

Review of Comprehensive Sexuality Education in Thailand



NOTE: This publication clearly reveals the dangerous, unhealthy concepts UNICEF, UNFPA and UNESCO think should be taught to children through comprehensive sexuality education (CSE).



Direct quotes from UNICEF's “Review of Comprehensive Sexuality Education in Thailand”

Below are direct excerpts from UNICEF’s “Review of Comprehensive Sexuality Education in Thailand.” Prepared by Family Watch International, these excerpts reveal what UNICEF thinks children should be taught through comprehensive sexuality education (CSE).

As part of the CSE curriculum review conducted in 2016 in Thailand, UNICEF asked students who attended focus groups “to draw anything in relation to their CSE classes.” The following is a list of the topics contained in the drawings, “with the number of drawings containing each item indicated in brackets: ... Naked female bodies (30), naked male bodies (26), penises (34), ovaries and uteri (24), vaginas (20), semen (16), breasts (7) and ova (3). Bodily changes upon reaching puberty (13), menstruation (4) and wet dreams (1) were also depicted.” (Pg. 14)

“Preventing pregnancy and infection was another common theme, represented by condoms (72), sometimes personified as heroic protectors or as smiling companions.” (Pg. 14) (See Drawing 4, below).

Topics UNICEF says were “rarely depicted” included: “LGBT issues (5), sexual consent (4), mutual pleasure (3), emotions in relationships (4), drugs and alcohol (3), sexual harassment and abuse (2), the internet and sexuality (2), gender equity in sex (3) and sex work (1).” (Pg. 14) (See Drawing, below right.)



Drawing 4 Contraceptives fighting the potential dangers of sex



UNICEF criticizes the CSE curriculum content, complaining:

“Topics related to the prevention of teenage pregnancy, sexually transmitted infections and HIV, as well as sexual anatomy and development are emphasized most, while topics related to gender, **sexual rights** and citizenship; **sexual and gender diversity**; gender inequality; **safe abortion**; safe sex for **same-sex couples**; and bullying are less often taught.” (Pg. i)

“Rarely depicted topics included **LGBT issues, sexual consent, mutual pleasure,** emotions in relationships, drugs and alcohol, sexual harassment and abuse, the internet and sexuality, gender equity in sex and **sex work.**” (Pg. 15)

“Many students hold attitudes that reject gender equality and **sexual rights ...**” (Pg. i)

“... a majority of teachers think that sex among unmarried students is unacceptable, which indicates that **they reject some sexual rights** of their students.” (Pg. i)

In its review, UNICEF states the following about how CSE teachers should be trained and how their instruction should be conducted:

“... training should be provided to teachers that gives them opportunities to revise their sexual attitudes and prejudices, emphasizes gender and sexual rights.” (Pg. 44)

“Teachers should evaluate students’ knowledge of sexual matters and reproductive health and correct their various misunderstandings, for example regarding **the notion that condoms reduce sexual pleasure,** incorrect use of **emergency contraceptives,** sex during menstruation, the belief that **using the pull-out method helps to prevent pregnancy, beliefs about harmful effects of masturbation,** and so on. Teachers’ misunderstandings on these matters also need to be addressed.” (Pg. 45)

“Teachers should always intervene when students tease each other during sexuality education classes as well as **provide the reason for intervening by referencing the conceptual basis of sexual rights and gender equality.**” (Pg. 45)

“The present review found that sexuality education in Thai educational institutions is very focused on reducing the incidence of unwanted pregnancy among youth, and **neglects the importance of teaching about gender, rights and power.**” (Pg. 41)

“Sexuality education in Thailand is aimed at solving specific problems. This does not correspond to the principles of CSE, namely that it must be a ‘right-based and gender-focused approach to sexuality education ... which goes beyond a focus on prevention of pregnancy and sexually transmitted infections.’” (Pg. 41)

“... place sufficient importance on instruction about gender, rights and power ...” (Pg. 41)

“Therefore, **to ensure that sexuality education in Thailand becomes truly comprehensive ...** teaching sexuality education based solely on solving specific problems may not be sufficient to equip students with analytic skills to make informed decisions about their relationships and **sexual lives. Educational institutions need to place more emphasis on teaching about equality, sexual rights and gender ...**” (Pg. 41)

UNICEF reveals its ties to International Planned Parenthood and the involvement of other UN agencies:

“The research team also would like to show its appreciation to the technical advisory board comprised of organizations including the United Nations Educational, Scientific and Cultural Organization (**UNESCO**), the United Nations Population Fund (**UNFPA**), Population Council, Path2Health Foundation, **International Planned Parenthood Federation (IPPF)**, Women’s Health Advocacy Foundation (WHAF) and the Thai Health Promotion Foundation.”

To see the complete “Review of Comprehensive Sexuality Education in Thailand” go to: https://www.unicef.org/thailand/comprehensive_sexuality_education.pdf