



Project Report  
on

Human rights violations in school

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**Project**

Human rights violations in school.

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**Abstract**

The purpose of this study is to enable students and teachers of Satreesiriket School to understand and gain knowledge of human rights within the school in order to recognize the importance of human rights and to guide the implementation of life. Therefore, the organizing team has created a project on human rights violations within the school so that students and teachers in Satreesiriket School have more understanding and awareness of human rights violations.

From the study results and creating a project by using questionnaires about human rights within the school, divided into 2 times: before reading the knowledge sheet and after reading the knowledge sheet.

It can be concluded that most of them understand and are aware of fundamental human rights violations in schools, and some understand, but still consider it normal in everyday life, and after completing the third part of the questionnaire, it can be concluded that most of them have increased awareness and importance of human rights violations within schools.

Organizers

## **Preface**

The School Human Rights violations in school Project has been created to study about human rights and human rights abuses within schools.

The organizers hope this project will be useful to readers or students who are currently researching it.

If there are any suggestions or errors, the organizers hereby accept and apologize.

Organizers  
March 15, 2021

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# Chapter 1

## Introduction

### Utility of project

The definition of human rights is the rights of human beings. Inherently, whether it is social rights, social education, and other areas that everyone can participate in many people with low knowledge are easily tricked and lead to human rights abuses, especially children and young people.

In which human rights cannot be taken. But sometimes human rights may be limited, for example if you break the law or acts that may endanger national security.

Human rights are based on human values, such as dignity, justice, equality, respect, and independence. In addition, human rights are not just abstract concepts. Because human rights are concepts that have been defined and protected by law.

At present, human rights violations, is something that has become more and more a problem for a long time in human society, such as sexual harassment. The lack of basic education or school rules that violate the rights of a student's body. The producer group, which is a group of students, is aware of problems occurring in schools such as hair style rules, bullying in schools. School violence To make people aware of the human rights that humans should receive the producer group therefore created this project.

### Expected Outcomes

Providing education on human rights.

Deprivation of human rights.

Let people see the importance of human rights that humans should have.

### Hypothesis

Most school rules have human rights violations. Therefore, the rules of the school must be changed to be suitable according to the times.

## **Scope of Education project**

1. Teachers and students in Satreesiriket School
2. Conduct questionnaire from teachers and students
3. The duration of the project is 1 month
4. The place of study was at Satreesiriket School

## **Expected benefits**

This project can make people understand the importance of human rights that everyone should have and can understand and be more aware of the problem of human rights in schools or students can apply knowledge of human rights to apply in daily life.

## **Vocabularies Definition**

### **Violate**

to break or act against something, especially. The laws, agreements, principles or something that should be treated with respect.

### **Rule**

an accepted principle or instruction that states the way things are or should be done, and tells you what you are allowed or are not allowed to do.

### **Human rights**

are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.

## Chapter 2

### Literature Review and Research Related

#### Related projects

#### 1.Principles for the protection of the rights of children under the concept of the best benefit of the child.

##### Objective

Studying the evolution of concepts and theories.Related to the protection of the rights of children from the beginning of the time the child is "Object of Rights" until the heyday of the human rights principle.

##### Methodology

So the authors of the research went to other countries to compare the laws of each country to protect the rights of children. And there are various cases to analyze how this lawsuit is used to protect the rights of children. And to see the diversity of the law.

##### Conclusion

Can summarize the overall picture that In the early days No special attention has been given to child protection. With the idea that children. It is only his father's property. Although the concept of human rights later emerged, in the eyes of the child law, it remains only an object of rights. Who have not been able to step over to become the president of rights.

#### 2.Educational provision for stateless children

##### Objective

1. To find out the reasons for providing education for stateless children
2. To know the form of education for stateless children.

##### Methodology

- 1.Study and analyze documents. Check out the principles of law Regulations related to the organization Education for stateless children
- 2.presents a case study model for stateless children education.

##### Conclusion

There are two reasons why Thailand has to provide education for



stateless children. First, according to international law and public law. Second, it should be based on human rights. Research has found that if we ignore education to stateless children can create social problems. Therefore, the factors for having to provide education for stateless children is law and human rights.

## **Violation of human rights in school and its impact on school going children at the secondary level**

### **Objective**

The focus of this research study is to find out the multi-dimensional impacts of violation of human rights in schools on students like academic performance & personality development at the secondary level. In this study, an attempt has been made to know the relationship of human rights violation with student's dropout level.

### **Methodology**

The study was conducted in district Pulwama and Shopian and data was collected from 180 respondents of high school students using stratified random sampling technique through proportional allocation method using interview schedule in order to collect the information about violation of human rights in schools.

### **Conclusion**

Violation of human rights being a matter of concern has multidimensional impacts over the academic performance and personality development of the students. This research study explicitly concludes that violation of human rights encompasses numerous impacts that are worth –mention and worth analyze, prominently include distortion of academic performance and almost devastates the process of personality development. In addition, the whole research activity elucidates that the violation of human rights is extremely high in schools of the target area, which are drawing the shadows of adversity in shape of high drop out in schools furthermore, evidences have been found through research that violation of human rights plays a significant role to hinder the learning capacity of students and impede the zeal of creativity.

## **Effects of Human Rights Education among Students**

### **Objective**

- to find out the purpose of studying human rights subject.
- to examine the levels of knowledge and practice of human rights.
- to suggest better practice of human rights among the students.

### **Methodology**

The questionnaire had four parts which were personal details, purpose of studying human rights subject, levels of knowledge and practice, and suggestion. The questionnaire had open-ended and close-ranged questions. For example " Do you think human rights are important?". These respondents expressed that the human rights subject gives knowledge which is very important to fight for human rights.

### **Conclusion**

The respondents were asked the purpose of studying human rights. Close to one tenth (8.7%) of the respondents said that they use human rights as a tool to protect them and support the human being. More than half (61%) of the respondents expressed that the human rights subject helps to gain knowledge about human rights. But people know that it is injustice / not fair, still they will not come forward to fight because they say that it is usual. Less than one third (30.3%) of the respondents said that they study human rights education to obtain their degree.

## Chapter 3

### Process

The objectives of this study are

1. To allow people to study to gain knowledge about human rights.
2. In order for those who come to study to bring knowledge about human rights as a guideline for our future life.

In this study have the objectives and used survey research has divided the methods of process, as follows

1. Population and sample survey
2. Study variables
3. Research instrument
4. Data collection
5. Data analysis

#### **1 Population and Sample Survey**

Population that we used in this study are teachers and students in lower and upper level at Satee Siriket School in 2021

#### **2 Study variables**

Research about "Human rights violation in Satee Siriket School" for study variables

Includes :

1. Independent variable : personal factors divided to
  - 1.1 genders
  - 1.2 ages
2. Dependent variable (Results) : such as Opinions on human rights violations in Satee Siriket School.

#### **3 Research instrument**

Tools used in this project are questionnaires with the creation of the following:

1. Study the concept of theory, documents related to the violation of human rights.
2. Study the criteria and methods for creating questionnaires from books and documents related to community rights violation in school. To improve and create questionnaires.
3. Create a questionnaire according to the guidelines to cover the content by studying from questionnaires and various tests that similar to.
4. Take the revised questionnaire to actually archive.

Section 1 : Questions about personal factors were: gender age and career is the answer select checklist.

Section 2: A questionnaire about human rights abuses in school before reading the knowledge insert.

Section 3: Questionnaire about human rights abuses in schools after reading the knowledge insert

#### **4 Data collection**

This research data was collected to obtain complete information in all areas, therefore compiling both types of information.

1.Primary data is survey data. Is collecting information from questionnaires

1.1 Give out the QR code to the public for completing the questionnaire in google form.

1.2 Data collection Collect data back by ourselves.

2. Secondary data is compiled from various documents and related academic works by gathering information from libraries and related departments. This data will used in the conceptualization of this project

#### **5 Data analysis**

This project was to analyze data by using google form for data processing and implement human rights abuses by the organizing committee.

## Chapter 4

### Result

From the study and research project on human rights violations in a school conducted a questionnaire with the sample group and gave the knowledge to measure the effectiveness of the work which consists of

1. Population that we used in this study are teachers and students in lower and upper level at Satee Siriket School in 2021 to provide comments by responding to the assessment of human rights abuses in all 3 parts as follows:

- 1) Questionnaire about general information.
- 2) A questionnaire about human rights abuses in school before reading the knowledge insert.
- 3) Questionnaire about human rights abuses in schools after reading the knowledge insert.

#### Part 1: General information of respondents

Table of status:

Status	Percentage
Teacher	20%
Students	80%

Table of age:

Age	amount
14	2
15	2
16	2
17	6
18	3
19	1

23	1
32	1
35	2

Table of gender:

Gender	Percentage
Female	50%
Male	40%
LGBTQ+	10%

## Part 2 : A questionnaire about human rights abuses in school before reading the knowledge insert.

An assessment form to answer whether a sample situation violates human rights or not (before reading the knowledge insert).

Question:	Correct	Wrong	Correct percentage	Wrong percentage
1	17	3	85%	15%
2	16	4	80%	20%
3	14	6	70%	30%
4	16	4	80%	20%
5	16	4	80%	20%
Correct and wrong percentage			79%	21%

50 percent said there were some violations. 35 percent answered that there were many violations, and 15 percent answered that there were few violations.

# การละเมิดสิทธิมนุษยชน ในโรงเรียน

## สิทธิมนุษยชน คืออะไร?

สิทธิและเสรีภาพขั้นพื้นฐานที่เป็นของพวกเราทุกคน ไม่ว่าเราจะเป็นใคร หรืออยู่ที่ไหน บนโลกใบนี้ ไม่ว่าคุณจะมีชีวิตอย่างไร หรือใช้ชีวิตแบบไหนก็ตาม

## แนวทางการแก้ไขปัญหา

ปลูกฝังแนวคิดที่ดีเกี่ยวกับสิทธิมนุษยชน เพื่อให้ผู้คนตระหนักในเรื่องสิทธิมนุษยชนมากขึ้น ไม่ละเมิดสิทธิ และเสรีภาพของผู้อื่น เพื่อให้สังคมมีการพัฒนาที่ดี และสามารถอยู่ร่วมกันอย่างมีความสุขได้

## ปัญหาเรื่องการละเมิดสิทธิในโรงเรียนมีอะไรบ้าง

- การบูลลี่ หรือการล้อเลียนเรื่องรูปร่างหน้าตา การกลั่นแกล้งโดยใช้กำลัง ไม่ว่าจะมาจากเพื่อน หรือบางครั้งครูเป็นคนเริ่มบูลลี่เด็ก บางทีอาจจะทำไปด้วยความเคยชิน
- การใช้อำนาจหน้าที่ของครูในการจัดการเรียนการสอน การให้คุณให้โทษ หรือการลงโทษต่างๆ

## ทำไมปัญหานี้จึงเกิดขึ้น

คือตัวระบบและโครงสร้างของระบบการศึกษาไทย รวมถึงโครงสร้างทางสังคมกับสังคมไปกว่าระบบและโครงสร้างคือ ค่านิยม ความเชื่อหรือหลักคิดบางอย่างที่ทำให้คุณค่ากับการกระทำ หรือสิ่งใดสิ่งหนึ่ง

“เมื่อถึงจุดที่เรายึดเรื่องสิทธิมนุษยชนให้เป็นคุณค่าหลักของสังคม เมื่อนั้นแหละ ปัญหาการละเมิดสิทธิจะลดน้อยลงจนหมดไปก็เป็นกระบวนการทางสังคมที่สังคมมองเห็น และกำหนดคุณค่าอะไรบางอย่างร่วมกัน”

— ทิว-ธนวรรณ สุวรรณपाल กลุ่มครูขอสอน

### **Questionnaire about human rights abuses in schools after reading the knowledge insert**

An assessment form to answer whether a sample situation violates human rights or not (after reading the knowledge sheet).

Question:	Correct	Wrong	Correct percentage	Wrong percentage
1	19	1	95%	5%
2	15	5	75%	25%
3	16	4	80%	20%
4	19	1	95%	5%
5	14	6	70%	30%
Correct and wrong percentage			83%	17%

There were 4% more assessors who answered the questionnaire correctly after reading knowledge sheets.

### **How many people are getting more knowledge about human rights abuses? How was the percentage?**

After reading it, we were finding that there were 18 people who gained knowledge from our knowledge insert and 2 of them had nothing changed. And when you think of it as a percentage, 90% of those who get knowledge and 10% are those who have the same knowledge.



## Chapter 5

### Conclusion

From the expected outcome

1. Deprivation of human rights.
2. Providing education on human rights.
3. Let people see the importance of human rights that humans should have.

And from the problem that said "If they have gained knowledge of human rights. Would they change their thinking about human rights?"

It can be concluded that most assessors understand and are aware of basic human rights violations in schools, and some are understood but still considered normal in everyday life.

And after the assessor completed the third section of the questionnaire, it was concluded that the assessor had increased awareness and emphasis on human rights abuses within the school.

### Recommendation

- Should include information and the essence about human rights abuses.
- An example should be given for the assessor to understand better.

## References

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