

Year 1 Annual Completion Narrative Report

Project Title	Youth Leadership Development for Phase 2 (YLD 2)
Overall goal	YLD 2 will contribute to developing a decent and sustainable society
Project objective	Students' future opportunities will be expanded with their acquired life skills
Donor	NISSAN MOTOR CO., LTD
Reporting period	April 1 2020 ~ March 31 2021

1. Overall beneficiary data in Year 1

In Year 1, there were project activities in all four quarters of the year covering 11 activities with the participation from students, teachers, related agencies, and staff of Thai Nissan as summarized in the following table:

Activity conducted in Year 1	Students			Teachers			Others		
	Total	Female	male	Total	Female	male	Total	Female	Male
1. Select new target school				17	12	5			
2. Organize school meetings for providing project orientation to teachers	97	46	51	25	16	9	19	10	9
3. Modify and develop a training curriculum	Postpone to Year 2								
4. Organize youth leadership & gender camp for new schools	Postpone to Year 2								
5. Organize STEM camp for new schools	Postpone to Year 2								
6. Organize one-day open house "from senior to junior" for old schools	Postpone to Year 2								
7. Conduct gender training for Raks Thai project staff	-	-	-	-	-	-	12	7	5
8. Organize small sessions about gender equality in exiting training	Postpone to Year 2								
9. Establish gender learning clubs in each school	Postpone to Year 2								
10. Develop small occupational projects by students	21	16	5	11	8	3	6	2	4
11. Obtain approval from the committee and funding for each project									

12. Implement small projects regularly by students	43	33	10	9	6	3	4	2	2
13. Provide basic and essential occupational skills to the students	Postpone to Year 2								
14. Provide special lectures by Nissan (Thailand) staff									
15. Organize cross-visiting among the students within the same province									
16. Organize camps for TOT on leadership / STEM/ gender tailored for teachers									
17. Develop a manual for teachers on how to conduct TOT for teachers; review and revise annually by a working group									
18. Cross-visiting among school teachers									
19. Organize sessions about leadership/STEM/gender by trained teachers for newly-enrolled students and other teachers									
20. Provide coaching and mentoring by trained teachers to occupational student groups	-	-	-	44	34	10	13	5	8
21. YLD project orientation	520	260	260	51	47	4	8	4	4
22. Organize stakeholder meeting at the provincial level	-	-	-	-	-	-	8	3	5
23. Provide technical support and training from local partners	-	-	-	-	-	-	7	5	2
24. Provide in-kind assistance and support to student products from the local community	-	-	-	-	-	-	2	2	-
25. Develop STEM YLD project page in social media	128	83	45	2	1	1	6	2	4

Grand total	809	438	371	159	124	35	85	42	43
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2. Project achievement

(1) End of project outcome 1:

Regardless of gender, students improve their capacity to exercise leadership/occupational/social skills through participating in occupation group activities

(1)-1): Summary of activities for Year 1 under Outcome 1:

Highlights
<p>Output 1: Students increase their knowledge and understanding about leadership/occupational/social skills.</p> <p>Due to COVID-19 pandemic, the implementation of activities planned under Output 1 was limited to the minimum level.</p> <p>However, even during the school closure time, Raks Thai staff explored a variety of channels for connecting target school teachers and other relevant agencies (ex: through on-line meeting, over telephone, face-face meeting with the very limited number of teachers), and completed the selection of 8 new target schools and the project orientation to the new schools. During the project orientation, 25 teacher advisors (16 females and 9 males) from the 16 old and new participating schools were assigned.</p> <p>Except for the selection of the new target schools and the school meeting for providing project orientation to teachers, main activities such as Youth leadership/gender/STEM camp for students at new schools, had no choices but to postpone to Year 2.</p>
<p>Output 2: Students enhance their understanding about gender equality.</p> <p>Gender training for Raks Thai project staff is considered as a main highlight of activities accomplished under Output 2. Through the gender training for the staff, they are expected to develop a clear awareness of how best to integrate gender equality into occupational activities for the students. Their learning from the gender training would be a basis for creating gender clubs in the participating schools.</p> <p>Although the establishment of gender learning club in the target schools, a main activity under Output 2, is postponed to Year 2, in close consultation with internal and external experts (such as advisor from OBEC and Match Group), Raks Thai staff actively engaged in developing the content of gender sessions that will be introduced at the existing occupational training and youth camps in Year 2.</p>
<p>Output 3: After occupational groups are developed, students continue to work in teams</p> <ul style="list-style-type: none"> ● For new schools: As youth & leadership/gender/STEM camps for the new schools are rescheduled in Year 2, all of the other activities for students at the new schools had no choices but to postpone to Year 2 as well because the camps are regarded as prerequisite conditions for the new schools to move on to the other activities, especially, occupational group activities. However, towards Year 2, Rask Thai staff proceeded to organizing preliminary meetings with the new schools in order to enhance the teachers' understanding on the objectives of occupation group activities. ● For old schools (participating schools in Phase 1: While the implementation of activities planned for the new schools was at the minimum, Raks Thai staff were more likely to focus on the follow-up for the activities for the old schools (Phase 1

participating schools). Under a great deal of constraints caused by COVID-19 pandemic (ex: school-closures resulted in the delay of regular school curriculums and thus in less time devoted to external activities), Raks Thai staff made all kinds of efforts for the old schools to continue their occupational group activities. In addition, the project identified new potential community and private sector partners to provide training opportunities for the occupational groups. For example, online training on marketing supported by K. Sopitsakorn Chotitanarit and Thai Nissan is considered as a main highlight of activities accomplished under Output 3.

(2) End of project outcome 2:

Supporting system for the students to engage in occupation group activities is built in the target schools

(2)-1): Summary of activities for Year 1 under Outcome 2

Highlights	
Output 1: Teachers enhance their understanding about concept of leadership/occupational/social skills and gender roles of youth.	
<p>Based on lessons-learnt from Phase 1, the implementation of camps for TOT on leadership/STEM/gender for teachers was newly designed for Phase 2. Well-trained and experienced teachers are a vital importance to the project sustainability. If skills and knowledge necessary for coordinating occupational activities retain among teachers at the participating schools, the occupational activities are expected to continue even after the project completion. In this regard, TOT for teachers is considered as a main highlight of activities accomplished under Output 1.</p> <p>In Year 1, 44 teachers and school administrators (34 females, 10 males) attended TOT on the topic of the role of a teacher advisor and a project activity facilitator.</p>	
Output 2: Teachers increase their skills in facilitation, coaching, and mentoring to enable the students to deliver occupation group activities	
<p>Occupational group activities at the target schools were not fully in place in Year 1. There were few chances for the teachers who attended the camps for TOT to provide coaching and mentoring to the students. However, as a preliminary arrangement for providing coaching and mentoring to the students, 44 trained teachers shared the training contents of the camps with the school administrators.</p>	
Output 3: Support from communities, local agencies, and students' parents for the students' activities is in place	
	<p>Even under a great deal of constraints caused by COVID-19 pandemic, partnership with local communities and external resources was widely explored and strengthen.</p> <p>Followings are main highlights of partnership that the project developed in Year 1:</p> <ul style="list-style-type: none"> ● External experts: <ul style="list-style-type: none"> - Professor from Office of Academic and Education Standards who is specialized in teaching & learning management/active learning, participated in the TOT for teachers as a guest speaker.

	<ul style="list-style-type: none"> - Green Style CO. Ltd. participated in the TOT for teachers to present educational management guidelines by using environmental education approach. - Thai Nissan participated in the TOT for teachers to present Nissan's roles of improving the quality of life of people and marketing communications via social media channels. - Expert in gender from Match Group provided advice for establishing gender clubs in the participating schools for Year 2. ● Technical supports: <ul style="list-style-type: none"> - K. Sopitsakorn Chotitanarit, Thai Nissan, Moonshot CO. provided technical support for conducting online communication for marketing. - Several bakery and cake shops provided training for occupational group students in the old schools.
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(3) Others: Base-line survey:

From July to August 2020, baseline data was collected with 519 students and 32 teachers from 16 participating schools. For the field data collection, Raks Thai staff gave a full orientation to the students and teachers on YLD project and the purpose of the base-line survey. After their understanding was confirmed, the students and teachers filled out the baseline questionnaire.

Base-line data will be put in effective use to assess changes of the project beneficiaries when an end-line survey is conducted after the project implementation.

3. Challenges that Raks Thai team faced during Year 1 and actions taken or plan to be taken for solution

(1) COVID-19 pandemic:

Throughout the Year 1, COVID-19 pandemic continued to be a challenge for the project implementation. Due to the first and second waves of COVID-19 outbreak, the schools closed two times from March to June 2020 and from December 2020 to January 2021. Especially, Samut Prakan and Rayong Provinces have regularly been labeled as hot spots (i.e., red zones) whenever there has been a wave of transmission of Covid-19 in Thailand. The immediate impact of this was the closure of schools and, when they resumed, they were subjected to new restrictions by the Ministry of Education and the provincial governor¹. Even after the schools resumed, the containment measures disrupted travel within the provinces, and the participating schools often requested the postponements of the planned activities accordingly. Above all, the school-closures affected students' regular curriculum hours. After the school resumed, all schools had to accelerate the delivery of regular courses and refrained from any external activities, and thus YLD external activities were left behind. Under difficult conditions for Raks Thai staff to implement the project, efforts to encourage the teachers and students were made in a variety of ways. When the

¹ Ministry of Public Health on guidelines for schools for prevention of Covid-19.

<http://www.oic.go.th/FILEWEB/CABINFOCENTER17/DRAWER002/GENERAL/DATA0002/00002647.PDF>

Announcement of the Ministry of Education:

<http://www.psdg.moe.go.th/psdg61/images/2563/June/mail/763.pdf>

epidemic abated and containment measures were relaxed, Raks Thai staff followed up with the participating schools to encourage resumption of occupational activities wherever and whenever possible. For example, even with the limited time for occupational activities, morning-time before class and lunch-break were sometimes put in use for the activities. In cooperation with external experts, online training about the marketing of products was conducted for the students. Even if the planned activities did not take place during the Year 1, a lot of start-up arrangements were made. For example, although activity of small sessions about gender equality did not take place in Year 1, the Raks Thai staff developed the process of organizing the sessions in consultation with advisor from OBEC and Technical Support Unit in Raks Thai. All these efforts were sought and tried in order to minimize any negative impact of COVID-19 pandemic.

(2) Annual transfer of school personnel:

October is the season for the annual transfer of administrators and teachers in schools. The participating schools are not exceptional case. This has disrupted the continuity of the project implementation. Every time Raks Thai experienced the annual transfer in schools, Raks Thai staff had no choices but to repeat the project orientation process for the new personnel. In order to keep all counterparts informed efficiently, Raks Thai convened small group meetings for the school administrators and teacher advisors, and then asked the meeting participants to share the information with the new personnel in their schools.

(3) Personnel changed at Thai Nissan:

There were also personnel changes at Nissan (Thailand) Co. involving officers who coordinated with Raks Thai. In the beginning, this affected coordination with Thai Nissan especially for arranging the participation of their personnel to the project activities. To resolve this, Raks Thai staff had a series of meetings with new personnel of Thai Nissan in order to enhance their understanding about the project objectives, implementation experiences in Phase 1 and plans for phase 2. At Raks Thai side, Resource Development (RD) Unit took on a focal point in coordinating with Thai Nissan. For timely communication between Raks Thai staff and Thai Nissan staff, a line group with new Thai Nissan team has been put in effective use.

4. Coordination with other stakeholders

(1) Government bodies:

Support from policy-level governmental agencies is essential to collaboration with schools, other units of OBEC and Ministry of Education, and essential as well to the smooth implementation of the project as it is expected that they recommend resources persons and facilities (venues) for conducting the activities. At an initial phase and other important phases of the project, Raks Thai staff presented key project information to Deputy Permanent Secretary of the Ministry of Education and the Secretariat of OBEC (Office of the Basic Education Commissions), and often communicated with OBEC SPTFC (Students Protection Task Force Center) that worked closely with Rask Thai on anti-bullying.

MOU between Rask Thai and OBEC was concluded for Raks Thai's other three-years project of "Stop bullying project", and this MOU has been also applied to YLD project in order to ensure their support for the implementation of the project and to strengthen the collaboration mechanisms.

Collaboration with the participating schools was covered by this MOU. However, Raks Thai also concluded respective MOUs with the participating schools in order for the schools to actively commit to the project for the three years.

It is also noted that the support from the Bureau of Education Innovation Development and Office of Academic and Education Standards in this project should be underlined as this is responsible for integrating STEM into core curriculums.

Towards the following years of Year 2 and Year 3, working with other agencies in the Ministry of Education is strongly recommended by OBEC. For example, the OBEC strongly recommend Raks Thai to work with the Vocational Education Commission (VEC) as they are responsible for providing and promoting vocational education and professional training. Occupational group activities in the participating schools are a core of this project, and in this regard, collaboration with VEC should be strengthened. For this, Automatic Industry Technical College under the VEC, is one of new agencies with which Raks Thai staff will seek for a new partnership and invite a teacher to be a trainer for some of the project activities.

(2) Local communities and agencies

Involvement of local communities and private agencies are essential to bringing about hands-on enterprise activities. Even under a lot of constraints caused by COVID-19 pandemic, Raks Thai staff continued to identify potential local partners who could contribute to the student occupational activities. As a result, bakery owners and cake stores provided the student occupational groups with technical inputs (ex: how best to expand the market for their goods).

Towards the following years of Year 2 and Year 3, trainers and resource persons will be drawn from the host province instead of Bangkok. All the 16 participating schools are expected to have viable enterprises for the students to work on as well as practical training opportunity to apply their knowledge and skill and to market their products.

(3) Nissan (Thailand):

In the context of COVID-19, there were many activities that Raks Thai had to adjust or postpone the activities. Thai Nissan was all the time very flexible about adjustments and changes caused by COVID-19 pandemics. For example, without Thai Nissan, online training on marketing for the students could not be organized in Year 1. In addition, the development of program on environmental education what is called "Waku Waku Eco school" is regarded as a main achievement of coordination with Thai Nissan. This new eco program will be mainly integrated into Youth and Leadership camps, which will be conducted in Year 2.

In Year 2, Raks Thai will maintain a close coordination with Thai Nissan to stay informed of the activity plan for each area. In exchange of information of the activity plan, then Thai Nissan can notify the participants according to the area they deem appropriate. Based on Thai Nissan's expertise and aligned with the activities in participating schools, Raks Thai will organize such training as marketing, communications, clean energy technology, or other contents to be fitted to the expertise of Thai Nissan and the needs of the participating schools.

(4) Others if any:

In Year 1, Raks Thai staff developed a new partnership with the Match Group, development partner of the Raks Thai's other projects. They have experienced in using art, film, music, drama and games for training.

Match Group agreed to provide technical support (by training Raks Thai staff) in setting up the Gender Clubs for Year 2.

5. Project management

(1) Project monitoring & procurement of project materials:

In order to evaluate pos-training outcomes, forms to track reports were designed for the staff to fill up by using Google Form.

Finding of the track reports were shared at monthly staff meeting with the following agendas:

- 1) Update the activities during the past month; outcomes and achievements
- 2) Review of problems and findings
- 3) Comparison of activities completed vis the plan; reasons for deviation from the plan; proposals for solutions
- 4) Plan according to goals with the use of budget
- 5) Review the activity process or prepare the process for the next activity
(This included the prepare of a contingency plan that took into accounts the needed to change the date of an activity as proposed by a participating school, and make other adjustments as required by whatever emergency situation arises.

Unlike usual monitoring manner in the past, in the context of the COVID-19 situation, follow-up after the event was mainly done via telephone, LINE group, or in-person meeting with teachers in small groups.

Project materials of camera, laptop computers and printer were procured and put in effective use.

(2) HR management:

Under supervision of one field coordinator, three field officers were deployed in each of the 3 provinces with the main roles as follows:

- 1) Coordinating with schools to know the situation, and arrange to coordinate activities to prepare implementation
- 2) Contact local speakers to be trainers; organize a training session according to the issue or according to the needs of a group of students
- 3) Summarize the activities according to the reporting form
- 4) Follow up after the training of students and teachers
- 5) Advise and provide mentoring when groups of students or teachers have questions
- 6) Develop a project proposal to apply for career support with students and teachers according to the framework of the '12 Questions'²

² 12 questions:

1. What is activity Name? (project name)
2. Why do you want to do (principle and reason)?
3. What do you think? (Objective)
4. Who is doing? (Group member: project responsible)
5. How to do? (Step / method)
6. Whom do you do with? (Target group)
7. When did you do (time period)
8. Where to do (place)
9. What use? How much money (material, budget equipment)
10. What will happen? Benefits occur. (Expected result both quantity and quality.

7) Follow up on the use of the budget to meet the objectives of the proposed plan

(3) Risk management:

During the COVID-19 outbreak, Raks Thai Foundation conducted risk assessments in each office and implemented measures to enable the staff to work from home. As preventive measures, Raks Thai prepared face shields, sanitary masks and hand hygiene for staff in each office, and encouraged the staff to adhere to preventive principles such as reducing travel to risky areas, keeping your distance, wearing masks, washing the hands frequently, and avoiding touching surfaces/objects with bare hands that are shared with others. As for the project participants, Raks Thai staff passed on preventive information, and distributed hand soap and alcohol gel to all the participating schools. Raks Thai also explored the strategy of organizing activities by school to ensure safety and the timing of conducting activities to minimize risk of COVID-19 transmission.

6. Lessons-learnt and recommendations for Year 2

Uncertain situation surrounding COVID-19 may remain a challenge for Year 2. Under on-going difficult situations, many of the Year 1 activities are carried over to Year 2 which may constrain time and resource available for the following years.

In order to mitigate constrains, Raks Thai staff have determined to adopt the following manners:

- to organize activities respectively for each participating school;
- to reduce the number of students engaged in a given activity;
- to integrate the activities that can be organized together.

For example, youth and leadership camps had to be suspended and postponed to Year 2. Initially, there were two camps scheduled in the plan: 2-days camps for Leadership Camp and STEM Camp in each of 3 provinces. However, with the Covid-19 situation in mind, Raks Thai and the schools agreed that it would be better to hold the camps respectively in each of 16 schools, while keeping the same content, including youth leadership skills development / understanding of gender issues / career development by focusing on the concept of STEM education and environmental education. Accordingly, this activity will be reformatted into three camps requiring 1-day for each school:

- **Camp 1:** Leadership and gender training (approximately 80 students (maximum 150 students) from each of 16 schools)
- **Camp 2:** Integration of the principles of STEM education and environmental education with a student-friendly career choice (approximately 40 students (peer leaders) from the 16 schools)
- **Camp 3:** Career development by forming occupational groups (approximately 40 students (peer leaders) from the 16 schools)

<Comparison-table>

Initial plan	
1. How many camps	<ul style="list-style-type: none"> ● 8 camps in total: <ul style="list-style-type: none"> 1) For new schools: 6 camps - 3 leadership& gender/3 STEM &Waku Waku school for 2 days

11. Who can help us? (Project consultant)

12. How do we know we have accomplished

	2) For old schools: 2 camps - Leadership & gender & STEM & WakuWaku school for 3 days
2. How many participants (students)	● 160 students in total: 1) 80 students from new schools 2) 80 students from old schools 3) 20 others (Raks Thais staff/teachers/Nissan staff)
3. How many days	18 days in total
4. Cam site	Private camp sites in each province (Rayong/Ayutthaya, Samut Prakarn)
5. Budget	● 448,900 THB in total:

Revised plan as of Feb 2021	
1. How many camps	● 3 camps in total: 1) For new and old schools together: leadership& gender& STEM & Waku Waku school for 3 days
2. How many participants (students)	● 160 students in total: 1) 80 students from new schools 2) 80 students from old schools 3) 20 others (Raks Thais staff/teachers/Nissan staff)
3. How many days	9 days in total
4. Cam site	Private camp sites in each province (Rayong/Ayutthaya, Samut Prakarn)
5. Budget	● 1,521,900 THB in total:

Latest plan as of May 2021	
1. How many camps	● 48 camps in total: 1) For new ad old schools: - Camp 1: 16 camps for leadership& gender - Camp 2: 16 camps for STEM&Waku Waku school - Camp 3: 16 camps for Career development by forming occupational groups
2. How many participants (students)	● 1,280 students in total: 1) Camp 1: 1,280 students (80 students x 16 schools) 2) Camp 2: 640 students (40 students x 16 schools) 3) Camp 3: 640 students (40 students x 16 schools) <Out of 80 students attending Camp 1, 40 students attend Camp 2 and Camp 3> 4) 20 others (Raks Thais staff/teachers/Nissan staff)
3. How many days	48 days
4. Cam site	at each of 16 schools
5. Budget	● 1,120,000 THB in total] - Camp 1: 30,000/time - Camp 2: 20,000/time - Camp 3: 20,000/time

