

Project Summary

1. Country	Thailand													
2. Project Title	Youth Leadership Development (YLD) Project for Phase 2													
3. Background and Necessity of the Project	<p>The Youth Leadership Development (YLD) Project for Phase 2 is the continuation and scale-up of YLD Phase 1 which has demonstrated the success and profound impact on leadership, occupational and social development skills of the target youth and has proven valuable especially in locations with industrial and tourist enterprise.</p> <p>This YLD model is directly aligned with key governmental policies, including the Eastern Economic Corridor (ECC), the Eastern Special Development Zone Policy and the 12th National Education Plan (2017-2031) all of which aim to provide education for learners with skills, knowledge, competencies, and operational competency that meet the needs of manpower and career for national development. In the academic year 2020, the Office of Vocational Education Commission (VEC) focuses on increasing the number of vocational students to the proportion of 50: 50 as compared with general education. However, many of schools are unable to accommodate these government policies and to implement additional school activities focusing on leadership, occupational and social development skills mainly because appropriate budget has not been allocated to the schools. In order to contribute to filling such gap and advocating YLD project as a good model applicable for schools, phase 2 will continue to respond to the needs of the production of vocational students as well as increase acquired life skills and future opportunity of students particularly in areas that require STEM.</p> <p>In addition to responding on-going needs at the schools, phase 2 will intend to enhance project sustainability, enabling the schools to run external activities beyond the life of the project. For this, phase 2 will further strengthen increased opportunities for teachers to strengthen their skills and transfer the skills to others as well as increased engagement of project stakeholders such as the local communities and authorities.</p>													
4. Project Objective	Students' future opportunities will be expanded with their acquired life skills.													
5. Target Area	<ul style="list-style-type: none"> ● Phra Nakhon Si Ayuttaya province: 2 districts: Phra Nakhon Si Ayutthaya district / Wang Noi district ● Rayong province: 4 districts: Mueang Rayong district / Ban Chang district / Pluak Daeng district/ Ban Khai district ● Samutprakarn province: 2 districts: Bang Sao Thong district/ Bang Phli district 													
6. Target Group	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" data-bbox="421 1740 1385 1783">● Total target groups: 1,600 students (grades 7 – 12), and 120 teachers</td> </tr> <tr> <td colspan="2" data-bbox="421 1783 1385 1825">Phase 1 old target schools: 8 schools (400 students and 40 teachers)</td> </tr> <tr> <td data-bbox="421 1825 906 1899">● Phra Nakhon Si Ayuttaya province</td> <td data-bbox="906 1825 1385 1899">● Rayong province</td> </tr> <tr> <td data-bbox="421 1899 906 1942">Wang Noi School</td> <td data-bbox="906 1899 1385 1942">Pheraksamata Wittaya School,</td> </tr> <tr> <td data-bbox="421 1942 906 2007">Wichian Klin Sukoon Uppathum School</td> <td data-bbox="906 1942 1385 2007">Ban Samnak Thong School</td> </tr> <tr> <td data-bbox="421 2007 906 2085">Charoon Kimli Kijjathon Anusorn School</td> <td data-bbox="906 2007 1385 2085">Wat Suwan Rangsan School</td> </tr> </table>		● Total target groups: 1,600 students (grades 7 – 12), and 120 teachers		Phase 1 old target schools: 8 schools (400 students and 40 teachers)		● Phra Nakhon Si Ayuttaya province	● Rayong province	Wang Noi School	Pheraksamata Wittaya School,	Wichian Klin Sukoon Uppathum School	Ban Samnak Thong School	Charoon Kimli Kijjathon Anusorn School	Wat Suwan Rangsan School
● Total target groups: 1,600 students (grades 7 – 12), and 120 teachers														
Phase 1 old target schools: 8 schools (400 students and 40 teachers)														
● Phra Nakhon Si Ayuttaya province	● Rayong province													
Wang Noi School	Pheraksamata Wittaya School,													
Wichian Klin Sukoon Uppathum School	Ban Samnak Thong School													
Charoon Kimli Kijjathon Anusorn School	Wat Suwan Rangsan School													

	Lumpli Chinoo Uppathum School	Wat Wang Huang Hin School
	Phase 2 new target schools: 8 schools (1,200 students and 80 teachers)	
	● Phra Nakhon Si Ayuttaya province	● Rayong province
		● Samutprakarn province
	Ayutthayanusorn School	Wattharoe School
		2 schools in Bang Sao Thong District (one old school and one new school)
	Pompetch Community School	Bueng Ta Ta School
		2 schools in Bang Phli district
7. Expected Outcomes	<p><u>Outcome 1</u> Regardless of gender, students improve their capacities to exercise leadership/ occupational /social skills through participating in occupation group activities.</p> <p><u>Outcome 2</u> Supporting system for the students to engage in occupation group activities is built in the target schools.</p>	
8. Expected Outputs and Activities	<p><u>Outcome 1</u> <Output 1> Students increase their knowledge and understanding about leadership/ occupational /social skills and STEM</p> <p><i>Activities for start-up and follow-up:</i></p> <p>1.1 New schools are selected with criteria such as readiness, commitment, collaboration, multiple subject classes, interest and willingness.</p> <p>1.2 School meetings for providing project orientation to teachers are organized.</p> <p>1.3 Training curriculum used by teachers and Raks Thai staff focusing on leadership, occupational skills, STEM (including the way of integrating STEM concept into external activities) is modified, and reviewed and revised annually.</p> <p>1.4 Training curriculum used by teachers and the project team is published</p> <p><i>Activities for new schools:</i></p> <p>1.5 Youth leadership and Gender camp (2 days-camp) are organized. In the camp, 10 core students per school will be selected and trained. It is expected that around 80 core students (40 boys and 40 girls) from 8 new schools participate in camp activities.</p> <p>1.6 STEM camp (2 days-camp) is organized for the core students who receive youth leadership and gender training (Activity 1.6).</p> <p><i>Activities for old schools:</i></p> <p>1.7 Youth leadership & STEM refresher camp (3 days 2 nights) is organized. The old students can share their experience with each other 20 core students/ a school</p> <p>1.8 One-day open house “from senior to junior” is organized to introduce occupational project and share experience.</p> <p><i>Activities for both new and old schools:</i></p> <p>1.9 Student exhibition is organized to demonstrate the external activities (small occupational project) of students.</p>	

1.10 STEM study visit is organized. In this study visit, Raks Thai team with selected students and teachers will visit good practice organizations and schools who are successful in putting STEM in effective use.

<Output 2>

Students enhance their understanding about gender equality (in particular for respecting diversities and sharing equitable roles among male and female students.)

Activities for both new and old schools:

2.1 Gender training is provided to Raks Thai team. The training will focus on gender equality framework and gender diversity.

2.2 Small sessions about gender equality are organized in the existing training (ex: occupational training) and gender club.

2.3 Gender learning club is established in each school (one club/a school). Students will have an opportunity to learn more about gender and share their learning experience with the members of gender club. Guidance for running gender club activity will be developed.

<Output 3>

After occupational groups are developed, students continue to work in team.

Activities for new schools:

3.1 Small occupational projects in which STEM aspects are underlined, are developed by students with support from teachers and Raks Thai staff.

3.2 A committee composing of teachers and Raks Thai staff, approve small projects developed by students and award a small grant to each of the project.

3.3 Small projects are implemented regularly by students.

3.4 Basic and essential occupational skills are provided to the students. Trainings such as 4 P (Product, Promotion, Price, and Place), accounting, business plan/business model canvas (BMC), digital marketing, branding, packaging.

3.5 Nissan Thai staff, as lecturers, provide special trainings on specific topic related to their own expertise to students.

3.6 Cross-visiting among the students is organized within the same province.

Activities for old schools:

3.7 Occupational projects that were already started with the phase 1 budget, are continued in phase 2.

3.8 New student members of occupational projects are recruited.

3.9 Knowledge and skills related to leadership/ occupational /social skills and STEM are transferred from old students to newly enrollment students during the implementation of occupational projects.

Outcome 2

<Output 1>

Teachers enhance their understanding about the concept of leadership/ occupational /social skills and gender roles of youth.

1.1 Camps for TOT on Leadership /STEM/ Gender tailored for teachers are organized.

1.2 Manual for teachers on how to conduct TOT for teachers is developed and

reviewed and revised annually by the working group.

- 1.3 Cross-visiting among school teachers is organized within the province. Phase 2 teachers will go with their students to visit and learn from the phase 1 schools (12 people/a school) while phase 1 schools will be a host as a model school to demonstrate, sharing experience, and coaching for new phase 2 schools. (same as 2.3 below)

<Output 2>

Teachers increase their skills in facilitation, coaching, mentor to enable the students to deliver occupation group activities.

- 2.1 Trained teachers from each of the target schools provide the TOT to other teachers who are not receiving TOT training through small grant for teachers.
- 2.2 Trained teachers organize sessions about leadership/STEM/gender for newly enrolled students.
- 2.3 Cross-visiting among school teachers is organized. Phase 2 teachers will go with their students to visit and learn from the phase 1 schools (12 people/a school) while phase 1 schools will become a host as a model school to share their experiences and do coaching for new phase 2 schools. (same as 1.3 above)
- 2.4 Trained teachers provide coaching and mentor to their responsible occupational student groups.

<Output 3>

Support from communities, local agencies (ex: hotel, gas station, local governmental offices) and students' parents for the students' activities is in place.

- 3.1 The purpose and importance of YLD project is presented to OBEC (Office of the Basic Education Commission) and BEID (Bureau of Education Innovation Development) to gain their support and collaboration at the policy level and application level.
- 3.2 Stake holder meeting at provincial level is organized (each province have their own strategy based on the government strategies and priority).
- 3.3 Primary and Secondary Education Service Areas are encouraged to use curriculums that YLD developed as well as to increase their financial support for enforcing the policy of Moderate Class, More Knowledge.
- 3.4 In coordination with vocational training schools, informal schools, and community development officers in the target provinces, technical support and training are provided to target schools and students if necessary.
- 3.5 In collaborate with local communities, in-kind assistance and support is provided to student products.
- 3.6 Community Engagement Marketing Fair is organized. This activity is an open forum and platform for interaction between student entrepreneurs and customers. The potential customer will have a chance to review and provide feedback to improve the quality of product.
- 3.7 STEM YLD product page is developed in social media.

<Base-line / Monitoring &Evaluation /Reflection meeting>

- (1) Conduct baseline for new schools
- (2) Organize quarterly team meeting to monitor, update the project activities

	<p>sharing working experience, and encounter challenge.</p> <p>(3) Organize quarterly update meeting with Nissan Thai focal point to inform and update the project activities and work plan to get the involvement and technical support from Thai Nissan.</p> <p>(4) Conduct quarterly monitoring and coaching-visit by Raks Thai staff for students and teachers in the target schools.</p> <p>(5) Reporting quarterly submit to CARE Japan and Thai Nissan.</p> <p>(6) Midterm review (the midterm review will be done internally with the collaboration with CIJ.)</p> <p>(7) Final evaluation and lesson learn. (the final evaluation will be carried out by an external expert.)</p>
9. Project Duration	Three years (April 2020 ~ March 2023)
10. Implementation Structure of the Project	<p>YLD project will be implemented in partnership with CARE International Japan (CIJ) and Raks Thai Foundation (CARE Thailand) and with employee participation from Nissan Thai staff.</p> <p>The project will be operated and overseen by Raks Thai. One team leader based in Bangkok will be responsible for monitoring, reporting, accounting and other management aspects, and four field officers will be deployed in the province to implement planned activities in close coordination with target schools and other local stakeholders.</p>