

Year 2 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, 2021 ~ March 31 2022

1. 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): Highlights and achievement under Outcome 1 in Year 2:

Highlights and achievement
<p>Output 1: Students increase their knowledge and understanding about leadership/occupational/social skills.</p> <p>It was initially planned to conduct youth leadership/gender/STEM camp, students' exhibition and STEM study visit as main activities under Output 1. Due to the COVID -19 situation, students' exhibition and STEM study visits were not conducted and postponed to Year 3. However, even under many challenges in Year 2, Raks Thai conducted youth leadership and gender training 13 times (12 online trainings and 1 Face to Face training) for 16 schools in the 3 target provinces with 487 students (189 male, and 298 female) 75 teachers (12 male, 63 female). The development of YLD curriculum for online training can be regarded one of the most distinguished achievement in Year 2 as it was the first experience for the project team to design online training. Based on this curriculum, Youth leadership and Gender camps were designed from face-to face to online camp¹. Even through online activities, active learning methods that allows participants to experiment, practice, solve problems, and draw conclusions independently, was applied, and teamwork, analytical thinking communication, planning, and problem-solving were selected in online camp as topics related to these skills. Despite many challenges for switching from face-to face to online, the pre-post-questionnaire responded by the participating students showed that online training activities allowed the participating students to exchange their ideas more freely mainly because any opinions were accepted. Teacher advisors also observed that some students who had rarely communicated with teachers during regular online studies, were more responsive and spoke up more with teachers and in group discussion. In the past, a number of students lagged behind their classmates. But after joining a variety of online trainings, they were much more active in demonstrating their knowledge in subjects that they are interested in or naturally good at.</p> <p>Furthermore, as one of the highlights in Year 2, Raks Thai in collaboration with Galileo facilitator team organized one day STEM training on the issue of Tissue culture in the fourth quarter. We selected this issue as it is related with Waku Waku education. The Tissue culture trainings were conducted 2 time at Watsri Vareenoi in Samutprakarn province and at Ayutthayanusorn school in Ayutthaya province. There were 111 students (40 male, 71 female) and 30 students (10 male, 20 female) attended the STEM training. In this training, students practiced thinking, doing, and preparing tissues. They tried hand tools and calculated the budget as well. After the training, in the first quarter of year 3, the students will develop a project to connect with STEM and what</p>

¹ All leadership and gender trainings were conducted online except for one school in Ayutthaya (Wat Khod Khemaram School) where Face to Face activity took place.
STEM camp will be on site (Face to Face)

they have learned with an emphasis on developing new innovations. Such a positive comment among the female students who attended the STEM training, were identified as they can try the hand tool which is usually regarded as a work of male, though it's hard in the first time but they can do it. Raks Thai will organize the STEM training for the other schools in the next quarter.

Output 2: Students enhance their understanding about gender equality.

Both planned activities of small sessions about gender and gender-clubs establishment were not conducted. In place of these planned activities, youth leadership online camp focused on the gender topics of sex, gender and sexuality. Feedback from both students and teachers on gender sessions conducted in the online camp was found to be very positive. The pre-/post-test questionnaire showed that the participating students acquired a better understanding of all three dimensions of gender. Through the gender sessions conducted under the online camp, the participating students deepen their understanding on what is gender equality and how they are related to leadership. Most of the students would say that gender does not define a person's ability or leadership potential and a person with any type of sexuality can be a leader. The students also learned to respect others, refrain from bullying, and help others if they are the victim of sexual, physical, verbal harassment either in person or through online media. Open-mindedness of the students would help them live happily in a diverse society.

The teachers observed that the students were more interested and engaged in learning about gender when outside resource persons rather than teachers came to teach. In light of such experience, outside resource persons are encouraged to be invited as much as possible.

Output 3: After occupational groups are developed, students continue to work in teams

New schools joining the Project

For 8 new target schools, it was initially planned to conduct the development of small occupational projects, regular implementation of small occupational projects, and cross-visiting among the students. Unfortunately, the COVID-19 situations did not allow to conduct any activity targeting new schools. However, two schools out of the 8 schools (Ayutthaya Nusorn School in Ayutthaya Province, and Wat Sriwaree Noi School in Samut Prakan Province) showed a strong interest in using student enterprise projects in light of the capacity-building of their vocational skills. At the time of this report, the schools were preparing internally, and orienting school administrators, teachers, student advisors, and the classes to participate in the Project. They will begin Project activities as soon as the new school year starts.

Continuing schools in the Project

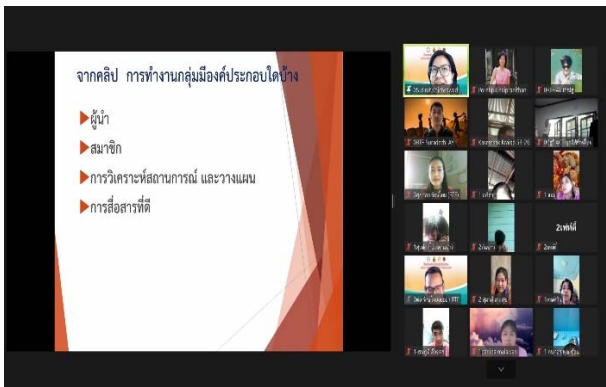
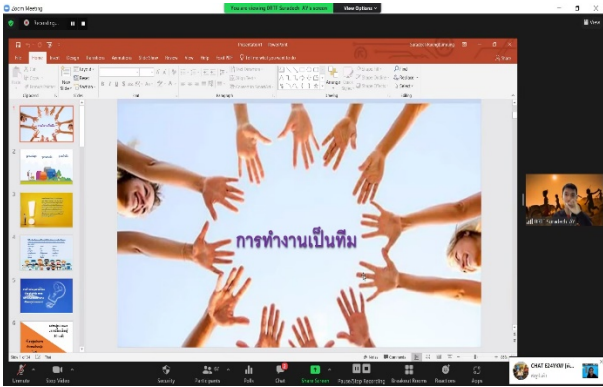
Unlike the new target schools, even in limited ways, Raks Thai team supported the phase one schools to continue their occupational projects and to recruit new student members. The example cases were:

In Praksamata Wittaya School and Wat Suwanrangsang Community School in Rayong province, both of which have operated bakery activities since the Phase 1, the teachers did their efforts to continue the bakery activities by teaching and coaching via Zoom and setting dates and time for online group instruction. It is also highlighted that Praksamata Wittaya School was awarded as Royal School ²at the national level as their occupation trainings were regarded as one of their outstanding activity.

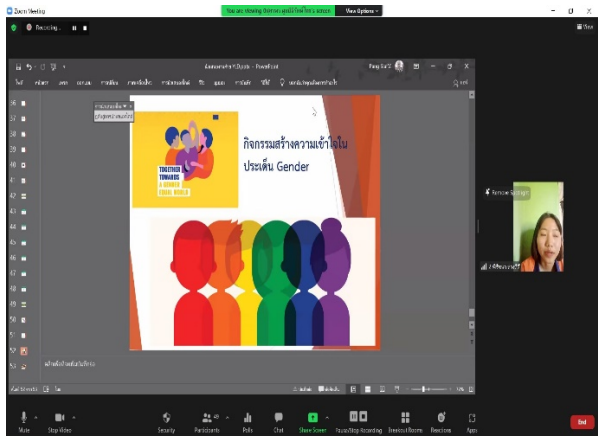
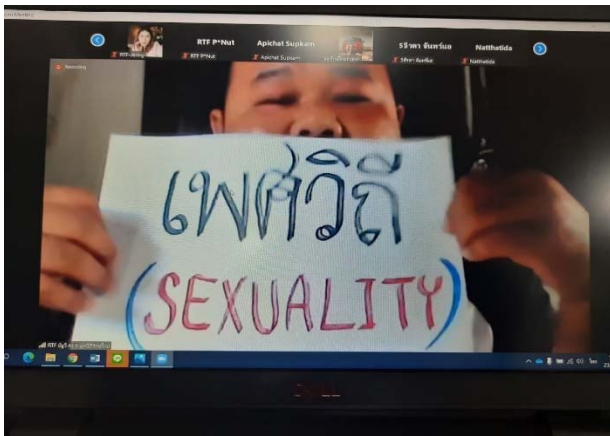
In Lumpli Chanupatham School in Ayutthaya Province, the students formed occupational groups and are ready to work on a bakery project as soon as the new school year starts. This school received funding support from Family Mart to build a new bakery room equipped with necessary equipment.

² Royal School award is one of the prestigious educational awards in Thailand. Educational institutions that possess the capacity to deliver qualified education are awarded as Royal School.

Activity-Photos: Output 1



Online Youth Leadership Development Camp Activities



Online activity about Gender





STEM+C Camp: Wat Sriwari Noi School on Feb. 22; Ayutthaya Nusorn School on Mar. 29



Meeting of student peer leaders on setting up a Gender Club, and implementing Club activities
Ayutthaya Nusorn School on Mar. 29

(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): Highlights and achievement under Outcome 2 in Year 2

Highlights and achievement
<p>Output 1: Teachers enhance their understanding about concept of leadership/occupational/social skills and gender roles of youth.</p>
<p>Both planned activities of the development of manual for teachers on how to conduct TOT and cross-visiting among school teachers were not conducted. However, even though the development of TOT for teachers will be postponed to Year 3. It is expected that YLD online training manual developed under Output 1 of Outcome 1, can be a good guidance for teaches even when online trainings related to leadership, occupational, social skills and gender are conducted directly by teachers.</p> <p>The Project organized online training for 86 teachers (14 male, 72 female) on the topics of youth leadership development and gender. These online training for teachers were not conducted individually but integrated in the leadership/gender camps for students (both students and teachers attended the camps originally designed for the students at the same time) .</p> <p>The teachers who attended the camp, acquired a better understanding of youth leadership development, implementation of the student enterprise projects, and knowledge and understanding of gender roles and diversity. The participating teachers commented that these themes correspond to the content that the teachers have to teach the students in the classroom, e.g., life skills, vocational skills, and gender studies. The project enhanced their better understanding of the content. They realize that they can use the guidelines to teach other students who are not participating in the project activities as well. More and more schools are interested in the student enterprise approach.</p>
<p>Output 2: Teachers increase their skills in facilitation, coaching, and mentoring to enable the students to deliver occupation group activities</p>
<p>Planned activity of sessions about leadership/STEM/gender by trained teachers for newly enrolled students and other teachers was not conducted. Teachers who participated in TOT camp that was conducted in Year 1, will serve as consultants for enterprise project activities in the upcoming semester. Although no specific activities for output 2 were conducted in Year 2, YLD online training manual that was developed under Output 1 of Outcome 1, would be a guidance for teachers on how best to engage students in online training. In this sense, it is highlighted that YLD online training manual can also contribute to enhancing teachers’ understanding about concept of leadership/occupational/social skills and gender roles of youth (for output 1 of outcome 2) as well as to increasing teachers’ skills in facilitation, coaching and mentoring (for output 2 of outcome2).</p> <p>In on-going student enterprise and related activities, it was found that some of the teachers who attended TOT camp played a role of the mentors for students. In addition to the mentors, the other teachers played roles of the guidance counselors, providing additional knowledge and learning for students on various subjects such as career skills, volunteer leadership, activities related to science and environmental activities, or even activities about sex education through the Gender Club, etc. These teachers have consulted with the Raks Thai team about supplemental activities, and they look forward to other types of collaboration with Raks Thai in the future.</p>
<p>Output 3: Support from communities, local agencies, and students’ parents for the students’ activities is in place</p>
<p>Online methods ware put in effective use for delivering a variety of supports and cooperation from various entities and agencies such as:</p> <ol style="list-style-type: none">1. Matchstick Group: trained on the sex education for the project participants in the use of games,2. Staff of the Human Resource Development Management Center for Excellence Under the Office of the Basic

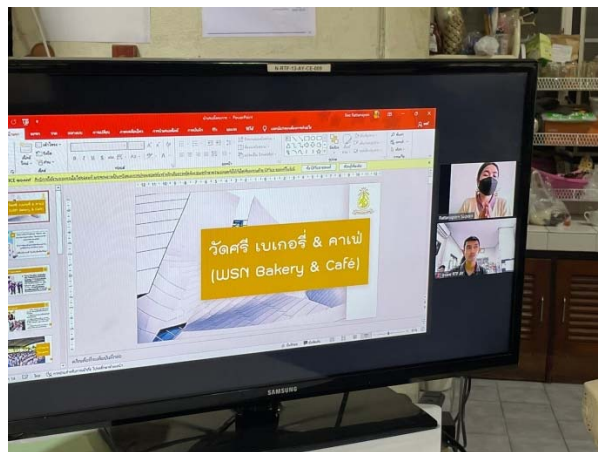
Education Commission (OBEC): gave consultation on the development of curriculum for integrating environmental education (WAKU WAKU) into youth life skills development courses,

- Galileo Team (specialists in science and mathematics): participated as external speakers on STEM training,
- Public health staff: provided advice on disease control, and supervised activities during Covid-19 outbreaks
- Nissan Motor (Thailand) Co., Ltd. (Resource persons who won the innovation contest received an award): provided knowledge on the theme of “Inspiration for Innovation.” in two online camps,
- The Ayutthaya Secondary Education Service Area Office director: gave advice on organizing STEM camps, and chaired the opening of STEM camp activities at Ayutthaya Nusorn School.
- Staff of the social Research Council of Chulalongkorn University: collected data and reported the results of the mid-term evaluation of the project

Activity-Photos: Output 2



Nissan Motor Thailand Co., Ltd. joins to inspire innovation development via online Zoom:
February 11 and 22 February, and March 29





Meeting with teacher advisors to discuss progress of the student enterprise projects

Public relations media used to present Project activities of Ayutthaya Nusorn School

(3) Other Highlights: Mid-term Evaluation of the Project:

An external mid-term evaluation of the project was conducted in March 2022 in all three participating provinces. The Raks Thai Foundation commissioned the Social Research Council of Chulalongkorn University to conduct the evaluation. The consultant used focus group discussions with teachers who have participated in the project since the beginning as well as those who have recently joined. The results will be put in use for improving the project implementation in the final phase. The evaluation contains findings and analysis on project perceptions, operations, changes in the participating teachers and students, application of leadership skills, and knowledge and understanding of gender. See more detail in separate report.

2. Challenges that Raks Thai team faced during Year 2 and actions taken or plan to be taken for solution

(1) On-going spread of Covid-19

In early 2022, the Covid-19 situation worsened somewhat due to the spread of the Omicron variant. The number of infected people and deaths has increased in recent months. Many of the participating teachers and students also became infected or were contact cases. As a result, schools closed for extended periods of time, which hindered efforts to advance the project activities. Thus, many of the planned activities were postponed or not implemented on a continuous basis as intended.

To cope with on-going spread of Covid-19, a variety of solutions have been in place even since Year 1. During the Year 1, online activities was somehow regarded as the second-best solution. However, during

the Year 2, schools in Samut Prakan, Rayong, and Ayutthaya opened and closed 4-5 times. Under this situation, Raks Thai team had no choices but to shift most of the planned activities from a face-to face to an online format. Activities that were conducted in a face-to face format were limited to youth leadership training camps at Wat Huang Hin School (Rayong) and Wat Khod Khemaram School (Ayutthaya); and STEM education camp activities at Wat Sri Waree Noi School (Samut Prakan) and Ayutthaya Nusorn School (Ayutthaya). With the prolonged periods of Covid-19 crisis, during the Year 2, online activities eventually became a standard format of the activity implementation.

Even though online activities became more or less standard format, quite a lot of the planned activities that still need a direct contact, have been postponed from Year 1 /Year 2 to Year 3, which require careful planning and intensive implementation in the last year of Year 3.

(2) Turnover of school administrators and teacher advisors

Annual transfer of school personnel has continued to be a challenge since Year 1. In Year 2, many of the participating schools have experienced turnover of administrators and teacher advisors as part of the routine rotation of personnel in the Thai educational system. This routine rotation of personnel required a repeat of orientation for new administrators and of training for newly assigned teachers. Up till now, any better solution has not yet been identified, and every time new teachers and administrators are assigned, Raks Thai team has no choices but to repeat the orientation for them.

Furthermore, in Year 2, one school, named Charoonkimleekitchatranusorn School withdrew from the Project mainly because the school's policy of accepting external activities suddenly changed with a move of the school director. Fortunately, another school named Phrom Phikunthong School became a new participant to the Project in place of Charoonkimleekitchatranusorn School. However, it must be noted that personnel changes in school sometimes result in such a drop-out in the middle of the project implementation.

(3) Alternative plans for activities that were scheduled to be face-to-face:

Nobody predicts whether or not schools are ordered to close during the outbreaks of Covid-19. School-closure were usually determined by the government on short-notice, meaning that the planned activities also needed to shift from in-person to online format at short-notice. Not only Raks Thai team but also participating teachers had to develop parallel implementation plans for in-person and online formats so that online activities were in place whenever on-site implementation was impossible. This has been a heavy burden imposing on both Raks Thai team and participating teachers. At present, there has been not a better solution to mitigate the burden but whenever on-site activities can be delivered, Covid control measures have to be strictly observed.

3. Coordination with other stakeholders

(1) Government bodies:

Support from government agencies is essential for the Project to effectively carry out its activities. In Year 2, the Project has been fortunate to receive continuous support from its key counterparts as follows.

- Human Resource Development Management Center of Excellence (under OBEC) :
 - Discussed on the guidelines for the preparation of various curricula such as environmental studies, life skills development, and student career development.
- The Ministry of Education's policy:
 - Gave a certificate or diploma for teachers who participated in training areas sufficiently that meet the OBEC standards and criteria.

(2) Local communities and agencies

Involvement of local communities and private agencies are also essential to bringing about hands-on enterprise activities. Due to COVID-19 pandemic, Raks Thai team has faced a lot of challenges for delivering hands-on enterprise activities since Year 1. However, even under difficult situation, in Year 2,

Raks Thai team successfully identified a good local partner, namely Galileo team, who could contribute to STEM learning for students' enterprise activities. In particular, the members from Galileo team, experts in scientific learning process, especially in STEM, were invited to present to the participating students. With resource persons from Galileo, two STEM camps were organized, using alkali tissue culture as the applied focus for learning. The camps divided learning into the following dimensions of STEM: (1) **Science** (2 modules) on the preparation of tissue from trees to be cultured, and culture preparation for tissues; (2) **Technology** to control the water system, light, or temperature through a remote sensing system; (3) **Engineering** in the preparation of sterile cabinets for cultivating trees; and (4) **Math** for cost calculation of tissue culture to reduce the selling price and exploring the possibility of making it as a viable business model.

(3) Nissan (Thailand)

In Year 2, Raks Thai team continued to maintain a close coordination with Thai Nissan, and a variety of supports from Nissan was always in place. In particular, in Year 2, Nissan staff and the winners of Nissan innovative project were invited three times as guest speakers to give presentations on innovation and engage with the students in discussion and brainstorming of how innovations can help make life more comfortable and cost-effective and, thereby, help protect the environment and public health. Thanks to active discussion and brainstorming, the participating students were able to explore how to generate income if an innovation can be developed into viable products or services.

(4) Others if any:

The Raks Thai Foundation and Social Research Council Chulalongkorn University collaborated in the collection of data for an external mid-term evaluation of the project. Data for the evaluation were collected from all 16 participating schools. The findings from the evaluation will be used to distill lessons learned from Project success, and fine-tune implementation going forward.

4. Project management

(1) Project monitoring:

Unlike usual monitoring manner in the past, monitoring and follow-up were mainly done via telephone, LINE groups, Zoom, and even in-person meeting with teachers and students were done in small groups. For example, a questionnaire (using Google Form) was applied to see whether the students had improved their understanding of the learning in Youth leadership /gender camp, and poll format was applied on the topic of gender (using Zoom). In each of target schools, LINE Group for students and teachers participating in the project activities was established in order to respond to their questions and to share their ideas with each other.

In monthly staff meetings, the following agendas were usually discussed:

- 1) Update the project status, challenges and activities plan.
- 2) Discussed problems and brainstormed solutions.
- 3) Adjusted the activity plan and budget to be in accordance with the actual situation, both monthly and yearly.
- 4) Designed activities, both online and on-site, in order to cater to the target audience according to the COVID-19 situation.

(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) Coordinated within the Project team to monitor implementation progress in various areas for which each officer is responsible.
- 2) Coordinated with local speakers to organize activities.
- 3) Summarized the results of activities and other necessary information in a reporting form.

- 4) Followed up for the participating students and teachers after the activities.
- 5) Convened team meetings to summarize the results of the project activities, including identification of problems and obstacles, brainstorming solutions, and forecasting the situation going forward.

(3) Risk management:

Whenever school-based activities could be held, Raks Thai staff, participating students and teachers strictly followed COVID-19 prevention guidance, such as infection screening of the event organizer, students, teachers, scientists, or other related persons. In every activity site, alcohol gel was distributed to the participants, and all the participants were instructed to remain vigilant for Covid symptoms before and after the activity. All persons were advised to closely follow the news of the situation both from the media and key informants from the school.

5. Lessons-learned and recommendations for Year 3

As mentioned in “2. Challenges that Raks Thai team faced during Year 2 and actions taken or plan to be taken for solution”, With the prolonged periods of Covid-19 crisis, online activities eventually became a standard format of the activity implementation. In light of a new situation, Raks Thai team had to design a new activity format to suit the situations surrounding the students and had to carefully pay attention to equal access of the students to online learning during school closures.

Online format should be flexible enough to accommodate a wide variety of students’ needs, across different schools and across different grade levels. In particular, relevant conditions where all the students feel safe and comfortable to participate, express their opinions, and exchange experiences with other students, should be carefully arranged so that the students can feel bold enough to answer questions according to their own understanding, no matter whether their knowledge is right or wrong, and can feel confident in asking for help when they can’t keep up with their classmates.

These principles of inclusion and equal access to learning can be applied in any educational settings, regardless of online or on-site format, but these principles should be fully considered especially in such an educational setting of online format. As long as online format remains the standard activity format in Year 3, Raks Thai team is expected to set up good conditions where these principles are ensured for every participating student.