and policy makers who are

committed to enhancing a Culture of Peace in the region. I expect this project can provide a forum to share and exchange our experiences.

I would like to extend my heartfelt appreciation to the National Commissions for UNESCO in the region, the experts and the selection committee members for their kind support and cooperation in making this project a success that it is.

December 2007



Kang Dai-Geun
Director

ELP Project is...

APCEIU has been committed to the promotion of a Culture of Peace in Asia and the Pacific region in line with the pillar of education- “Learning to Live Together.” From its experiences of organizing teacher training and cultural exchange programmes, APCEIU has rightly recognized that in education for peace, not only the contents, but also the environment wherein it takes place is of vital importance. Education for International Understanding(EIU) focuses on increasing the capacities of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

In accordance with its mandate, APCEIU launched Experiential Learning Programmes(ELP) in 2006 to collect Best Case Studies of ELP in the region. Through this initiative, APCEIU aims to refine the EIU pedagogy and to provide a conceptual framework for optimal classroom conditions, classroom activities among students and teachers, school climate and social atmosphere towards a Culture of Peace. The theme of ELP is illustrated at four different levels as concentric circles, and they are Peaceful Classroom, Peaceful School Climate, Peaceful Community and Peaceful Society.

In selecting the Best Case Study, the following steps were conducted: first, announcement letters were disseminated to the National Commissions for UNESCO in the region; second, the Screening Committee composed by APCEIU reviewed all of the submitted applications and among them, selected the best four case study proposals; then, after the selection, APCEIU staff conducted field visits to the respective winners to confer the awards and at the same time conduct the field observation and interview the researcher.

The selection was made based on the following criteria, namely, originality, creativeness and innovativeness, relevance to EIU,

contribution to the promotion of EIU in society, coherence and completeness of programme, applicability and feasibility for all Asia-Pacific region and researcher's capability to conduct research.

ELP shares the five core themes of EIU, namely, cultural diversity and intercultural understanding, globalization and social justice, human rights and human dignity, peace and equity, and sustainability. The research areas of concentration revolve around the classroom activities, programmes related to school climate, community- and society-based programmes.

Given the favorable and enthusiastic responses from the applicants and the support from the UNESCO National Commissions, APCEIU wishes to build on the positive momentum thus far built and continue the endeavor for the coming years.

The Centre encourages educators, scholars and activists from Asia and the Pacific region to apply and share their successful experiences. APCEIU expects that through the ELP, the best practices of EIU will be shared widely in the whole region, thus contributing towards achieving a Culture of Peace.

Researcher

Ms. Charoonrat Suwanpusit



Ms. Charoonrat Suwanpusit is currently a teacher at St.Stephan's International School and previously served as a teacher at Suankularb Wittayalai School in Thailand. She has been involved with the Associated Schools Project(ASP) actively, bringing successfully the two schools she worked for into the ASP net. She has also been engaged in various UNESCO activities for years such as participation in the seminar on "Celebration 50th Unesco Associated Schools Project" in New Zealand in 2003, study visits to France, German, Belgium, the Netherlands and Italy on "World Heritage Education and ASP net Programme" in 2003 and many other seminars and study visits.

Contents

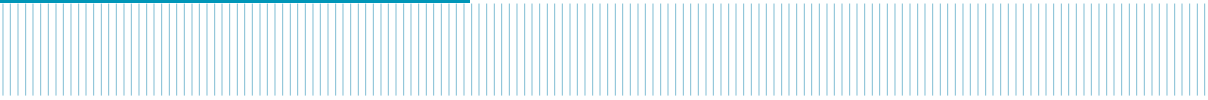
- **Foreword / 3**
- **ELP Project is... / 5**
- **Researcher / 7**

1. Background / 10
2. Establishing UNESCO Club in School / 10
3. Sister Schools Project Network / 11
4. Descriptions of the Contents of UNESCO Club Activities / 13
 - 4.1. UNESCO Club Activities at Suankularb Wittayalai School / 13
 - 4.2. UNESCO Club Activities at St. Stephen's International School / 13
5. Sister School of St. Stephen's International School / 14
6. Assessment of Sister Schools Project Network / 17
7. Conclusion / 23

Appendix

Questionnaires Used in the Case Study / 26

- **Field Visit / 29**



Inculcating Social Responsibility in Thai Youth A Case Study on Sister Schools Project Network Under UNESCO ASP NET

1. Background

In Thailand, the UNESCO Associated Schools Project Network (ASP Net) has served as a modality of school network for the promotion of international understanding, human rights, tolerance and peace in compliance with the UN's purposes and goals. Thailand joined the ASP net in 1958 and a number of educational institutions, ranging from primary and secondary schools to technical institutions and Rajabhat Universities, have regularly and actively participated in programmes and activities initiated by a sub-committee on the ASPnet under the Thai National Commission for UNESCO. At present, there are over 150 schools and educational institutions as well as universities participating in the ASP net, each of which tries to initiate its UNESCO Club to help promote the work and activities launched by UNESCO.

2. Establishing UNESCO Club in School

Many UNESCO ASPnet schools try to set up UNESCO clubs in their schools. Suankularb Wittayalai School, one of the most outstanding and famous secondary public schools for boys in Thailand has been an active member of UNESCO ASPnet since 1964. UNESCO Club in this school was set up in 1997 by Mrs. Charoonrat Suwanpusit, the school's ASPnet coordinator, with the support of the school administrator and teachers. Students are encouraged to be members of the club serving on a volunteer basis. The UNESCO Club

Committee which of the school was instituted, composed of students who are members of the Club with Mrs. Charoonrat Suwanpusit as advisor of the Committee. The activities of the Club initiated by the Club Committee have been regularly undertaken as follows:

- A training course on Human Right Education and Peace Education(with invited experts from Amnesty International, Thailand)
- A seminar on UNESCO ASP net focusing on the UN's themes such as Peace Education, International Understanding, Environment Education, Human Rights Education, Preventive Education and Education for Sustainable Development.
- A training course for volunteer students who wish to be school museum guides.
- An exhibition and public awareness campaign on environmental education.
- A fund-raising campaign by teachers, students and parents to help sister schools in remote area namely Ban Pak Hueg Primary School, Ban Na Khang Primary School and Bo Klua Secondary School in Nan Province, etc.

The UNESCO Club of Suankularb Wittayalai School has been the model of UNESCO Club in many ASPnet schools later including St. Stephen's International School where Mrs. Charoonrat Suwanpusit is currently a curriculum developer and teacher of Thai language and culture.

3. Sister Schools Project Network

The Sister Schools Project Network is one of Her Royal Highness Princess Maha Chakri Sirindhorn's projects. This network covers 52 UNESCO Associated Schools Projects and 95 schools in rural, remote areas. It aims to inculcate values of love, caring and sharing and the respect for human dignity and human rights among school children

and teachers. The network also helps improve the quality of life of children and people in rural areas.

The ultimate goal of the sister schools project network is to put the values into practice and to encourage young people to learn to live together in peace and harmony. Practices within the network comprise: exchange of knowledge and experiences, exchange of educational resources and offering all services needed in schools in remote areas. These practices are inspired by the guidance and initiatives of Her Royal Highness as evident in her statement delivered on 18 September 2003 in Geneva, Switzerland as follows:

“I hear my parents say, “To give without discrimination, to choose the best things or best services to give to all, regardless of their race, religious inclination and socio-economic status, thus let us join hands to create a better world.”



Mrs. Charoonrat's 27 year-experience at Suankularb Wittayalai School, in particular, the work of UNESCO Club with the students in the Sister Schools Project Network has motivated her to initiate a UNESCO Club at St. Stephen International School. It has become a part of the school's community service involving the whole school as well as the parents and is now an exciting extra-curricular activity for students and teachers as well as for parents. It is found that UNESCO Club is an important and useful forum and mechanism within the school that could bring together the students from various grades as well as teachers of many different subjects to be involved in many themes of UNESCO which are relevant to the Thai social development as well as to the students' life. The model of Sister Schools Project Network helps inculcate social responsibility in students in terms of values and behaviors at the school.

4. Descriptions of the Content of UNESCO Club Activities

4.1 UNESCO Club Activities at Suankularb Wittayalai School.

UN and UNESCO's themes such as Human Rights Education, International Understanding, Education for Sustainable Development, Intercultural Education and the Celebrations of International Years and Decades were integrated into the school curricula. All these themes were emphasized among UNESCO Club members so as to have them equipped with necessary life skills to lead a useful, democratic and participatory life in the society in the future and more importantly, to be responsible leaders in the Thai society. The UNESCO concept of learning-by-doing was also introduced to instill the students with the universal values and appropriate behaviors through field visits, team work building and direct experiences in some subjects they learned in the classroom. Extra-curricular activities were also launched to encourage students to learn more about UNESCO's work and help inculcate social responsibility for the nearby community, in particular, as well as to help the disadvantaged in rural areas.

4.2 UNESCO Club Activities at St. Stephen's International School.

The UNESCO Club has been introduced to the school owner and the Board of School Community Service in order to encourage them to share experiences with the UNESCO Club in Suankularb Wittayalai School. The UN and UNESCO's themes are also mentioned and launched. The setting up of UNESCO Club in this school was welcomed by students since the membership is free of charge and on a volunteer basis. The activities undertaken comprise a training course and a seminar on the suggested themes proposed by the Club members. All these themes are also integrated into school curricula. In addition, St. Stephens International School applied to be under the

Sister School Project Network under the patronage of Her Royal Highness Princess Sirindhorn following the same model of Suankularb Wittayalai School.

5. Sister School of St.Stephen's International School

Under the UNESCO Sister School Project Network, St. Stephen's International School decided to have Wat Wang Yai Chim School, a primary public school in Nakornnayok Province, to be its sister school. Wat Wang Yai Chim is a temple-based community composed of poor farmers. The school is a small kindergarten and primary school of 100 students and only 5 teachers.



After having consulted with the School Board Members, the UNESCO Club representatives, school administrators, teachers and parents paid the first visit to Wat Wang Yai Chim School. It was found that the school area was located in a suitable natural environment, surrounded by a river, green trees and a temple. It was considered to be able to serve as a learning centre so that the students can learn from real life situations. In addition, the teachers and students of Wat Wang Yai Chim School grew vegetables by themselves and raised fish in the pond for supporting the school lunch program.





Fund-raising for the sister school at Wat Wang Yai Chim, then, was launched not only for teachers and students but also for the parents. Most of them donated unused or unnecessary belongings in their home or

their offices to be sold for charity. Some of them preferred donating their own money to help the sister school institute scholarships for poor students. Various activities were proposed and designed such as student exchange program between St. Stephen's International School and Wat Wang Yai Chim.



A one-day camp was organized later to enable the students from both schools to join a number of activities together. The venue of the camp was Wat Wang Yai Chim School. At this point, the students from St. Stephen's International School, who come from well-to-do families in Bangkok, had a good chance to visit a poorer sister school in a rural area in Nakornnayok Province. A series of activities allowed interchanging and socializing between students and teachers of both schools, as well as learning from the strengths and weaknesses of each school.

Six learning bases were organized, using the facilities within and outside the school buildings. The learning bases were divided into two parts as follows:

Part One : Morning Sessions at three bases, conducted by St. Stephen's International School, comprising:

1. English conversation and games

2. Art and crafts from waste materials
3. Outdoor rally games



Part Two : Afternoon sessions at three bases, conducted by Wat Wang Yai Chim School, comprising:

1. Vegetable growing and chicken farming
2. Fish farming and fishing
3. Thai cooking



Additional activities were also arranged, for example, recreation activity and exchange of gifts and some donations etc. The students of both schools were asked to prepare a stage performance for recreation and entertainment among themselves. The representatives from St. Stephen's International School then presented various kinds of materials collected from teachers, students and parents, to the representatives of Wat Wang Yai Chim School such as books, notebooks, pens, pencils, colour crayons, shoes, sport equipment as well as some money for scholarships. Then the representatives from Wat Wang Yai Chim School presented an emblem of Nakornnayok Province as a token of appreciation and as a memento.

The participation of St. Stephen's International School in the Sister



School Project Network has continued for three years to date. The students and teachers as well as parents learn many valuable lessons from Wat Wang Yai Chim School and the local community nearby. The values of love, caring and sharing were emphasized and especially the respect for human dignity and rights among school children and teachers was recognized, regardless of their socio-economic status.

6. Assessment of Sister Schools Project Network

In order to assess and evaluate the implementation of Sister Schools Project Network under UNESCO Associated Schools Project in Thailand, an interview was conducted with some policy level officials of the Ministry of Education and questionnaires were distributed to all involved in the Sister Schools Project Network. The results of which are summarized as follows:

Important Outcomes of the Interview

The followings are some of the important outcomes of joining the UNESCO club.

Role-Model Students:

Students who have taken part in the club activities set good role models for the younger students and thus inspire them to play an active part in the club. Most of the club leaders have been



selected as Thailand's representatives to international events such as

youth camps, student conferences, young parliamentarians' meetings, etc. Most of the club members have also entered outstanding universities and become active leaders at the national level. Many of them still come back to visit and make contributions to the club as well as to assist the younger students.

Role of Teachers as Advisors: The roles of the teachers in the club



were primarily to give advice and to encourage and promote the students' initiatives and actions. They also provided guidance to the students and helped solve the problems when needed. This is an important role

to play for teachers because the club is a students' clubs and not a teachers' club. However, this, in turn, helps the teachers to change their teaching methods in the classroom to be more student-centered than previously practiced.

[Significant Impacts on the whole school.](#)

Awareness: The entire school community becomes more aware about social and cultural problems in the Thai society, such as environmental hazards, poverty, human rights, peace, sustainable development etc. and participation in activities to help solve many problems.

Cooperation: Every sector of the whole school joins one another in unprecedented cooperative projects and activities to raise awareness, to raise funds and to undertake exchanges of activities with other schools under the ASP net and with the Sister School Project.

Continuation and Sustainability: The UNESCO club was founded over 15 years ago by a small group of teachers and students, many of whom have left the school, but the programme has continued to be active and sustain its usefulness and effectiveness, particularly through

its sister school project.

Impact: The sister school in the rural area has noticeably changed in many significant ways. The funds raised and donated have helped in the construction of a new school building, a library and a school playground, and helped continue the scholarship scheme and school lunch fund.

All the participating Sister Schools are very proud of the achievement made and the results from questionnaires indicate the benefit of joining this project, since those concerned can learn the concept of sharing and caring and leadership skills. They become very cooperative and learn about human rights as well as develop their behaviors and learn the values of Sufficiency Economy Theory initiated by His Majesty the King of Thailand.

Students in UNESCO club.

1. They are able to understand and appreciate good values and morality. They understand how to learn together, do together, know together and live together according to UNESCO's concept. They are encouraged to develop their behaviors and have social responsibility.
2. They are more equipped with the understanding of Human Right Education, International Understanding, Peace Education and Education for Sustainable Development
3. They can develop their leadership skills which lead to enhanced understanding and recognition of the concept of appropriate values and behaviors.
4. They learn to know how to work together with happiness and harmony so that they can solve the problems by themselves.
5. They learn more about human's dignity, friendship, sharing and caring, volunteerism, love and peace, which is the foundation of Education for International Understanding.
6. They are able to make the action plans since they are more

creative and have a number of initiatives.

7. They obtain the experience of team building. They learn the practical strategies, and the urgent needs and realities of social and economic development in future.
8. They can learn about of love and sacrifice for their community and society.

Summary Outcomes of the Questionnaires

For those who join the Sister Schools Project Network's activities, the following are their points of view and reactions:

Activities Undertaken in the Sister Schools Project Network

- Students are very glad and happy about helping the poor people and proud of fund-raising campaign. They teach English to students in the sister school and donate money for them. Although they are students but they can join the activities aimed at supporting teaching and learning methods.
- Administrators and teachers are very enthusiastic to be a part of helping society. They support some scholarships and educational media, clothes, sports, equipment and fund raising.
- Parents play an important role concerning the donation of education materials for supporting the school such as, encyclopedias, magazines, medicines, books, pencils, clothes, snacks, toys etc. as well as some scholarships. They are happy with their children when joining the project together.

Benefits of the Sister Schools Project Network

- Students acknowledge that they have obtained various experiences. They are encouraged to be good leaders with creativity and initiative. They learn how to work for fund raising and practice working skills. They also learn how to live in different societies. It is of great benefit when they know what is

happening in the world and how to make other people happy according to the Buddha's precepts. And the most important point is that they are more patient and very cooperative with the others.

- Teachers think that it is beneficial to students since they are more enthusiastic, self-confident and service-minded. When students have more experiences, they can share their knowledge and ideas with the others.
- Parents acknowledge that students learn and practice problem-solving skills. Students are encouraged to help people in the society not only at present but also in the future. Parents are very pleased and happy to see their children in two schools enjoying many activities together, although they come from different backgrounds. All of them become friends and they can help each other according to the concept of "Share to learn and learn to share".

Opinions on ASP net and Sister School Project

- Students learn to understand others with sympathy and generosity. They think that this project gives the chance to help others. Therefore, UNESCO club members should be very cooperative and develop relationships with others.
- Activities occurred are enjoyable since they obtain experiences and learn how to spend money, not waste time, make friends, and gain leadership skills as well as social responsibility.
- Teachers think that students can show their creative ideas in implementing some activities which should be managed efficiently. Schools can raise funds for expenses incurred and promote team building. Administrators are encouraged to understand and support students' activities since they have their own vision on this project.
- Parents think that this project reflects a good process of coordination and creates learning, thinking, and problem-solving

methods. It will be of great benefit to the society if the network is expanded in the near future regarding the number of sister schools in urban areas to help sister schools in rural areas.

Role of Education for International Understanding and Associated School Project in Thailand in Promoting Peaceful and Sustainable Development.

- Students acknowledge that the activities under Sister Schools Project Network support the morality and values in the Thai society. The participation in this Network helps create quality human resources and build the relationship between schools. This Sister Schools Project should be expanded and should become a modality for other countries in order to foster international understanding among students in many countries. The members of UNESCO Club can develop their responsibility and leadership. Students are encouraged to understand the life of people in urban and rural areas so they will reduce selfishness and become down-to-earth persons. People can live together peacefully because they learn how to make the others happy by helping them generously.
- Teachers acknowledge that it is the cooperation among parents, teachers and students that inculcates a peaceful mind with caring and sharing. It provides a good opportunity for all of them to learn and help the poor in rural areas who are needy and disadvantaged.
- Parents accept that the members of UNESCO Club can learn responsibility for the Thai society according to the standard of morality and values. It helps encourage students to understand the way to adapt themselves to live in the society with moderation and unselfishness. This helps foster the mindset of learning to live together in peace and harmony.

7. Conclusion

Education is at the heart of human resources development and is important to all people. Education for all is therefore one of UNESCO's thrusts as well as Education for International Understanding is emphasized in order to improve equality, human right education, peace education, environment education, cultural diversity and sustainable development.

Students who understand very well about Culture of Peace, human right and democracy education, globalization and localization, intercultural understanding and sustainable development, etc. will become responsible citizens in the society. For the past twenty years, these concepts as stated by UNESCO have been expanded in accordance with the concept of Education for International Understanding.

The concern of community and society helps reduce human selfishness and promote more understanding among people. This is the way to escape from physical and psychological suffering. The people in various communities should learn how to promote peace, caring and sharing, love and understanding among themselves without prejudice and with tolerance which leads to sustainable development in the future.

"Sister School Project Network" is an excellent project in which all students can participate to learn to help people and they can engage in many kinds of activities such as planning, donating, leadership skills, sports, music, planting, painting, drawing, cooking, fishing, teaching English, discussion, brain storming and exchanging experiences among each others. The sister school project can be considered since it reflects the Four Pillars of Education of UNESCO as follows:-

Learning to Live Together: It means wishing to understand others in order to live together in mutual respect. The sister school project network teaches the youth to respect and understand the others in

the society and in the world. It creates understanding about different cultures, local traditions and respects their ideas, which helps promote peace to their community.

Learning to Know: It means learning to learn continuously not only through schooling but also through self-study and informal learning. The sister school project supports the community in applying knowledge, learning to achieve the goal together, practicing the leadership, critical thinking and problem & conflict resolution, thus laying a solid foundation of peace in their minds.

Learning to Do: It means learning to work and to do practical work in daily life for the benefit of a rounded education that is promoted in the country. The sister school project members realize this is an important aspect and therefore emphasize working together as the administrative team comprising teachers, parents, students and members who participate directly and indirectly in the project activities. They can join the activities setting the goal and can achieve that goal by themselves. This is the best learning method which can be applied to real life situations.

Learning to Be: It means encouraging the fullest development of the creative potential of each individual in all its unclarity and complexity. Education is, therefore, a journey that leads to create people's personality.

The Associated Schools Project develops and supports the students and members of its UNESCO Clubs in terms of their creative thinking and activities. The teachers act as coordinators between the students and the community in running the project to achieve the goal according to their own knowledge and ability. These skills would be with them until they have grown up and may become the powerful energy in changing their community in the future.

The Sister Schools Project Network enhances school teaching and learning methods and process in every country and can be used as a model in promoting quality in many countries, particularly in the field of human rights and peace education, social responsibility, and

leadership development. It is believed that various activities of the UNESCO club can inculcate youth with positive values and good behaviors in many ways. Therefore, the Sister School Project Network can play a pivotal role in promoting Education for International Understanding(EIU).

Thus, it is of vital importance that EIU should be supported by the Ministry of Education of UNESCO Member States around the world and should be integrated into school curriculum so that people in the world will live together peacefully as stated in UNESCO's Constitution that "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed".



Appendix

Questionnaires Used in the Case Study

Part 1 : General Info

- Sex**
Male
Female
- Occupational Status**
Teacher
Management team
Members of the UNESCO Club
Non-members the UNESCO Club
Parents
- Age**
10-15 years old
16-20 years old
21-25 years old
26-35 years old
36-50 years old
50 years old
- Have you ever joined ASP projects or sisters school project?**
Ever
Never
Never heard but joined the project
Never heard the project

Part 2 : General knowledge of UNESCO : ASP

1. How much aware are you of UNESCO ASP?
 - Very much
 - Much
 - Average
 - A little
 - None

2. What has been the level of your participation in ASP and Sister Schools project?
 - Very much
 - Much
 - Average
 - Little
 - None

3. How is the Sister Schools Project in your school?
 - Progress with a lot members
 - Have a lot of members
 - Have quite a lot of members
 - Few members
 - None
 - Others_____

4. How often do you take part in the Sister Schools Project?
 - Every time
 - Almost every time
 - Sometimes
 - Cooperate but never joined
 - Never
 - Others_____

5. What kind of role do you play in ASP or the Sister Schools Projects?
Project Operators
Project Co-operators
Project Sponsors
Project Supporters
None
Others_____

6. How do you feel about participating in ASP or the Sister Schools Project?
Very proud
Proud
Happy to join the project
Fair
So so
Others_____

7. What kind of activities do you do when you join the Sister Schools Project? What do you feel?

8. Do you think that this project benefits students and society? In what way?

9. What is your opinion about ASP or Sister Schools Network?

10. Do you agree that Education for International Understanding or Associated Schools Project including the sister schools project(Twining school)'s activities are the integral parts in developing the new value between city and urban society for peaceful and sustainable development?

Field Visit

On behalf of APCEIU, Dr. Seung-mi Lee, Chief, Research and Development Team undertook a field visit to the Philippines from 18-21 June 2007 to carry out the missions such as: 1) to award the researcher as a winner of 2007 Best Case Study of EIU Experiential Learning Programme; 2) to give a guideline on finalizing the report of case study; and 2) to interview teachers, headmasters, scholars and students involved in the research and encourage them to continue and enhance further activities related to EIU.

- Discussion with researcher and other UNESCO stakeholders at Ministry of Education, Thailand. Present at the meeting were EIU ELP winner, former Secretary-General of Thailand National Commission for UNESCO, former President of UNESCO Club, staff of MOE in charge of Human rights education and EIU related programme and a staff of AMNESTY International to discuss on further cooperation for the development of programme.



- Awarding the certificate to Ms. Charoonrat Suwanpusit(Right).





- ▶ The awarding ceremony was held twice at Suankularb Wittayalai High School and St Stephen's International School. She began the EIU programme for the case study in Suankularb high school with students' active participation as well as with the school's high support.



- ▶ A student who participated in the Museum Guide Programme guides the field visitor to the school museum. The Museum guide was introduced in Suankularb high school as an Experiential Learning Programme by Ms. Charoonrat Suwanpusit.





In line with the exchange programme, St. Stephen school students teach how to perform musical instruments and Wat Wang Yai Chim school students teach how to raise the plants and livestock.



◀ St. Stephen's school students show one of the plays they prepared. The play was performed during the school festival as one of UNESCO Club activities on the themes related to the rights of the disabled, animal rights, etc.

