



Quarterly Project Progress Report

Project Title : Youth Leadership Development (YLD)

Ayutthaya (Central) & Rayong (East) of Thailand

Main donor NISSAN MOTOR CO.,LTD

NISSAN MOTORCO., LTD. through CARE International Japan (CIJ), supports the project entitled Youth Leadership Development (YLD). The overall goal of the YLD project is to build a better society through successful people with social consciousness, good livelihoods and social skills. As such, the YLD program contributes toward developing children/youth, particularly girls, with the following qualities:

- Understanding the big picture of sustainable development and good citizenship;
- Acquiring attitudes and actions of helping others, protecting the environment and working as teams;
- Acquiring leadership qualities of teambuilding, self-esteem, confidence, analytical and decision-making skills, and management for action;
- Acquiring occupational skills and experience in initiating and/or engaging in a micro-business activity including technical fields (Science, Technology, Engineering and Mathematics – STEM).

The project is operating in eight selected schools in Phra Nakhon Si Ayutthaya (Ayutthaya), Rayong and two expanded schools in Samut Prakarn Province targeting grades 7 – 12.

In this quarter, there were 1,821 participants in each Project activity, separated by type:

Activity	Target Group	Target		
		Total	female	male
1. Occupation Group of Lumpli Chanupatham	Students	12	9	3

Activity	Target Group	Target		
		Total	female	male
School: Baking Training	Teachers	2	2	-
2.Project logo design for student enterprise groups	Students	10	7	3
3.Academic Open House: Phe Rak Samat Wittaya School, Muang District, Rayong Province	Students	710	351	359
	Teachers	51	32	19
4.Academic Open House: Wang Noi School (Phanomyong Witthaya), Wang Noi District, Phra Nakhon Si Ayutthaya Province	Students	608	341	267
	Teachers	35	18	17
5.Study visit activity at the Bang Sai Royal Folk Arts and Crafts Center	Students	36	30	6
	Teachers	10	7	3
6.Extracting lessons from students in the YLD Project	Students	85	75	11
7.Lessons learned from the perspective of the teachers	Teachers	15	10	5
8.CARE Japan visited the student enterprise groups and assessed Project performance.	Students	83	56	27
	Teachers	14	8	6
9.Student presentations from the three participating provinces	Students	115	97	18
	Teachers	29	17	12
	Staff of Nissan	5	2	3
Grand total		1,821	1,062	759

Quarter 4 Report for the period January 15 – April 15, 2020

Project objective 1 : 1,200 youth demonstrate increased knowledge, social and technical skills,

gender sensitivity, and behaviors that are results of the YLD training and skills building program over the project period (3 years);

Output 1.4 Student of each school, grades 9-12 participate in 4 capacity building activities for about 3 days per activity

Activities 1.4.1 : Organize four 3-day activities at school (total 12 days) per year

b)Workshop 2 World of Occupations

:Occupational options for young people

Occupation Group of Lumpli Chanupatham School: Baking Training

The Lumphee Chanupatham School of Phra Nakhon Si Ayutthaya has chosen baking career skills as one enterprise that should be further developed, and the school organized a training for a variety of bakery products such as chiffon cake, brownies, cupcakes, and cream cakes. The trainers were actual bakery business operators in Phra Nakhon Si Ayutthaya Province. This enterprise is an Islamic (i.e., Halal) bakery since the school is located in the Muslim community area.

The results

The baked goods were of a wide variety and delicious. Students received advice on sources of raw materials for production, storage of raw materials, and production techniques on making the baked goods soft and fluffy. This coaching and the good outcomes gave the students the confidence to take on this baking enterprise by themselves. They now believe that they can make quality baked goods that can be sold in stores and other market outlets.

Discovery

The goods that the students produced are fresh baked, with a relatively short shelf-life of an average of two days (outside a refrigerator). The group therefore wants to produce goods that have a longer shelf life, such as cookies and dried bread.



Project logo design for student enterprise groups

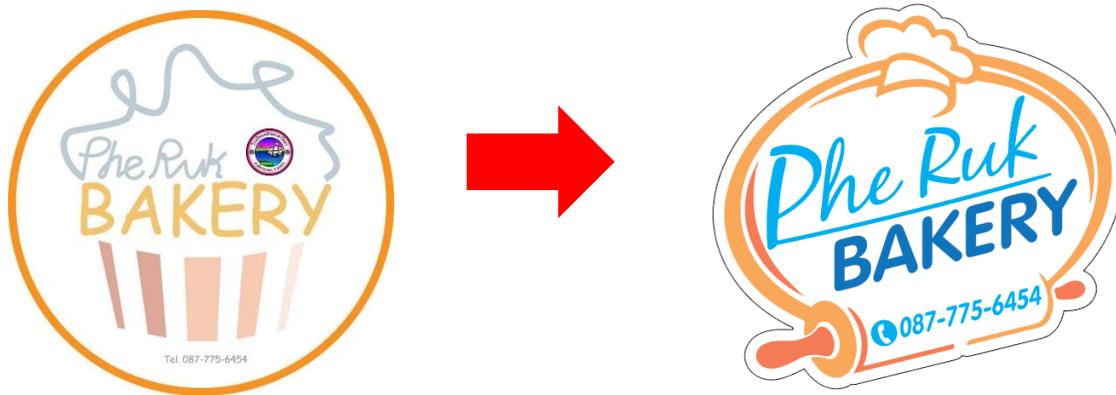
Each school designed a logo to be attached to the product of the student enterprise. The preliminary logos were submitted to the project for review. Some schools designed their own logos and took the initiative to print stickers to affix to the product package. Some of these designs were showcased by Raks Thai Foundation staff as a “good practice” model. The Raks Thai staff helped students to refine the logos to make them more modern and enticing, and so that customers who buy the product can easily remember the brand. The students used colors that are easy on the eyes, and made the design simple enough to make it memorable. During the report period, the schools submitted draft logos to Raks Thai for design assistance, as follows.



Thai Rath Sushi logo. Previously, the Thai Rath Sushi product was shown inside a circle. The design was modified to make the product larger and clearly visible. From the original design, the students were coached to add a pattern as if a traditional Japanese paint brush had been used (see the circle in the right panel). The characters and lines were also adjusted to simulate Japanese calligraphy. In addition, the design clarified the contact information on the logo for easy notation. The sushi pictures were made more attractive and easier to interpret.



Anchan Fresh Milk (herbal drink): The logo was hand-drawn at first. After review by the project, Raks Thai staff coached the students to expand (blow up) the word “Anchan Fresh Milk” to be more prominent. They also adjusted the image of the container to be shapelier. The final design added a cartoon of pea flowers (Anchan) for easy understanding. Space was allowed for clear contact information. Coloring was arranged to contrast the components, but with an overall purple motif.



Phe Ruk Bakery logo. The prototype logo (left panel) was designed by the school/students. However, the project felt there needed need to be enhancements to better attract customers. Staff coached the students to make the design more “active” (see right panel). The Phe Ruk Bakery name is more prominent and memorable. The size of the font for the contact information was enlarged for easier notation. A creative addition was the use of the image of a rolling pin as the base and a chef’s toque at the top. Finally, the school’s colors were used to highlight the text and images to give it a modern and memorable look.

Academic Open House: Phe Rak Samat Wittaya School, Muang District, Rayong Province

This Academic Open House was organized by the school to present technical information of the various courses to show what the children are learning and how they are achieving their full potential. The Open House was not limited to only those subjects taught in the school, but also included information from other sectors of Rayong Province. For example, there was a booth on first aid from the Rayong Rescue Association, and a booth on miniature motorcycles from Honda Co. of Rayong Province, among many agencies that displayed their technical assets.

Participation in the YLD project

The school has showcased the work of students by dividing performance into eight learning groups consisting of Thai Language, Mathematics, Society/Religion/Culture, Health and Physical Education, Art Group, Foreign Language Group, Student Learning Development Group, and Career and Technology Group. The occupational enterprise groups received financial support for professional promotion activities from Nissan Co., with technical assistance from Raks Thai to promote knowledge and techniques for the target group of students. This Open House event featured the students who had received occupational training under the project, such as the bakery enterprise which brought their baked products as a tangible demonstration of their learning, as well as an income-generation activity.



Academic Open House: Wang Noi School (Phanomyong Witthaya), Wang Noi District, Phra Nakhon Si Ayutthaya Province

The Academic Open House aims to provide opportunities for schools, parents, communities, and external organizations to exchange useful information on learning management, as well as being an incentive for students to further their education. In this regard, educational and support agencies came to provide guidance, such as the Raks Thai Foundation, the Automotive Industry Technical College, Rajamangala University of Technology (Suvarnabhumi), and public and private universities, with over 1,000 teachers and students from schools in the education service area in attendance.

Participation in the YLD project

This academic Open House also provided an opportunity for students under the Youth Leadership Skill Development Program (YLD) to show their work through project presentations based on skills-based, innovative enterprise projects, such as the glass bottle garden, patterned

glass etching, dance arts (Thai dance) and the wood furniture project. Students demonstrated their scholarship by applying cognitive skills, problem solving, planning, group work, public presentations, and assertiveness.



Success indicators



Raks Thai field staff attended the Academic Open House of Wang Noi School (Banomyong Withhaya) and clearly saw how students had matured and developed their skill sets under the YLD. That is to say, students were able to present their work well, shared the workload, created public relations activities, demonstrated ad hoc trouble-shooting skills, and showed how this learning could be multiplied and replicated. The YLD Project participants received a lot of attention from other students and administrators from various schools and organizations. There was active exchange of knowledge between students, and this event is an important part of advocating for academic excellence and a 'learning society.'

The most important thing in this activity is to apply the acquired skills in everyday life. Students have plans and a vision of living a productive and worthwhile life, for themselves, their family, and society at-large. Ultimately, the project should result in good quality of life, both today and in the future. The management team, teachers, and students feel tremendous gratitude to all participating sectors for supporting this useful project and associated activities.

Study visit activity at the Bang Sai Royal Folk Arts and Crafts Center

The Royal Arts and Crafts Center is a center for learning and vocational training for the general public and any interested persons. This center was established under the initiative of Queen Sirikit (the Queen Mother) and is located at Bang Sai District, Phra Nakhon Si Ayutthaya Province. The center accepts applications for training in 36 professional careers, such as welder, ironworker, potter, weaver, painter, glass miller, glass blower, etc. Those who are accepted are trained for free, and full accommodations are provided, along with a Royal stipend. The Center also attracts students and teachers to visit as inspiration for vocational development and career options. Students who are interested in various careers can enroll in training as an apprentice at no charge. Others who already have some professional skills can study specific disciplines to gain expertise. Those who have passed the apprenticeship and specialized training at the Center will receive a certificate that can be used to apply for a job according to their profession. Many teachers and students who have visited the Center have been inspired to pursue hobbies or independent occupations. The Center is particularly receptive to applicants of limited financial means, and teachers can help to refer needy students for special apprenticeships.



Results based on the reflections of representatives from the groups of teachers and students

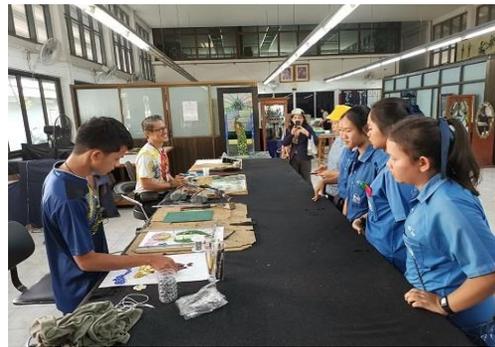
Mrs. Samaporn Ubonban, Headmistress of Wat Huang Hin School in Rayong, said:

"Learning at the Center gives us a way to introduce students to trades and crafts if they do not know what to study. The Center is also important for students who are interested a range of careers. A special attraction is the free education, accommodations, and stipend, if accepted. Those who complete the Center training have instant credibility in their workmanship, and are highly

employable. The Center is of interest to both Thai and international students since the skills and products speak for themselves. "

Mrs. Kongchun Sriburin, teacher at Phirasamatthaya School, Rayong Province, is a consultant for the Perak Bakery enterprise group. She observed the following: "The students who visited the Center gained a new perspective on adult vocations, and the experience opened their eyes to a wider world that is within their grasp. There are many careers to choose from according to one's aptitude or interest. The students saw the range of opportunities for themselves: All that is needed is interest and dedication to learning. "

Khun Pakanakom Kla, a student from Suwanrangsang Community School, Rayong said: "I like the Center. I saw many interesting vocations. If there is a chance, I'd like to study at the Center and invite my friends too. "



Extracting lessons from students in the YLD Project

Process

To distill lessons learned from the previous phase of the Project, Raks Thai brought together 85 participating students from three provinces, divided into 11 males and 75 females. The group started by summarizing the past activities in the Project so that every participant was on the same level. Next, the moderators split the large group into three sub-groups by province, and Raks Thai staff members posed questions and issues for the group to brainstorm, as follows:

Question 1. What did you learn from participating in the project?

- Participating in the YLD Project gives a person more courage to express themselves and do new things. Before participating in the project, we were shy.

- We acquired leadership skills and the confidence to make bold decisions. This was helpful when the (enterprise) group members got stuck and could not see a solution to the problem. If the group could not solve the problem, they could ask the teacher advisor to help find a way out.

- There was affection and unity within the group, and we made friends with students from different schools.

- We got to know how to calculate the cost and profit for a particular product, and how to optimize profit.

- We learned to plan and do things systematically; that made the implementation smoother and easier to manage.

- We acquired skills for generating income and economizing on expenses, especially when expenditures initially exceeded income.

- We made good friendships with peers from different schools.

- We practiced boiling herbs, marinating pork, and other culinary techniques.

Question 2. How to use STEM?

S: Science – We built bottle gardens to reduce water use because the terrarium can efficiently store the moisture to conserve water.

- We studied substances or components of products to improve products.

- We learned the importance of different ingredients for each type of baked good. Each ingredient required a different formula for mixing. In baking, precision in measurement of ingredients is very important. In addition, the temperature when baking has to be controlled carefully.

T: Technology – We promoted our own products, and refined them so that they are enticing and memorable for the target consumer. We produced a variety of products to sustain interest.

- We invented new formulas for products, and applied online media to help sell products. We used various applications to design products to maximize their market potential.

E: Engineer – We produced a variety of products to generate income for the enterprise; we plan to apply these skills in the future to make new kinds of snacks and treats. We designed a product logo. This was a team effort, and we felt a sense of joint ownership of the activities and outputs.

M: Mathematics – Math skills helped us to calculate profit ratios, and balance income and expenses – which is a basic accounting skill. That way, we could fully understand where the income came from and where the capital funds went to.

- We had to use precision to measure the ingredients properly, especially for bakery products.



Question 3. Problems, obstacles, and solutions

- The bottle garden attempted to grow plants inside a bottle/glass container. However, in some cases the plant rotted or outgrew the bottle, damaging the decorations. Through a process of trial and error, we came up with the optimal plants and bottles to use.

- Our early failures were due to a lack of knowledge and not enough equipment to do the project. Plus, the division of labor did not always match the skills of team members. Our solution was to study how others had done it, and apply those techniques to our setting. Initially, our budget was inadequate, and we had to mobilize funds from various sources. We also harmonized the tasks with the aptitude and preferences of group members. That helped to maximize the efficiency of operations.

- When the taste of our dessert products was not as good as expected, we had to test other formulas until we could achieve an optimal result and desired flavor.

- We learned that pork and pineapple cook at different speeds. Thus, we learned how to grill the pork longer and grill the pineapple afterward.

- Our first attempt at making desserts produced a flawed product whose taste was quite bitter. Therefore, we adjusted the formula and reduced the ingredients that cause a bitter taste. Also, the baking temperature had to be just right so that all the pastries cooked evenly. At first, some products were overcooked while others were under-cooked

Question 4. What worked out best?

- Inviting people to come and work together like a team.
- Acquiring the courage to express oneself.
- The feeling of being able to become more skilled in doing practical and productive things.

Question 5. What would you like to pass on to the next cohort of students?

- Be responsible at work; have affection and unity.
- Add techniques to improve selection of ingredients
- Be able to do accounting (i.e., calculate and compare income and expenditures).
- Perform accounting for income and expenses.
- Apply skill in use of equipment for making products which can actually be sold in the market.
- Have the courage to speak out: Dare to think and dare to take real action.



Project objective 2 : 100 teachers from 10 secondary-level schools demonstrate skills using the YLD approach of “child centered training” for youth

Output 2.3 Teachers participate in youth development activities.

Activities:2.3.1 Prepare scheduling allowing teachers to participate

2.3.2 Organize activity

2.3.3 Follow and support teacher participation

Lessons learned from the perspective of the teachers

Process

Raks Thai invited 15 administrators and teachers from nine participating schools (including five men and 15 women) from Phra Nakhon Si Ayutthaya, Rayong and Samut Prakan Provinces to

join the brainstorming. Raks Thai staff used the SWOT process as a framework for discussing lessons learned, as summarized next:

Strengths

- In the YLD Project activities, both male and female students worked together as a team on the enterprise. All the participating students seemed quite motivated and dedicated to the task. There were no restrictions based on gender. Plus, many of the teacher advisors had worked on occupational development before, and the school(s) already have a policy to promote problem-based learning, to reduce learning time and increase knowledge more efficiently. There are a variety of occupation groups which the teachers are eager and ready to help with. There are practical learning activities in every enterprise, and the students actively use on-line resources for learning

- The community provided budget support for the Project, and they even contributed their traditional wisdom. Community members bought students' products and took on students' products to sell to others.

- The school has a career-oriented policy and courses to promote occupational learning. The teachers are 100% behind this policy. All students are eager to participate in the project, and the teachers and students work together, and have adequate equipment for the enterprise. The student products are well-accepted, and can be marketed outside the school and community. The teams are ready to expand beyond the Project area, driven by the power and motivation of the teachers and students.

- There is a strengthening of learning networks among many educational institutions.

- The Project enterprise is actually a course unto itself since it integrates STEM learning:

S = Students learn solving problems through production skills and practical applications

T = The students use new tools and technology until they are skilled; they conduct research

E = The students create new products, logos, and packaging; they are more creative in design

M = Students learn how to calculate profit-loss ratios, and estimating the cost of raw materials for production planning Overall, students participating in the Project demonstrated accelerated development through learning outside the classroom setting.

Weaknesses

During implementation of Project activities, most of the students focused more on academic dimensions. The students were not active enough in the complementary activities, and students were not very proactive in promoting the products of their enterprise. Student productivity has not yet reached the Project benchmarks, i.e., the products are not yet prominent in the marketplace. Some teachers lacked the requisite knowledge and expertise in terms of making certain products. Some schools lacked adequate space to do the enterprise activities. Some of the participating schools have students who are nearly all Muslim. Thus, a fair amount of school time is spent on religious study and activities in those schools, and that can interrupt Project activities. In some cases, the implementation area is inappropriate, or there is not enough equipment, or farmland. In some cases, there is a lack of mutual support among the participating teachers. Also, in some schools, the Project activities are not really being established as a part of the curriculum and, thus, potential for sustainability is uncertain.

Opportunities

The project received budget support from the Raks Thai Foundation, and they provided access to effective and appropriate resources. The Eastern Economic Corridor , EEC, policy (Rayong, Chachoengsao, Chon Buri Provinces) has a budget to support occupational development and a forum to display products. There is also the OBEC policy of “1 School, 1 Career Project,” which is a national initiative. However, OBEC does not provide any extra budget for that, and schools have to mobilize local resources, e.g., from the sub-district administration organizations, factories, as well as additional budget of the Secondary Educational Service Area Office which is calculated per capita.



Threats

The Project provides support for schools to enter into agreements with factories within a radius of 10 kilometers from the school (to help student gain practical experience). However, there is no Project budget to support agreements with worksites outside this radius, and that limits opportunities. In addition, some of the Project-supplied equipment is becoming degraded. The concept of Primary Education Service Area Office's Executive effected to the process of budget allocation. Finally, there are not enough raw materials, production tools, or space to fully implement the enterprise to make products, and some raw materials are not in season.

Project objective 3: Engagement of community, local agencies and the private sector in technical occupational skills training.

Output 3.2 Collaboration with local stakeholders is established at each school

Activity 3.2.2: Organize supportive activities

CARE Japan visited the student enterprise groups and assessed Project performance.

The YLD Project in Thailand is implemented by the Raks Thai Foundation, with financial sponsorship by Nissan Motor Co. of Japan (through CARE/Japan). The Project has been operating for three years, and Raks Thai submits a Project progress report to CARE/Japan every quarter.

Activity results

Staff from CARE/Japan visited and followed up the project operations in Phra Nakhon Si Ayutthaya, Rayong and Samut Prakan Provinces. The participating schools welcomed CARE, and the Project's teacher advisors and participating students (who had been involved in the Project since Year 1) presented results of implementation over the past three years. New students also explained how they are being coached by their older peers. The presentations and discussion clearly showed that students are acquiring new vocational options, even as they continue with their full-time education. Some students have gained enough skills to apply to enterprises to earn supplemental income. An important skill that students were able to hone by participating in the Project is how to apply concepts or principles of STEM to enhance learning and outcomes. The teacher advisors observed how well the students are improving due to the Project. The students

are more responsible, punctual, and focused on studying in their routine classes. All the students are motivated to continue their education if given the opportunity.

Observations and suggestions

CARE/Japan observed that, for some enterprise groups, most of the participants were female (students and teacher advisors). Thus, they proposed that, in the next phase of the Project, there should be a greater focus on gender balance, and identifying activities/enterprises in which both male and female students feel comfortable joining.



Student presentations from the three participating provinces

Students were encouraged to publicly present results from participating in the Project to give them experience in formal presentation and to exchange experience from implementation. This included discussion of marketing of the student groups' products to develop students' marketing skills. The event was honored by the participation from CARE/Japan staff, executives from Nissan Co. Thailand, and members of the Nissan Asia Pacific School board, as well as entrepreneurs in Phra Nakhon Si Ayutthaya Province.

Results of the activity

The one-day activity allowed students from all three provinces to have an opportunity to meet, talk, and exchange the experience from past activities. This included the exchange of techniques (by both students and teachers) for selling products, production techniques, packaging development, and logo design. A total of 115 students participated in the event, and improved their skills. The Project provided a space for presentation of the enterprise groups, and the students' products received attention from more than 400 participants who visited and bought products in the

event. While the duration of the activity was only one day, the students, teachers, and outside participants from various sectors appreciated this “mini-expo,” and agreed that this type of activity should be held again if there is a chance.

Recommendations

The duration of the one-day event was quite compressed. Thus, the students did not have enough time or opportunity to sell all their products. However, it has been proposed to rotate this mini-expo among each participating province (as recommended by the teachers and students). The Project staff agreed to consider this proposal for implementation in the next phase. One idea is to arrange in an area where the students can sell products all day long, including inviting professional entrepreneurs from outside to give advice to student on their products. Another suggestion was to promote links between schools and stores or outlets to carry the student products on a continuous basis, through profit-sharing arrangements.





Khun Sunitta Pao-in is a member of the board of Wat Suwannarangsana School. She is 57 years old, and is a private businessperson. She is also the chair of the Community Savings Group. She described how the Savings Group gave support to the school, such as supporting musical instruments, baking tools, etc., as per requests from the school. In addition, in her role as an educational institution board member, she visited and supported the students' enterprises, especially the bakery. She said that the students' banana cake tastes better than those bought at department stores or convenience stores.

When asked about how she got to know about this Project, Khun Sunitta said she had known about the Project since the beginning, three years ago. That is because the Project was discussed during a meeting of the school board. One teacher (K. Praphun) and the school headmaster described the Project concept, and how it could develop both students and of teachers, while producing useful products for the community. Indeed, Khun Sunitta's village has a coffee shop business which orders baked goods from the student bakery to be sold at the shop.

The obvious impact of the Project is that students learn while earning supplemental income. They acquire skills to build upon, and train to pursue an actual career. Khun Sunitta believes that only providing classroom learning will not produce enough life skills to apply in today's labor market. Making a living is harder for someone who has not already learned practical skills by trial and error. When students have free time on weekends, they can sell their products and earn money. If the students or teachers encounter problems with their enterprise, the community will help out, such as teaching about planting kitchen gardens or baking, or the local village health volunteer can teach students about medicinal herbs and help support student products.

Khun Sunitta said that she would like to see the school develop its own brand for student products, with attractive packaging and professional marketing to boost sales for the products. This will instill

pride for students. During community meetings, there is always some discussion about how to better help support the products from students and build on the Project achievements. But it is not just about sales. The goal is to encourage youth to take more responsibility for their lives and potential livelihoods. They learn about how to achieve customer loyalty, maintain product quality, acquire leadership skills, become appropriately assertive, and work with people in the community to find places to sell products. For example, when there is a festival or public event in the community, the organizers will set aside a corner for selling student products. Local merchants help out by accepting the student products to sell in their stores.

Self-development through enterprise group projects



Nattabut Suwan is a student in High School Grade 3 at Thairat Wittaya School 108 (Ban Samnak Thong), . She is 15 years old and has participated in the project with the Raks Thai Foundation for three years. Lately, Khun Nattabut chose to work on the Anchan Fresh Milk enterprise because she observed that too many students consume unhealthy drinks.

Thus, she thought that having an herbal drink should sell better if it tasted good as well. Her group holds sales of their herbal drink product every Tuesday and, so far, the group has received a fairly good response. She and her team divide up the duties among the group, such as boiling water, gathering the Anchan flowers, setting up the product stand, buying ice, checking the stocks, and managing sales. She feels quite pleased to join the Project because she is learning a career skill that can be put into practice, while still in school full-time. She also earns extra income, and that can help ease the financial burden of her parents. She has learned to take more responsibility for herself, be ethical in working with team members, know how to plan efficiently, and apply her experience from the Project in everyday life.

In the future, Khun Nattabut wants to study marketing, since she is interested in trying new approaches to a variety of products. She wants to find ways to match products with consumers, and learn how to create customer loyalty. She wants to learn how to optimize an enterprise. Khun

Nattabut was most satisfied by her team's ability to sell their products. She was able to learn about consumer preferences and how to advertise effectively. Her team also conducted surveys of customer satisfaction to gain suggestions on how to improve the products.

Khun Nattabut said that participating in this Project gave her lots of experience and helped her develop in many areas, such as being able to make plans with friends, working as a team, learning the importance of ethical practices, gaining confidence to speak her mind, and always being determined to gain new knowledge in order to develop products, e.g., by researching on-line via various social media platforms or consulting knowledgeable people like teachers, student advisors, or parents/guardians. Khun Nattabut realizes that all these attributes are the essence of a good leader and leadership. This awareness echoes the training she received in the youth leadership camp organized by Raks Thai.

YLD interview at Wat Sriwaree Noi School

Kannika Manop, a student at Wat Sriwaree Noi School



After learning about the Project, Khun Kannika was eager to join, in order to gain valuable knowledge and skills. She applied her training to create and refine a recipe for baking food together with the teachers and her peers in the enterprise group. All of them gained practical knowledge and made good use of their free time. They also made friends with students from other schools. The enterprise has

generated revenue for Khun Kannika, and built her confidence to think independently, and have the confidence to strive to achieve more and try new things. Some youth were reluctant to be a team leader. However, after the Project training they realized that they have the potential and ability to be a leader, as long as they apply their knowledge and skills in the right way. The team work has helped the students understand how to divide duties to achieve the optimal participation and outcomes of the team. When problems arise, the team is able to tackle them right away. When difficult problems arise, the team can consult the teacher advisor to find a solution together. The

Project encourages students to make productive use of free time and spend constructive time with friends in the team setting.

Tanakorn Chidnok, a student at Wat Sriwaree Noi School



Before participating in the Project activity, Khun Tanakorn was not interested in much of anything. But after joining the Project, he actively devoted himself to the enterprise with his team members. Initially, his group made cupcakes for sale but encountered problems in using some ingredients, such as flour that was not soft enough. Thus, the group changed to make steamed meatballs instead. This enterprise worked out better. The team members learned to be more responsible, work

efficiently as a team, and divide duties appropriately. Khun Tanakorn was responsible for collecting and washing equipment, and he applied STEM principles in his enterprise work. He was also able to make extra income while still being in school full-time.

Wirat Kamkhunthot, teacher at Wat Sriwaree Noi School



Before the Project training, Khun Wirat still did not understand the purpose or goal of the Project. After Khun Wirat understood that the Project aimed to build capacity of the students in ways that could not be easily achieved in the classroom, he became more interested and wanted to join. He also wanted the students to use their free time for more productive activities. Khun Wirat was

impressed by how active the students were in participating in their enterprise teams. He saw how they applied practical skills, and learned from trial and error. At first, some products were not successful. However, over time, the process became more systematic and productive. What is more, the student had fun while learning. They were learning how to think more independently, and that helped them to constantly improve their products. Many of these improvements occurred naturally by participating in the Project activities. In other words, the teacher did not have to lecture

or tell the students what to learn or how to behave. This reflected a gain in the students' sense of responsibility to themselves and each other. They also learned how to divide the labor in a systematic way to maximize efficiency of the group. Some students were shy before joining the Project. However, after the training and participation in the Project activities, they became more assertive and out-spoken – in good ways. This confidence helped boost participation and inspire creativity of the student enterprise activity.

Finally, Khun Wirat wanted to add that he would like to see all high schools offer projects like this. That is because many students may have to transfer to new schools during or between the school year. However, if all schools offered a project like this, then the learning could be sustained wherever the students end up. This will require increased budget allocation, of course. There is also a need to increase the number of trainers to coach the student enterprise groups.