

งานวิจัย/การสำรวจ/ผลการศึกษา

หัวข้อ	รายละเอียด
ชื่อบทความวิจัย:	Comprehensive Sexuality Education in Thailand? A Nationwide Assessment of Sexuality Education Implementation in Thai Public Secondary Schools
ชื่องานวิจัย:	Conduct the Review of School-based Comprehensive Sexuality Education (CSE) Implemented in Thailand
ชื่อผู้วิจัย:	ศ.ดร.พิมพัลย์ บุญมงคล
คณะ/สาขาวิชา:	หน่วยความเป็นเลิศด้านการวิจัยเพศภาวะ เพศวิถีและสุขภาพ
ที่มาและความสำคัญ:	<p>Young adolescents are increasingly exposed to conflicting messages, provocative pornography and varying information about sex, sexuality and relationships. They need knowledge and skills to make informed decisions, especially in today's world riddled with sexual ignorance, coercion, violence, HIV and unwanted pregnancy. School-based sexuality education is aimed at developing such skills along with a positive mindset for sexuality. While abstinence-based programs have been the mainstay of sexuality education in US there is a growing worldwide recognition and support for a comprehensive sexuality education (CSE) that incorporates a life-skills approach based on gender, rights and sexuality.</p> <p>Comprehensive sexuality education, as defined by United Nations Educational, Scientific and Cultural Organization (UNESCO), is an age-appropriate, culturally relevant approach to teaching about sexuality and relationships by providing scientifically accurate, realistic, non-judgmental information. School-based sexuality education becomes truly comprehensive when: (a) the curriculum is broad (covering six dimensions: relationships; values, attitudes and skills; culture, society and human rights; human development; sexual behaviour; and sexual and reproductive health) the focus is not just on negative consequences, but also on positive aspects of sexuality trained teachers use student-centred teaching methods in a comfortable environment rights and gender are core values linked to relevant services and supported by parents, school administration, community and other stakeholders. Several studies suggest that CSE is more effective in reducing risky sexual practices, delaying sexual debut and increasing responsible behaviours than abstinence-based sexuality education. In a global review of sexuality education programs in 2006, 42% of the studies found that</p>

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	<p>CSE significantly delayed the initiation of sex among one or more groups of students for at least 6 months; 29% of the studies reported a decrease in frequency of sex; 35% found a decrease in number of sexual partners; and 48% showed an increase in condom use. Similar results were also seen in a recent metaanalysis of CSE programs in low- and middle-income countries in which students who received school-based sexuality education interventions were found to have significantly greater HIV knowledge [Hedges $g = 0.63$, 95% confidence interval (CI): 0.49–0.78], self-efficacy related to refusing sex or condom use (Hedges $g = 0.25$, 95% CI: 0.14–0.36), condom use (OR = 1.34, 95% CI: 1.18–1.52), fewer sexual partners (OR = 0.75, 95% CI: 0.67–0.84) and less initiation of first sex during follow up (OR = 0.66, 95% CI: 0.54–0.83).¹⁷ Yet, successful implementation of CSE across cultures has been challenging. For example, in many Asian and African countries, conservative socio-cultural norms related to sexuality and traditional lecture-based classrooms create significant barriers to the delivery of effective school-based sexuality education. There is a culture of silence in most of these countries, where discussing sex-related issues are considered a taboo, and it often inhibits open discussion of sexual matters in schools. Young females in India, Philippines and other Asian countries get reluctant to participate in school-based sexuality education as there is a cultural notion that women should be modest, chaste and should refrain from expressing (or gaining) knowledge about sex before marriage. Also, due to a high social stigma attached to HIV and homosexuality in many of these countries, teachers find it uncomfortable to discuss these topics in the classroom. With most of the research on CSE concentrating on outcome evaluation shortcomings in implementation of CSE programs have not received adequate attention.⁸ Effectiveness of CSE could be enhanced significantly in both developing and developed countries if many of the challenges in implementation could be addressed properly.</p> <p>In Thailand, sexuality education was first introduced into the school curriculum by the Ministry of Education in 1978, which has since undergone many revisions.²⁹ Currently, sexuality education is covered as a part of health and physical education courses according to the Office of Basic Education Commission (OBEC) curriculum, which was issued in 2008 for general secondary schools with grades 7–12 and ‘extended opportunity’ schools that have additional secondary level grades 7–9. However, sexuality education is a separate subject in the Office of Vocational Education Commission (OVEC) curriculum, which was issued in 2004</p>

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	<p>for vocational schools with grades 10–12. These curricula mostly conform to CSE guidelines of the Sexuality Information and Educational Council of the United States (SIECUS). Additionally, there have been some CSE programs in Thailand such as ‘Teenpath’ and ‘The world starts with me’ supported by non-governmental agencies in some selected schools. In 2016, Thailand’s National Legislative Assembly approved the Prevention and Solution of the Adolescent Pregnancy Problem Act that ensured adolescents’ access to reproductive health information and services, which among others, mandates all schools to provide CSE.</p> <p>Although Thailand has a national policy and law on CSE, little is known about its implementation. While concerns regarding sexuality education content and pedagogy have been raised in the past previous research in Thailand have been limited to a few schools or small-scale interventions. In this study, we present findings from a mixed-methods study using a national sample of students and teachers to examine CSE implementation in Thailand, by different types of public secondary schools.</p>
ขอบเขตพื้นที่การศึกษา:	Using a cross-sectional survey of 8837 students and 692 teachers at 398 public secondary schools, selected by multistage cluster sampling from six regions of Thailand, along with participatory focus group discussions with 150 students, and semi-structured in-depth interviews with 30 students and 70 teachers.
วัตถุประสงค์:	The purpose of this nationwide study was to assess implementation of comprehensive sexuality education (CSE) in Thai public secondary schools, with a view to reveal its strengths and weaknesses.
แหล่งทุนสนับสนุน:	องค์การยูนิเซฟ ประเทศไทย
หน่วยงานที่ร่วมมือ:	secondary schools from six regions of Thailand
ผู้มีส่วนได้ส่วนเสีย:	-
ระดับความร่วมมือ:	ภายในประเทศ
ผลลัพธ์ที่นำไปใช้ประโยชน์ต่อ:	Sexuality education exists widely in Thai secondary schools, but its implementation is incomprehensive and inconsistent at best. Implementation gaps recognised in this study reflected the challenges of providing CSE in school settings where society’s sociocultural norms, such as abstinence till marriage for girls, heteronormativity and gender conformity, are imposed and traditional pedagogical ways have remained dominant. Strategies are needed to ensure implementation of national CSE policy to be aligned with CSE philosophy.

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	<p>For adolescents transitioning into adulthood, schools are ideal places to learn about sexuality and relationships. Our data from Thailand, however, shows that providing schoolbased comprehensive sexuality education can be challenging. Teachers need adequate training to revise their sexual attitudes and prejudices; emphasise gender and sexual rights; and promote instruction that makes use of students' critical thinking skills. To be truly comprehensive, Thai CSE should cover all of its six dimensions, provide students with selfdetermination about their sexual lives; support acceptance and understanding of gender equity and sexual diversity; and replace a non-negative approach to sexuality teaching with a positive approach focusing on sexual health and well-being, desire and pleasure. School policies also need to prioritise CSE to ensure program fidelity and implementation, along with continuous technical support, and monitoring and evaluation.</p>
Web link อ้างอิงการดำเนินงาน:	file:///D:/Users/UserSH/Desktop/times%20higher/%E0%B8%87%E0%B8%B2%E0%B8%99%E0%B8%A7%E0%B8%B4%E0%B8%88%E0%B8%B1%E0%B8%A2/Comprehensive_sexuality_educat.pdf
รูปภาพประกอบ:	-
SDG goal ที่เกี่ยวข้อง:	<p>16. ส่งเสริมสังคมที่สงบสุขและครอบคลุม เพื่อการพัฒนาที่ยั่งยืน ให้ทุกคนเข้าถึงความยุติธรรม และสร้างสถาบันที่มีประสิทธิภาพ รับผิดชอบ และครอบคลุมในทุกระดับ (Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels)</p>