

Improving Leadership and Occupational Skills of Underprivileged Teenagers in the Youth Leadership Development Programs in the Kumphawapi District of Udon Thani, Thailand

An Interactive Qualifying Project and Science and Social Project Submitted for Fulfillment of the Requirements for the Degree of Bachelor of Science at Worcester Polytechnic Institute and Faculty of Science in Applied Chemistry at Chulalongkorn University:

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AUTHORSHIP

We divided each section of the paper among all group members. For the initial draft of the background, Ellen, Doreet, Kanyanok, and Kuljira wrote 2.1, while Lindsay, Sureeporn, Panupong, and Amanda wrote 2.2. For the initial draft of methodology, Kuljira and Doreet wrote 3.1, Amanda and Sureeporn wrote 3.2, Panupong and Lindsay wrote 3.3, and Ellen and Kanyanok wrote 3.4. For the results and recommendations, each member wrote one to two findings and recommendations. The introduction and conclusion were written as an entire group. However, all of the sections originally written have been revised and their focus has changed several times. Because of the multiple revisions, our group believes an authorship table would not justify the work all members contributed to each section since all edited the entire paper.

ABSTRACT

The Raks Thai Foundation's Youth Leadership Development (YLD) program instills leadership and occupational skills in underprivileged teenagers in the Kumphawapi District of Udon Thani, Thailand, however it has not fully developed. Our goal was to enhance the presence of these skills by evaluating teaching resources and marketing channels for local schools participating in the program. We interviewed teachers, guardians, students, customers, and vendors to create a program guide, which provides basic business concepts and activities to teach students skills they need to thrive in Udon Thani.

ACKNOWLEDGEMENTS

We would like to thank the following individuals and organizations that supported our team and contributed to the success and completion of our project.

First, we would like to thank our sponsor, the Raks Thai Foundation, for giving us the opportunity to work on this project to help develop the leadership and occupational skills of underprivileged teenagers in the Kumphawapi District of Udon Thani. More specifically, we would like to thank Mr. Tanaphong Surakai, director of the Udon Thani Raks Thai Foundation center, and Ms. Kronwalee Charoenyai, a Rak Thai Foundation personnel, for clarifying our project goals, scheduling our interviews at the six schools, and facilitating our trips to Udon Thani.

Second, we would like to thank the principals, teachers, students, and guardians at Nong Daeng Witthayodom School, Ban Dong Noi School, Ban Pa Ko School, Ban Wa Pee School, Ban Non Som Boon School, and Ban Na Dee Sang Bong School for participating in our interviews and arranging visits. In addition, we would like to thank the vendors and customers at the Red Lotus Sea Market for taking the time to answer our questions about the students' products.

Last but not least, we would like to thank our advisors, Dr. Panuwat Padungros of Chulalongkorn University and Dr. Svetlana Nikitina and Dr. Seth Tuler of Worcester Polytechnic Institute, for their guidance, feedback, and support throughout our project. Additionally, we would like to thank Chulalongkorn University and Worcester Polytechnic Institute for this opportunity to work on this project through their partnership.

EXECUTIVE SUMMARY

INTRODUCTION

In addition to migration worldwide, in 2006, a study showed that among 474,833 Northeast Thailand migrants, 256,754 of them had migrated to Bangkok (Sricharoen, 2013). From those who migrate, a study about teenagers in Thailand found that teenagers may drop out of school and migrate for reasons including the need to stay with parents wherever they go, poverty, or family issues (Vithayakorn, 2009). Specifically, in northeast Thailand areas, including Udon Thani, these teenagers are more likely to drop out of school before graduation and possibly migrate to larger communities (Vithayakorn, 2009). Migration to larger cities could potentially increase the number of the teenagers getting involved in risky behavior such as engaging in drugs use or working in the illegal service sector, such as prostitution (Reeler, 2001). If underprivileged teenagers do not leave home, a study has shown that 1 in 3 teens in northeastern Thailand are left without their parents (Keenapan & Thomas, 2014). Without parental guidance, some teenagers in Udon Thani will skip class to engage in sexual activities at “Nong Prajak,” the main attraction of Udon Thani (ทิพย์นภา คำคุณ, 2015). Also drug use is another negative adolescent behavior and in a study of everyday fears of children in southern Thailand, one 11-year-old boy was quoted saying “It is very hard to find any teens in my community who do not use drugs” (UNICEF, 2008, p.24). These negative behaviors can be caused by a lack of parental support and guidance, limited educational opportunities, as well as social pressures, which may hinder their future on a daily basis.

Underprivileged teenagers in the Kumphawapi District of the Udon Thani Province in Thailand lack educational support, positive family influences, and meaningful jobs options (Sricharoen, 2013). To overcome these challenges, the Raks Thai Foundation implemented youth leadership development (YLD) programs in six schools (Raks Thai Foundation, 2011). The YLD programs focus on educational support, promotion of business, community enterprise, and leadership and occupational skill development for teenagers. In the programs, students create and sell a variety of products, such as wooden toys, key chains, organic fertilizers, and Thai desserts, however, the products are not being sold successfully. This hinders the development of important skills among teenagers, such as marketing, business, and communication. **The goal of this project is to promote the development of leadership and occupational skills and personal capacities of the underprivileged teenagers in the Kumphawapi District of Udon Thani by evaluating program curriculum, product marketing, and new ways to promote the youth development program.**

LITERATURE REVIEW

In order to develop an understanding of the context of our project, we researched topics including challenges that underprivileged teenagers face around the world and in Thailand, and characteristics of YLD programs that have been successful in the past.

The Challenges Underprivileged Teenagers Face

Underprivileged teenagers in the Kumphawapi District of the Udon Thani Province have few options for future employment or higher education opportunities (Sricharoen, 2013). This may negatively affect students because education can give them additional support and health education to divert them from getting involved in drug usage or other risky behaviors. Without educational support, underdeveloped skills can even hinder student’s access to employment and well-paid jobs (Bhalla & Luo, 2012). Students also need parental support because parental presence, bonding, and high expectations of teenagers have been found to be protective against emotional distress for adolescents (Resnick, Bearman, Blum, Bauman, Harris, et al., 1997). Lastly, lacking of employment options outside of family farms and businesses limits the opportunities teenagers have to obtain high income and steady jobs. With few employment prospects in this area of the country, residents are often forced to work in family businesses, such as farms (Sricharoen, 2013). Due to limited jobs in Northeast Province in Thailand, underprivileged teenagers may end up using drugs, having low-income jobs, or migrating into larger cities such as Bangkok and Chiang Mai.

Important Approaches for Youth Development Programs

Youth development programs give underprivileged teenagers the opportunity and support to overcome their hardships and learn valuable skills for their future. The following five factors hold particular promise for the success of youth development programs:

1. *Obtaining Guardian Support:* Guardians that have faced economic hardships often have higher expectations of their children and believe their children should achieve better grades to meet their expectations and higher education opportunities. Therefore, Thai guardians often want their children to work more on academics than vocational skills, so it is important to receive their support through informing them of the YLD program's purpose.
2. *Creating a Strong Mission Statement:* When powerful mission statements convey the program's purpose to those that participate, staff motivation, satisfaction, empowerment, organizational alignment, and vision communication may improve (Kantabutra & Avery, 2010).
3. *Unifying Teacher Resources and Trainings:* Unified teacher resources and trainings help to ensure that staff will be prepared to facilitate a positive youth development program and therefore will greatly impact the development of the participants' skills (National 4-H Council, 2015).
4. *Incorporating Student Interests:* Providing multiple options for youth development activities can help students stay engaged while learning skills, such as responsibility, time management, and confidence (O'Donnell & Coe-Regan, 2006).
5. *Selling Products:* Creating and selling products helps students learn how to manage their money, time, and resources (Rogoff, Topping, Baker-Sennett, & Lacasa, 2002).

Using these five factors instrumental in the success of the YLD programs, the goal of our project is to increase the leadership and occupational skills of underprivileged teenagers participating in the six YLD programs in the Kumphawapi District of Udon Thani.

METHODOLOGY

As part of Raks Thai Foundation's initiative to improve the youth development program, we investigated ways to improve different aspects of the program by completing three objectives:

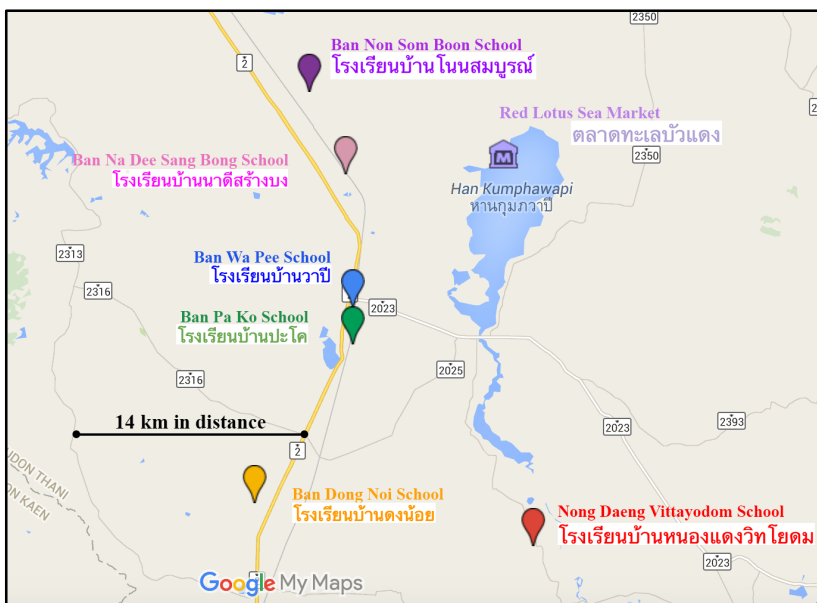
1. **Evaluating** current program curriculum in terms of teacher and student knowledge of program purpose, product development, and basic business skills.
2. **Determining** guardian support and knowledge of the program purpose.

3. **Determining** consumer demand for products and what affects sales of products.

In order to complete objective 1, we interviewed 20 teachers and 35 students between fourth and twelfth grades at the six schools currently participating in the YLD programs at the six schools. The figure to the left shows the names and locations of the six schools.

The teacher interview questions were focused on what they thought the program purpose was, what skills they thought the students had gained, and how they taught how to price, how to advertise, and other basic business skills. The student interviews were

focused on what their understanding of the program was and what skills they thought they have gained. When collecting data for objective 2, we interviewed 12 guardians at five schools. Our interview questions were focused on learning the guardian's opinions on the YLD program and how much they knew about the program's logistics and purpose. The purpose of these interviews was to gauge the guardians' understanding of the program and what parts of the program they supported. We did this to



determine if their opinions were hindering the student's involvement and interest in the program or not. To complete the third objective, we interviewed 11 vendors and 10 customers at the Red Lotus Sea Market in the Kumphawapi District, also shown in the map above. The purpose of the interviews with the vendors was to gauge whether the students could sell their non-edible products in the Red Lotus Sea Market. In separate interviews with consumers, we asked what types of products they were interested in buying at the market as well as their opinions on the quality of the samples of student-made products. We interviewed the customers to gain insight into what they were looking for when they went to the market to buy products. We organized our interview data by content analysis, SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and the 4 P's of marketing analysis (Product, Price, Place, Promotion). Our analytical techniques were chosen to best fit the responses of each stakeholder interviewed.

RESULTS

Analysis of our interviews with the teachers, students, guardians, vendors, and customers led us to several findings. We grouped the results into findings regarding the YLD programs performance and findings for a potential market for the students' products.

Findings on the YLD Programs Performance

1. *Each of the YLD schools are at different stages of development and teachers suggested sharing information between schools as a way to improve the programs.*
2. *Students, teachers, and guardians generally support the program because they are able to see the students gaining leadership and occupational skills that can help them in their future.*
3. *Many students, teachers, and guardians do not have a clear understanding of the connection between the program's purpose and the skills students gain.*
4. *Teachers participating in the YLD program want new instructional resources that effectively increase student's skills in business.*
5. *The YLD program needs a variety of activities that engage students.*

Findings for a Potential Market for the Students' Products

6. *The Red Lotus Sea Market is a suitable place for students to sell their products because of its close proximity to all six schools, its high sales season, and because it mainly attracts tourists.*
7. *The Red Lotus Sea customers (tourists) are more willing to buy non-edible products.*
8. *Customers are more willing to purchase handicraft products that represent Red Lotus Sea and are made by students.*

RECOMMENDATIONS

The team proposed 10 recommendations for the Raks Thai Foundation. We grouped the recommendations into recommendations to improve the youth development program, recommendations for the products' marketing channel, and recommendations for future projects. In conjunction with our recommendations we created a program guide as a deliverable that provides teacher resources for all six schools and includes a program mission statement, instructions on how to sell products, instructions on how to advertise, and other instructional material for teachers to teach basic business skills to students.

Recommendations to Improve the Youth Development Program

1. *Teachers should share instructional resources between all YLD schools in order to maximize students' skills.*

In order to unify the teacher resources, the schools should have an orientation at the beginning of the academic year with teachers and students' representatives, implement our program guide that provides additional resources to teachers, and setup official online media, such as Facebook and Line for communication purposes. These shared resources will ensure that all the schools have the ability to excel to the next stage of development, referenced in *Finding 1*.

2. *Raks Thai Foundations should convey the program's mission statement to the teachers, guardians, and students in order to reinforce the purpose and the skills the students should gain.*

Our proposed mission statement, as included in the program guide, is: *To inspire and empower youth to seek higher education and success in jobs by instilling leadership and confidence in them.* The mission

statement can be conveyed through posters and brochures and examples are included in our program guide.

3. *Raks Thai Foundation should increase the teacher's instructional resources and knowledge of marketing and business, and therefore increase the students' knowledge in these areas.*

Some teachers had more business and marketing knowledge than others, but most of the teachers that participate in the YLD program lacked knowledge and resources to effectively teach basic business skills to students. Our program guide contains information about marketing, pricing, selling techniques, how to find a market to sell goods, accounting, and packaging. In accordance with *Recommendation 1*, teachers with more knowledge in these areas are encouraged to share their knowledge with other schools and in the program guide.

4. *Teachers should create new and innovative activities that engage and inspire the students to continuously be interested in the program.*

We have included innovative activities in our program guide that can be used in the lessons mentioned in *Recommendation 3*. We also recommend the use of videos, computer games, crossword puzzles, singing songs, and field trips as ways to engage students in different ways.

5. *Teachers should update the guardians on the program's progress and logistics.*

The schools should update their current orientation for guardians and incorporate take-home resources such as brochures or newsletters.

Recommendations for the Products' Marketing Channel

6. *Students should sell their products at the Red Lotus Sea Market.*

Due to the Red Lotus Sea Market's relative closeness to all six schools, tourist customer base, and high sales season, students should sell their non-edible products there. We have provided contact and location information for a vendor who is willing to give space to the students to sell their products.

7. *Students should create products that represent the Red Lotus Sea.*

Because the customer base at the Red Lotus Sea included mainly tourists interested in products that represent the Red Lotus Sea, students should create products with the Red Lotus Sea symbolism reflecting the red lotus color or shape.

8. *Students should advertise that they made the products in local YLD programs in order to attract customer attention.*

Since customers were more likely to buy products if they were in support of a cause, students should create advertisements, such as posters and labels, or make products at the table in the market, in order to attract more customers and thus increase the sales of the products. Product posters and label examples are included in our program guide.

Recommendations for Future Projects

9. *The Raks Thai Foundation should periodically assess if the program guide and new market channel impact the development of students' skills.*

The Raks Thai Foundation should create a checklist to assess the improvements within the program and any important impacts that the program guide and new market channel has made after a year of implementation. Categories to assess may include: how many students know how to price products, how many students know how to sell their goods, whether the students are more confident selling their products, whether the students are able to advertise their products to customers, etc.

10. *Upon the success of the program guide implementation, the administration of each YLD school should develop a teacher incentive program.*

Because our program guide requires the teachers to use additional instructional material and many of the teachers are already busy with their class work, we hope that this recommendation will make teachers feel appreciated and will encourage them to excel within the program.

11. *Raks Thai Foundation should create a plan that includes steps and milestones for schools to reach to become independent from Raks Thai Foundation.*

This plan should incorporate the program guide and introduce a timeline for schools to follow in order to become independent of funding from Merck Thailand or the Raks Thai Foundation. This will free that Raks Thai Foundation's funding so that other schools have the opportunity to join and transform into a successful YLD school.

PROJECT CONCLUSION

The goal of this project was to provide the schools involved in the Youth Leadership Development program additional resources and recommendations to improve the leadership and occupational skills of underprivileged teenagers in the Kumphawapi District of Udon Thani, Thailand. We found that students, teachers, and guardians in the program did not fully understand its purpose and needed more resources to grasp that the program's goal is to inspire students to seek higher education and successful jobs. We created a program guide for teachers to learn the mission statement and have basic marketing teaching resources to reference when teaching the leadership and occupational skills to the underprivileged teenagers.

Underprivileged teenagers often face economic hardships, lack parental support, higher educational options, and job opportunities. Youth development programs have been successful in empowering underprivileged teenagers by instilling leadership and confidence in them. The skills teenagers gain in these programs inspire them to overcome their hardships and to seek higher education or achieve better paying jobs. All six of the programs in the schools we have analyzed are different from each other and from YLD schools' worldwide; however, they all give teenagers the freedom to develop their skills individually and pursue their own path for a successful future.

PERSONAL CONCLUSION

Over the course of the past 14 weeks, our team has come a long way, from writing our initial proposal at WPI to submitting our final paper in Thailand. As a team, we have grown professionally, while becoming more organized, presentable, confident, and responsible. With the stress of conducting research and changing our project goal and objectives this term, we have learned to think critically, manage our time, and communicate effectively. Additionally, experiencing Thai culture has affected us personally, making us each more considerate and respectful of each other.

As for our Thai partners, they “ได้เรียนรู้การนำวิธีการทางวิทยาศาสตร์มาประยุกต์ใช้เพื่อช่วยเหลือสังคม และได้เรียนรู้ที่จะทำงานร่วมกับเพื่อนร่วมงานที่มาจากต่างเชื้อชาติ ต่างภาษา และต่างวัฒนธรรม,” which translates to: learned how to use science methods to help society and how to adapt to work with people from another background, language, and culture.

We are so thankful to have had this opportunity to experience a new culture and to work on this project with Thai students. We are confident that we have made friendships that will last and that we will continue to grow the skills we have developed throughout this project.

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1. INTRODUCTION

Globally underprivileged teenagers, who lack parental guidance, higher educational opportunities and have limited future employment in their cities, are vulnerable to behavioral problems and migration to larger cities. With limited opportunities for higher education and employment options in their villages, many teenagers may leave to seek independence and start a new life in a place where jobs are more easily available, such as in cities (Kyaing, 2012). According to the United Nations International Children's Emergency Fund (UNICEF), there are over 214 million migrants living outside their country of birth today and currently, sixty percent of the migrants under twenty are teenagers (Saab, Hovy, & Nuguid, 2010). Even if teenagers do not leave home, their parents may often migrate for work, leaving them alone (ICMHD, 2013). Some children have said that it is "terrible," "sad," "very hard," and "painful" when their parents migrate for work (Duque-Paramo, 2012, p. 481). Without their parents' support and guidance, they are more susceptible to drug or substance abuse (Nola Mokeyane, 2016). For example, "tobacco is often the first substance used by children and youth, with an estimated 20 per cent of young smokers worldwide beginning before the age of 10" (United Nations, 2004, p.154). These teenagers who involve themselves in substance abuse or migrate from home are often susceptible to these problems because of their lack of parental guidance, educational opportunities, and employment options.

In addition to migration worldwide, a study showed that among 474,833 Northeast Thailand migrants, 256,754 of them had migrated to Bangkok (Sricharoen, 2013). From those who migrated, a study about teenagers in Thailand found that teens may drop out of school and migrate for reasons including the need to stay with parents wherever they go, poverty, or family issues (Vithayakorn, 2009). Specifically, in northeast Thailand areas, including Udon Thani, these teenagers are more likely to drop out of school before graduation and possibly migrate to larger communities (Vithayakorn, 2009). Migration to larger cities could potentially increase the number of the teenagers getting involved in risky behavior such as engaging in drugs use or working in the illegal service sector, such as prostitution (Reeler, 2001). If underprivileged teenagers do not leave home, a study has shown that 1 in 3 teens in northeastern Thailand are left without their parents (Keenapan & Thomas, 2014). Without parental guidance, some teenagers in Udon Thani will skip class to engage in sexual activities at "Nong Prajak," the main attraction of Udon Thani (ทิพย์นภา คำคุณ, 2015). In addition, drug use is another negative adolescent behavior and in a study of everyday fears of children in southern Thailand, one 11-year-old boy was quoted saying "It is very hard to find any teens in my community who do not use drugs" (UNICEF, 2008, p.24). These negative behaviors can be caused by a lack of parental support and guidance, limited educational opportunities, and social pressures that may hinder their future on a daily basis.

Through social response to the challenges underprivileged teenagers face, many organizations worldwide have created programs that help support and assist teens in developing leadership and occupational skills, such as responsibility, time management, and confidence. More specifically, the Girl Scouts in America teaches skills such as goal setting, decision-making, problem solving, money management, effective communication, and business ethics through the use of a successful cookie selling program (Rogoff, Topping, Baker-Sennett, & Lacasa, 2002). The Youth Men's Christian Association (YMCA) helps to support and assist teens in developing leadership and occupational skills by allowing students to choose the program activities they are most interested in (O'Donnell & Coe-Regan, 2006). Overall, parental support and teaching specific skills have proven to be important in the development of leadership and occupational skills in youth (Lockheed, Fuller, & Nyirongo, 1989).

The Raks Thai Foundation, in conjunction with funding from Merck Thailand, has created a youth leadership development (YLD) program in six schools in the Kumphawapi District of Udon Thani, to promote leadership, occupational, and business skills in students. The YLD programs focus on educational support, promotion of business, community enterprise, and leadership and occupational skill development for teenagers. In the program, students create edible and nonedible products, such as Thai desserts, reed mats, and seed handicrafts and sell them in local markets (Raks Thai Foundation, 2011). However, the program's success has been limited by the sales of non-edible products and the business knowledge of teachers and students (Surakai, personal communication, 2016).

The goal of our project was to improve the development of leadership and occupational skills of underprivileged teenagers in the Kumphawapi District of Udon Thani, by providing additional

teaching resources and identifying a marketing channel for the student’s products. To achieve this goal, we *evaluated the current program curriculum* in terms of teacher and student knowledge of program purpose, product development, and basic business skills; *determined guardian support and knowledge* of the program purpose; and *determined consumer demand* for products and what affects the sales of products. After determining trends in the data collected from our interviews, we created a program guide that provides teacher resources for all six schools, and includes instructional material on how to teach basic business skills. This guide will enable the students to further develop their marketing skills and apply the skills at the Red Lotus Sea Market.

2. LITERATURE REVIEW

In this chapter, we began with a brief overview of underprivileged teenagers in the Kumphawapi District, the risk factors that teenagers face, and the influence that their behavioral problems can have on themselves and their community. Youth development programs have been used all over the world to address these issues. We have described the Raks Thai Foundations current YLD program and discussed positive characteristics of youth development programs that include: the need for parental support, a strong mission statement, teacher support and trainings, and incorporating youth interest into activities.

2.1 The Challenges Underprivileged Teenagers Face

Underprivileged teenagers in the Kumphawapi District of Udon Thani Province have few options for future employment or higher education opportunities due to a lack of educational support, a lack of positive family influences, and limited jobs options (Sricharoen, 2013). Due to their limited options in the Kumphawapi District, the teenagers are vulnerable to migration to larger cities in the hopes of having more employment opportunities and freedom (Sricharoen, 2013). If teenagers do choose to migrate to larger cities, there is a possibility for them to get involved in risky behaviors such as engaging in drug use or working in an illegal service sector, such as prostitution, because those services are more readily available to people in larger cities than they are in smaller districts such as Kumphawapi (Reeler, 2001). Although not all teenagers choose to migrate, those that stay in Udon Thani may still fall to peer pressure, become involved drugs, and other negative pressures (Momen & Kanato, 2011). This section describes how underprivileged teenagers that cannot overcome the challenges they face in Udon Thani, may become involved in drugs locally or may migrate to larger cities. This is summarized in Figure 1 below.

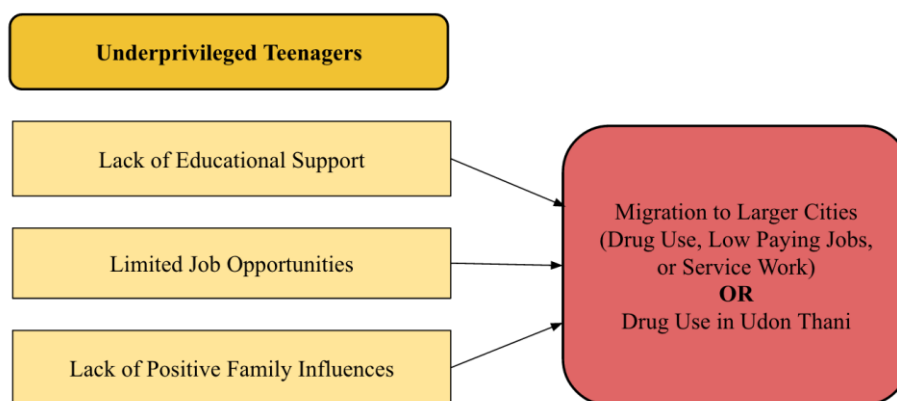


Figure 1: Framework showing the relationship between limitations of underprivileged teenagers and possible risky situations that they may face in Udon Thani or following migration to larger cities.

2.1.1 Lack of Educational Support

Education can give students necessary support and health education to divert them from becoming involved in drugs or other risky behaviors. Without educational support, underprivileged students may develop low self-esteem and behavioral problems such as drug use, sexual outbreaks,

prostitution, and suicidal thoughts (MudLake, 2013). In addition to evidence that lack of educational support can cause negative behavioral problems, a study completed in Udon Thani revealed that, “adolescents with lower education [had] a chance to use club drugs 3.7 times more than those with higher education” in 2011 (Momen & Kanato, 2011, para. 15). Not only does this information show that drug use is a prevalent problem in teenagers in Udon Thani, but there is a correlation in Udon Thani with drug abuse and educational level (Momen & Kanato, 2011).

In addition to behavioral problems, evidence has shown that the students in Thailand that lack educational support are often at risk of lower reading and writing skill development (Suthatip, 2015). Therefore, inadequate education can impede Thai students’ basic skill development. Underdeveloped skills can hinder student’s access to employment and well-paid jobs (Bhalla & Luo, 2012), which can lead to them migrating to larger cities such as Bangkok or Chiang Mai where employment may be easier to find (Sricharoen, 2013).

2.1.2 Economic Hardship and Limited Jobs Opportunities

The main cause of migration in Thailand is economic factors, which include poverty, lack of employment, and low-income (Sricharoen, 2013). A study completed on migration from Northeast Thailand to Bangkok determined that up to 46.04% of migrants initially had agricultural jobs (Sricharoen, 2013), where their income was “around 50 percent less than those in Bangkok” (World Bank, 2005, p. 22). Having few employment options outside of family farms and businesses limits the opportunities teenagers have to obtain high income and steady jobs. In Udon Thani, most jobs, such as public transportation work and selling agricultural and local products, have a low monthly income and may be inconsistent over time (Kyaing, 2012). Due to a low-income from agricultural jobs, unemployment, and underemployment, some people believe that they may be able to find better jobs in larger cities (Kyaing, 2012). The jobs underprivileged teenagers may now end up obtaining may require low-skill labor such as factory workers or prostitution (Merck Thailand & Raks Thai Foundation, 2013). Therefore, the issue of finding a job and earning enough money in the Kumphawapi District may lead to teenagers to move away to larger cities where they will feel they will have more opportunities for employment so that they can provide for themselves. Although this may be the case, studies show that there may be an association between migration and risky behaviors. In a study on risky behaviors in Thai migrants in Bangkok, “there was a marginally significant trend towards a higher prevalence of hazardous/harmful drinking among migrants” (Jirapramukpitak, Prince, & Harpham, 2008, p.5). Therefore, even if opportunities for economic success may be more plentiful in larger cities, migration may still not solve the problems people are trying to escape.

2.1.3 Lack of Positive Family Influences

In a family dynamic parents serve as the main role models for their children by being involved in their life and setting examples with their attitude and behavior within the family environment (Nola Mokeyane, 2016). Therefore, children of single parents are at a disadvantage because they only have the potential for a one parental role model. In a study of children raised by single mothers, evidence showed that the children were more likely to have damaging long-term consequences that would lead them towards less economic security and living in deprived areas because of less attention and guidance (Nola Mokeyane, 2016). Single parents have to spend their time fighting for financial survival and often they cannot give the time nourishing time their children need during adolescence. In addition, a two-year study of drug users in Udon Thani and their influences revealed that the chance of an adolescent with single parents to become involved with club drugs is 16.1 times higher than students with married parents (Momen & Kanato, 2011). With only one parental caretaker to provide money for the family and to act as a role model, teenagers have the opportunity to turn to other sources for money and role models which can increase the likelihood of them choosing riskier forms of employment, like prostitution, or becoming involved in drugs. Overall, parental presence, bonding, and high expectations of their teenagers have been found to be protective against emotional distress for adolescents (Resnick et al., 1997). To contrast, evidence shows that ineffective parenting can lead to children having behavioral problems, delinquency, criminality, or academic problems (Nola Mokeyane, 2016). According to a study on the Yangkon Wit Elementary School in Udon Thani, teenagers that have negative family environments, such as poverty, living with single parents or having weak family relationships, are likely to have mental problems, therefore they may need advice on personal problems,

occupational options, educational decisions, and adaptability skills (Nola Mokeyane, 2016). Additionally, family conflict and the quest for independence sometimes lead to migration, especially of those in the younger generation (Kyaing, 2012). Family influences can therefore affect teenagers from having proper role models and from avoiding risky behaviors such as drug use in their homes or the cities they may migrate to find independence.

2.2. Youth Leadership Development Program in Thailand

Youth leadership development programs help underprivileged teenagers overcome their challenges to obtain higher education and better paying jobs, which visually can be seen in Figure 2.

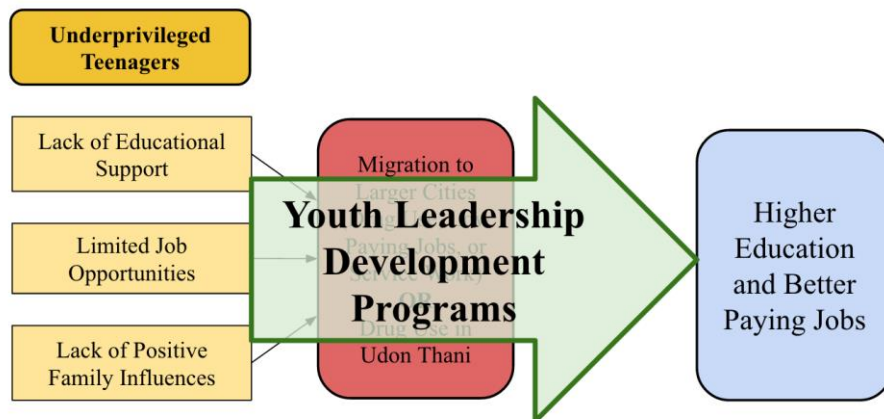


Figure 2: Visual showing how youth leadership development programs help underprivileged teens overcome challenges to obtain higher education and better paying jobs.

To help underprivileged teenagers, and increase the prosperity of Northeastern citizens, the Raks Thai Foundation funded by Merck Thailand created a Youth Leadership Development, YLD, program to increase the leadership and occupational skills of teenagers in the Kumphawapi District (Merck Thailand & Raks Thai Foundation, 2013). This YLD program curriculum was implemented at six model schools to aid youth in gaining occupational skills and obtaining viable jobs in the future. The six schools included one high school and five extended opportunity schools. The Raks Thai Foundation's program currently consists of students creating and selling a variety of products, such as wooden handicrafts, keychains, reed mats, baskets, organic fertilizers, spring rolls, and Thai desserts (Surakai, 2016). The purpose of the program is not for students to just make these products, but for them to gain leadership and occupational skills as they learn how to make and how to sell the products. However, the program has not been successful in selling non-edible products, and therefore the Raks Thai Foundation's mission of empowering impoverished groups is limited (Raks Thai Foundation, 2011).

2.3 Important Approaches for Youth Development Programs

Youth development programs give underprivileged teenagers the opportunity and support to overcome their lack of educational support, lack of positive family influences, and limited jobs option in order to learn valuable skills for their futures. This section discusses the positive contributions of youth programs in Thailand to the lives of underprivileged teenagers and gives additional global examples to support these positive contributions. First, we discuss how parent and guardian opinions of programs can influence student's participation. Next, we discuss how having a strong mission statement, consistent teacher trainings, and incorporation of student interest can help create a well-rounded youth development program. Finally, we discuss why successfully selling products in youth development programs can be beneficial to the development of student's skills. All of these best practices are summarized in Figure 3 below.

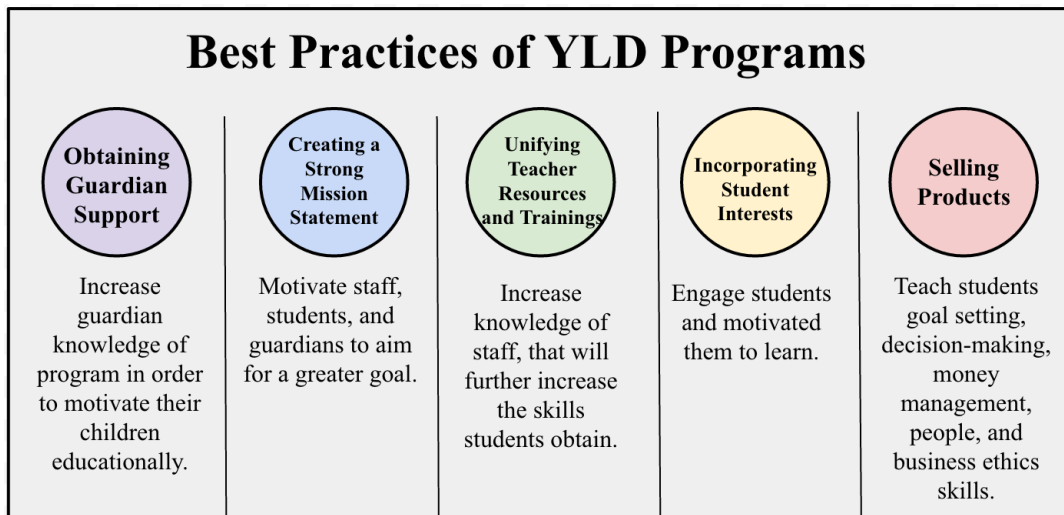


Figure 3: Best practices of youth development programs gathered from evidence in the literature and their potential contribution to the positive development of a program.

2.3.1 Obtaining Guardian Support

School teachers may benefit from educating guardians about what students can gain from youth development programs, including the skills needed for obtaining jobs in the future (Reagor & Rehm, 1995). Through this communication, guardians may build their understanding and support for a program and encourage their children to do the same. Guardians in Thailand that face economic hardships often have higher expectations for what their children should learn, such as: math, science, reading and writing skills, because the guardians want their children to achieve better grades in the hopes of pursuing higher education opportunities (Williams, Archavanitkul, & Havanon, 1997). However, some schools in Udon Thani are considered extended opportunity schools, in which the curriculum is less academically based and more focused on vocational skill development (Surakai, personal communication, 2016); which five of the six schools in the YLD program are structured this way. Therefore, sharing information about the benefits of the YLD program is that much more important for the program's success because guardians may already be hesitant to the idea of extended schools focusing less on academics.

A study completed on the effects of parental support on student's achievements in Thailand, recommended that teachers and administrators provide informational material on the student's progress to their parents (Lockheed, Fuller, & Nyirongo, 1989). This study specified that the informational material must consider local conditions and educational decisions in order to gain the most support from guardians (Lockheed, Fuller, & Nyirongo, 1989). Having a promotional campaign about a program benefits can also be included to help gain this support. To further promote the YLD program to guardians in Thailand, teachers can use information from the Thai government's campaign, "Moderate Class More Knowledge," which decreases the amount of time spent on academics to allow more time in the school schedule for vocational programs (นวรรตน์ รามสุต, บัลลังก์ โวหิตเสถียร, 2015). A study had shown that many guardians and teachers supported the Thai government campaign because they had noticed that students that attended extended opportunity schools had better performance than those that attended normal high schools (Boonchuai, 1998).

2.3.2 Creating a Strong Mission Statement

With a strong mission statement, YLD programs can communicate their purpose to the teacher, parents, and students that participate along with the customers that buy the students' products. Having a strong mission statement is a beneficial way to convey any organization's vision or purpose. For example, a previous study on mission statements in retail stores in Bangkok showed that powerful mission statements that make a significant impact on the store's success possessed certain characteristics such as "conciseness, clarity, abstractness, challenge, future orientation, stability, and desirability or the ability to inspire" (Kantabutra & Avery, 2010, p.2). In this study, staff members and customers were asked about their satisfaction, and results showed that strong mission statements could

improve staff motivation, satisfaction, empowerment, organizational alignment, and vision communication. Similarly, a mission statement can motivate YLD staff and can better explain the purpose of the YLD program to the customers to gain understanding and support. No matter how diverse organizations are, all can use the mission statement to guide their success and goals within the organization. (Kantabutra & Avery, 2010)

2.3.3 Ensuring Consistency of Teacher Resources and Trainings

Studies have shown that program goals were more likely to be achieved when staff had an understanding of the program and proper methods to convey the program's purpose (Collins, Hill, & Miranda, 2008). Evidence also showed that when trainings included unified and appropriate resources, as well as retraining sessions, staff were prepared to facilitate positive youth development (National 4-H Council, 2015). In the case that centralized training was not possible, the 4-H club offered online training resources and webinars for staff to use, which effectively ensured that all staff were trained to the standards set by the 4-H club (National 4-H Council, 2015). In situations where webinars and online trainings were not feasible, paper copies of brochures, posters, or handbooks were used as a better option. By providing online resources, printable resources, or in person trainings, youth development programs can ensure that their mission is conveyed and staff is challenged to reflect on their work. To ensure trainings are effective, retraining sessions throughout the year can lead to improvements in facilitating and maintaining the goal of a program. For instance, the 4-H club staff were evaluated with written evaluations throughout the year, but volunteers, who were generally not as experienced as the staff, had to go through annual trainings to work with the 4-H club (National 4-H Council, 2015). Incorporating retraining sessions throughout a program period helped to ensure consistency between all teachers and staff facilitating the curriculum for the enrolled teenagers.

2.3.4 Incorporating Student Interest

Including student interest into a program curriculum can allow teens to feel more positive toward a program, which may increase their enrollment (Quinn, 1999). In order to cater a program to the various interests of different students, a program may provide multiple options for youth development activities. According to the study of the Youth Men's Christian Association (YMCA) on "low-income and culturally-diverse urban high school students," leadership, communication, team building, decision-making, and problem solving skills of the students could have been improved by providing them with a variety of class options for them to choose from (O'Donnell & Coe-Regan, 2006, p. 55). With a variety of class options, students are more likely to enjoy the lessons, recognize they are learning new materials, and benefit from the overall program (O'Donnell & Coe-Regan, 2006). Similar to the YMCA's program, Pfizer Thailand Foundation partnered with World Vision Foundation of Thailand (WVFT) to organize yearly young leadership camps in Thailand (WVFT, 2012). Pfizer's young leadership camp similarly promoted the individual participants' interest. At the Pfizer's young leadership camps, participants did activities that related to their career interests, in the hopes that they would teach "comprehensive learning skills through leadership development and take what they have learned to continue improving their lives" (WVFT, 2012, para. 2). Programs that include the student interest positively reflect the skills students' gain (O'Donnell & Coe-Regan, 2006), and are well received by the Thai participants (WVFT, 2012).

2.3.5 Selling Products

The Raks Thai Foundation YLD program involved the selling of edible and nonedible products by students involved in order to build leadership and occupational skills. Although producing and selling products is not part of all youth development programs, the Raks Thai Foundation YLD program has used it as a tool to teach these skills. Similar to the YLD program, Girl Scouts of America used selling products to build important life skills. The Girl Scouts of America currently sell millions of boxes of cookies a year, and 75 percent of their revenue gets circulated back into the development of their program, and the rest goes to producing the cookies (Girl Scouts, 2016). Their program's mission is for participants to *discover* who they are, what they care about, and what their talents are, *connect* with other people, locally and globally, and *take action* to do something to make the world a better place (Girl Scouts, 2016). In an analysis of the Girl Scouts cookies sales program, *Christian Science Monitor* quoted that "the sale is considered an important educational tool for teaching courtesy,

responsibility, goal setting, business principles, and safety” (Rogoff, Topping, Baker-Sennett, & Lacasa, 2002, p. 274). Girl Scouts also learn how to manage their money, time, and resources, which are all skills students in the YLD programs may gain as well (Rogoff, Topping, Baker-Sennett, & Lacasa, 2002). Selling products helps to teach Girls Scouts and students in the YLD program various occupational and leadership skills.

In addition to these leadership and occupational skills helping students sell products, research has also shown that in order to increase the sales of products in tourist areas of Asian countries, the products must have qualities that customers are attracted to (Lee, Kim, Seock, & Cho, 2009). In a study done on cross-cultural marketing in Korea, most Asian tourists were found looking for souvenirs that represented visual signals, colors, and artifacts of the specific culture or location the souvenir was purchased at (Lee, Kim, Seock, & Cho, 2009). Tourists in the study also highlighted that they are attracted to products that were authentic and were made by a local Northeast Asian craftsperson or company (Lee, Kim, Seock, & Cho, 2009). Even though, it is crucial for the students to learn leadership and occupational skills with YLD programs, they also need to know what the consumers want, what products will sell for, and how to sell these products in order to learn about useful skills that they can use in future jobs.

2.4 Conclusion

Through our background research, we have learned the benefits and needs for youth development programs in rural communities. These programs provided the structure and resources to underprivileged teenagers in order to divert their behavior towards positive outcomes. We developed the knowledge and resources needed to evaluate the YLD program and to assist the Raks Thai Foundation in developing instructional materials to improve its program. Our following methods were not focused on discovering how the students make the products, but on determining what skills they are gaining by making these products and what could be improved to further enhance these skills.

3. METHODOLOGY

As part of Raks Thai Foundation's initiative to enhance the YLD program, we investigated ways to improve different aspects of the program, including teacher instructional resources, stakeholder knowledge and support, and the sales of the student's products. In this chapter, we discussed how we achieved our goal of improving the development of leadership and occupational skills of underprivileged teenagers in the YLD program, by providing additional teaching resources and identifying a new marketing channel to sell students products, following the completion of the objectives below:

1. **Evaluating** the current program curriculum in terms of teacher and student knowledge of program purpose, product development, and basic business skills.
2. **Determining** guardian support and knowledge of the program purpose.
3. **Determining** consumer demand for products and what affects product sales.

All of the data collected followed the same interview process, explained in Appendix A, which also includes an explanation of consent and limitations we considered during our interviews. We performed our interviews at the six schools that are currently participating in the YLD program and at the Red Lotus Sea Market in the Kumphawapi District. A list of each school and their corresponding products, grade levels, and interviewed stakeholders is located in Appendix B. A visual representation of the locations of the schools and the Red Lotus Sea Market is shown in a Kumphawapi District color coded map provided in Appendix C. Throughout our analysis section, the information from each school followed the same color coding in order to maximize the reader's understanding.

3.1 Evaluate the current program curriculum in terms of teacher and student knowledge of program purpose, product development, and basic business skills.

To evaluate student and teenager knowledge, we interviewed 20 teachers and 35 students between fourth and twelfth grade from the six schools in the Kumphawapi District. Based on our literature review, we identified key characteristics of youth development programs, including incorporating student interest into activities and ensuring consistent teacher resources, therefore we created our interview questions around these aspects. We asked the students about which parts of the program they enjoyed, what they thought the program purpose was, and if they knew how to price and sell their products, as shown in Appendix D. The goal of these interviews was to determine how much of an understanding the students had about pricing and selling products as well as their knowledge of the program's purpose. We then interviewed the teachers, with the questions in Appendix E, in order to determine what teachers thought the program purpose was, what skills they thought the students had gained, what business knowledge the teachers had, and how they taught the students how to price, how to advertise, and other basic business skills. Ultimately, our interviews were used to find where improvements in the program can be made in order to better teach students vocational skills that could be used in their futures.

3.2 Determine guardian support and knowledge of the program purpose.

To determine guardian knowledge and support for the program purpose, we interviewed 12 guardians at all of the schools except Ban Na Dee Sang Bong School. We focused our interview questions on the guardians' opinions and understanding of the program since we gathered information in the literature review about the importance of guardian support on children's education, especially in extended opportunity schools. We used the interview questions shown in Appendix F, and the goal of these interviews was to gauge the guardians' understanding of the program's logistics and purpose and what parts of the program they supported.

3.3 Determine consumer demand for products and what affects sales of products.

To determine the consumer demand for products and what affects the sales of products, we interviewed 11 vendors and 10 customers at the Red Lotus Sea Market. These interview responses were compared to the responses we received during brief interviews at the UD Market in Udon Thani. From

our literature review, we found that customers, specifically Asian tourists, are attracted to certain types of products, so we created interview questions to determine customer and vendor opinions on the different products students in the YLD program made. At the markets we interviewed vendors that sold products similar to those the students were making. In our interviews with the vendors, we asked about their experience selling products and whether they would be willing to sell the students' products; the questions we asked are provided in Appendix G. The goal of the interviews with the vendors was to gauge whether the students could sell their non-edible products in the Red Lotus Sea Market. In separate interviews with consumers, we asked what types of products they were interested in buying at the market as well as their opinions on the quality of the example student-made products, seen in Appendix H. The reason behind interviewing the customers was to gain insight into what they were looking for when they went to the market to buy products.

3.4 Data Analysis

In order to organize the collected data from the semi-structured interviews, as described in Appendix A, we separated the responses by objective and stakeholder. Due to translation, our interview notes were not verbatim and instead were conversation notes and topic summaries. Using these notes, we then categorized our data using content analysis. Content analysis is a qualitative method of analysis that standardizes characterization and comparison of text (McLeod, 2014). Following our content analysis, we reviewed our interviews to organize the responses into tables for SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis and for 4 P's (Product, Price, Place, Promotion) of marketing analysis; a more in-depth description of the two analytical strategies is explained below:

- SWOT analysis was used to analyze the teacher, student, and guardian interview responses because their responses were about the overall performances of the program, shown in Appendix I, J, and K, respectively. SWOT analysis is often proposed as a tool used in exploring possibilities and initiating new programs in vocational schools (Balamuralikrishna & Dugger, 1995). In our analysis, strengths and weaknesses were grouped together as internal factors of SWOT analysis because the data is about the positive and negative stakeholder's opinions on the program's performance. Opportunities and threats were grouped into external factors because they included aspects of the program that cannot be changed by that specific stakeholder, but instead need to be changed by the Raks Thai Foundation or the YLD program as a whole.
- The 4 P's of marketing analysis was used to analyze vendor and consumer responses because their responses were specifically about the products and marketing, as shown in Appendix L and M respectively. The process of bringing a product or service to a market involves many different decisions that vary between organizations. The various choices are often called "marketing mix", defined by 4 P's: Product, Place, Price, and Promotion (Manktelow & Carlson, 1996). For the purpose of our analysis, we slightly redefined the meaning of each P in order to make the most efficient analysis. The new definition of each P factor was:
 1. Product - Type of product that vendors/customers want to sell/buy.
 2. Price- Price for students' products from vendors/customers.
 3. Place - Best time period for the product to be sold and how to get products to the market.
 4. Promotion - Suggestion on how students can advertise and market their product.

The information from the SWOT analysis tables in Appendices I, J, and K was used to present findings for the YLD programs' performance. The information from the 4 P's of Marketing tables in Appendices L and M was used to present findings for a potential market for the students' products.

4. RESULTS

In this chapter, we have discussed the findings that were formulated from our interviews with 19 teachers, 38 students, 12 guardians, 11 vendors, and 10 customers, from the six YLD schools and the Red Lotus Sea Market in the Kumphawapi District of Udon Thani. These interviews have allowed us to make the connections between the Raks Thai Foundation's goal for the YLD program and the skills the students have gained. Our findings were organized in terms of relevance to the Raks Thai Foundation Youth Leadership Development program's curriculum and support, and the

Red Lotus Sea Market as a market channel for the students' products. Because the Raks Thai Foundation organized all of our interviews, we were unable to interview all students, guardians, and teachers from each school, so our data may be slightly biased, however we believe we have obtained a representative sample of these stakeholders.

4.1 Findings on the YLD Programs' Performance

Finding 1. Each of the YLD schools is at different stages of development.

After visiting all six schools, the team found that each school's YLD program had developed separately, had different resources to achieve the program's goal, and were at different stages of development. Table 1 outlines the stages that Mr. Tanaphong Surakai, the director of the Udon Thani Raks Thai Foundation center, believed each school to be at in their development and also includes an explanation of why they are categorized in their ranking. Currently there are three schools at the advanced ranking, one school at the intermediate ranking, and two schools at the beginner ranking, as seen in the graphic in Figure 4.

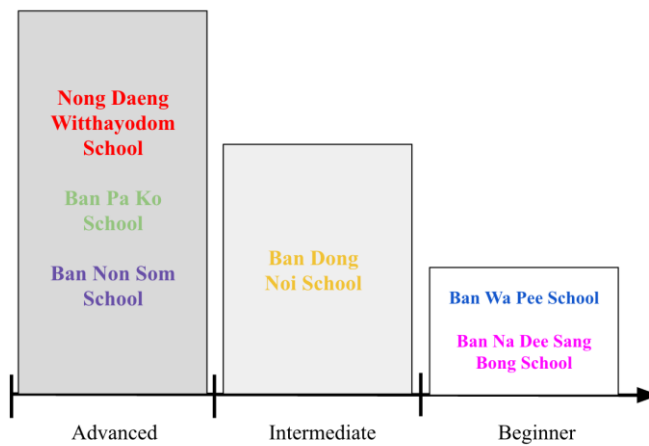


Figure 4: Graphic showing each school in their corresponding stage of development.

The schools were given these rankings based upon several variables including: teacher availability and knowledge, availability of volunteers, product resources and quality, and student development toward the program goal. Table 1 describes why each school is at its respective stage ranking. For example, through observations at the Ban Pa Ko School, an advanced ranked school, we found that that program was more developed than other schools because it had many resources and volunteers, and was working toward the program goal with continuous support from the school principal. In contrast, the Ban Na Dee Sang Bong School, a beginner ranked school, lacks many teacher resources and volunteers, and therefore was unable to produce and sell quality products. For example, our interviews revealed that many students enjoyed making the wooden crafts, however, the students could not make them often because the school did not have enough teachers to instruct the wooden craft activity.

Name of School	Stage of Development	Why do they deserve this ranking?	How long does the school have been participating in YLD program?
<i>Nong Daeng Witthayodom School - โรงเรียนบ้านหนองแดง วิท โยดม</i>	Advanced	<ul style="list-style-type: none"> - The students were working toward the program objective, and many, if not all, of the students in the school were involved in the program - The students sold the products by themselves - The teachers supported the students - The students did the activities continuously therefore their skills were more developed 	8 years
<i>Ban Non Som Boon School - โรงเรียนบ้านโนนสมบูรณ์</i>	Advanced		About 1 year
<i>Ban Pa Ko School - โรงเรียนบ้านปะโค</i>	Advanced		6 years
<i>Ban Dong Noi School - โรงเรียนบ้านดงน้อย</i>	Intermediate	<ul style="list-style-type: none"> - The students were working toward the program objectives, and many, not all, of the students in the school were involved in the program - The students sold the product by themselves - The teachers supported the students - They didn't do the activities continuously so their skills weren't developed as consistently 	6 years
<i>Ban Wa Pee School - โรงเรียนบ้านวาปี</i>	Beginner	<ul style="list-style-type: none"> - They didn't work towards the program objectives - Some teachers did not support the program - The students haven't gained a variety of skills 	4 years
<i>Ban Na Dee Sang Bong School - โรงเรียนบ้านนาดีสร้างบง</i>	Beginner		About 1 year

Table 1: Each of the six schools listed with descriptions of their corresponding ranking stages.

Mr. Tanaphong Suraki noted in an interview that he recognized that all of the schools were at different stages of development and it was his long-term goal to get all schools at the same developmental stage (Surakai, personal communication, 2016). To help bridge the gap in development, some teachers suggested sharing information between schools as a way to improve the program. Even though some schools had their own Facebook page, school websites, and a group Line, they were not successful in sharing information between different schools. Specifically, at Ban Wa Pee School, one teacher conveyed her opinion on sharing information between schools by saying that they should, “นำโรงเรียนอื่นเป็นต้นแบบ โรงเรียนที่ประสบความสำเร็จแล้ว” (Translated as, “Take the successful school as their role model”). Her suggestion to take the resources of all schools and share them among each other could influence all programs to reach their full potential of developing teenager’s skills.

Finding 2. The majority of students, teachers, and guardians support the program because they are aware of the skills students gain through their participation.

Through interviews with students, teachers, and guardians, we discovered that a majority of these stakeholders saw how much the students enjoyed the program and the skills they had gained, and therefore were in support of the YLD program. In our interviews the students revealed various parts of the YLD program they liked. First, some students at the Ban Non Som Boon School won a competition for the seed handicrafts they made in this YLD program. The students were happy and proud of this recognition because their new skills and hard work were praised. Students also often enjoy how they learn cooking skills when they make Thai desserts that they can take home to help cook for their families. From several comments similar to these, we noted that most of the students are seeing how the positive skills they are learning from this program can impact their lives at home, which is helping them support it more.

In addition to students, teachers are aware of the students' skill development and have also shown their support for the YLD program. One teacher from the Ban Dong Noi School noticed that the students were improving their critical thinking and analyzing skills through this program. A different teacher observed that this program helps students gain confidence in their ideas. When teachers see the effects the YLD program can have, they often relate it back to the work they have put into helping these students, which in turn helps them support the program even more.

We also found that many guardians saw the program as a stepping stone for their children's future career and that the skills they were gaining could lead them to success in their careers. The attributes guardians have noted the students were gaining through program participation included responsibility, putting more effort into their work, time management, and managing skills. Since many of the guardians saw the positive effects of the program and had noted this increase in skill development in their children, they began to support the YLD program more. When we asked guardians about the program, we found that many of the guardians saw the program as a great addition to their child's education. In addition to supporting their child's involvement, some guardians had been providing resources that supported the program. For example, guardians at the Ban Pa Ko School had formed a parents' community within the school in order to teach the students how to make reed mats. Their willingness to provide resources and their time to the program further shows their desire for program's success. Lastly, one parent from Baan Non Som Boon School expressed her support for the program when she said that she thought occupational skills were better than academics. Ultimately, the students, teachers, and guardians noted there are many reasons to support the program thus far.

Finding 3. Many students, teachers, and guardians do not have a clear understanding of the connection between the program's purpose and the skills students' gain.

Although students, teachers, and guardians were in support of the Raks Thai Foundation's program, they often did not understand the purpose of the program. According to the Raks Thai Foundation, developing leadership and occupational skills, including self-review skills, technical skills, confidence, and analytical skills, to aid them for their futures was the purpose of their YLD program (Surakai, personal communication, 2016). Often times, teachers did not interpret the purpose in that way and one teacher in particular even stated that she believed the purpose of the program was “เพื่อส่งเสริมให้นักเรียนมีรายได้จากกิจกรรม ดีกว่าให้เลิกเรียนแล้วไปหางานทำ,” which translated to “For the students to get money from the program to continue studies rather than quit the school to get a job.” This opinion aligns with our finding that some teachers misunderstood the purpose of the program.

In addition to teachers, students often did not understand the program's purpose. For example, at the Ban Na Dee Sang Bong School, two out of three students interviewed said “ไม่เคยได้ยินโครงการนี้เลย,” which meant, “I have never heard about this program before,” even though they were participating in it. We also found that many of the students from the beginner ranked schools, from Figure 4, had more of an idea of the programs existence, but when we asked some students at Nong Daeng Witthayodom School what they believed the purpose of the program was, they said, “เพื่อหารายได้เสริม แบ่งเบาภาระพ่อแม่,” which meant “To find additional income to help support their family financially.” When asked the same question, another student at Ban Dong Noi School said, “รู้จักความสามัคคีในการทำงานร่วมกัน,” which meant “To learn how to work as a team”. While another student at Ban Wa Pee School responded, “จะได้ใช้เวลาว่างให้เป็นประโยชน์,” which meant, “To spend their free time wisely.” While these responses did address parts of the program, such as some of the intended occupational skills, the Raks Thai Foundation did not describe the purpose of the program to be a better use of free time or a way for students to make money.

We also found out that some guardians did not have a clear understanding of the program's purpose, because of an unhelpful parent orientation and hearing about the program through second-hand accounts from their children. For example, one guardian interviewed, noted that even though she attended a guardian orientation at the Ban Dong Noi School, she was still confused about the purpose of the program. The guardians that were interviewed believed that if they had a better understanding of the program, then they would have been able to support and further encourage their students to participate and gain occupational skills from the program. One of the guardians from Ban Dong Noi School mentioned that “ก็อยากจะรู้ เพราะว่าเวลาลูกถามจะได้ตอบลูกได้ เราอยากรู้อะไรก็ถามลูก จะได้เรียนรู้ซึ่งกันและ

กัน วิธีนี้ทำให้เราไปได้ไกลขึ้น.” Translated, this meant, “I want to know [about the program]. When my children ask me the question about program, I can answer him. We can learn [from] each other in order to make us go further [in the development].” Additionally, because the Raks Thai Foundation organized these interviews, most of those interviewed were involved in the program and we were unable to get a lot of feedback back from parents who were not involved in the program. Therefore, there could be some bias from the guardian’s responses.

Finding 4. Teachers participating in the YLD program may benefit from new instructional resources that effectively increase students’ skills in business.

Some teachers had more business and marketing knowledge than others, but most of the teachers that participate in the YLD program lack knowledge and resources to effectively teach basic business skills to students. One teacher from Baan Wa Pee School said that they needed more resources about business and basic marketing to teach their students. In agreement with this, teachers from five out of six schools mentioned that they wanted more marketing resources to use when teaching. When not provided with sufficient resources and knowledge, teachers had to turn to the internet for marketing and accounting teaching materials. However, a teacher at Ban Na Dee Sang Bong School stated that when they looked up instructions for products online or in books, they often had problems producing good products and ended up hiring outside experts, such as instructors from Udon Thani College of Agriculture and Technology, anyways. Although the teachers involved in the program had some information on teaching marketing, occupational, and life skills, there was a notable gap between the amount of resources they had and the amounts of resources they needed. Our interviews with teachers revealed that there was a large opportunity for increased and innovative instructional material in order to help the program grow and become more successful.

In our interviews with the teachers, they suggested new resources including outside teaching experts, workshop plans, lesson plans, a program guide, teacher newsletters, posters, and information shared between schools as ways to improve the program. A teacher at Nong Daeng Witthayodom School, shown in Figure 5 below, said that the program guide should include information about marketing, pricing, selling techniques, how to find a market to sell goods, accounting, and packaging.



Figure 5: Our team member, Panupong, interviewing a teacher at Nong Daeng Witthayodom School.

In addition to a need for instructional materials, many teachers mentioned the need for an increased budget from Merck Thailand and the Raks Thai Foundation in order to buy more product resources to improve the quality of their products. In our investigation of the schools, we also found that some students and guardians noted that they needed to pay money to complete the activities, however, we also learned from Mr. Tanaphong Surakai that the Raks Thai Foundation and Merck Thailand gave the same budget (5,000 baht) to each school every year. We have acknowledged that the budget is a limitation, but our project goal does not address this.

Finding 5. The YLD program needs a variety of activities that engage students.

Many teachers, guardians, and students said there should be more engaging activities in the YLD program in order to increase the skills of the students. Teachers agreed that engaging classroom material would help keep students interested in what they are learning. For instance, one of the teachers from the Ban Non Som Boon School noted that, “คุณครูที่นี่แก่แล้ว มันจะเยี่ยมยอดมากที่จะมีเทคนิคการสอนใหม่ๆ คิดว่าเด็กจะรักโรงเรียนมากขึ้นเพราะโรงเรียนมีการสอนที่หลากหลาย,” translated as, “Teachers here are old already. It would be awesome if we have new teaching techniques. I think the students will love their school more [if] the school has a variety of teaching techniques.” This revealed that teachers believed new ways to teach and new activities, such as social media, critical thinking, games, and self-learning, would help keep students happy and engaged in the program. Teachers also gave several specific suggestions on ways to increase student engagement. For example, teachers at the Ban Non Som Boon School, Ban Na Dee Sang Bong School, and Ban Dong Noi School believed that using videos or computer games on marketing could be an effective way to teach students about how to sell their own products. The teachers suggested computer games or videos because students tended to enjoy both options. This suggestion was supported by a student at the Ban Dong Noi School that said he really enjoyed science class because his teacher used computer games to teach topics. Another teacher at Baan Non Som Boon School explained that she used unique activities, such as crossword puzzles or singing songs, to engage students in different topics as well.

In contrast, teachers at other schools, including Baan Wa Pee School, emphasized that incorporating new activities was difficult because of the limitation of time. Time is a limitation for many aspects of the YLD program because most Thai schools cannot do the program activities every day because of required classes, and they must prioritize preparing for the national exams. To alleviate the need to prioritize this program, teachers liked the idea of incorporating the material and activities from the extracurricular program into other academic classes. Students also liked this idea, as students at Baan Nadi Sang Bong School mentioned, that they did not like math but if they used cooking references during math class they would find the subject to be more fun.

Guardians also stated that they wanted their students to have other activities within the program. A guardian at Ban Dong Noi School mentioned that it would be good for students to have a rotation of working on products and they wanted the program to have different activities such as raising small agricultural animals. Similarly, students at the schools mentioned that they wanted to do other activities such as: cutting hair, sewing, and making baskets, paper flowers, key chains, and more Thai and international desserts.

If students are engaged and interested in activities, they may be inspired to use their skills in the future. For example, a girl from Baan Wa Pee School said that because of the skills she learned from growing sunflowers, she wanted to work in agriculture in the future. Similarly, a teacher at Ban Dong Noi School mentioned that after students took a trip to a mushroom farm, many of them were inspired to own their own farm someday.

4.2 Findings for a Potential Market for the Student’s Products

Finding 6. The Red Lotus Sea Market is a suitable place for students to sell their non-edible products while their edible products could be sold at school co-ops and local markets.

We visited small local markets near the schools, the large Udon Thani Province market, and the Red Lotus Sea Market. The team found that the Red Lotus Sea Market was the most viable market channel for the students to sell their non-edible products due to its close proximity to each school and its tourist attraction, while edible products could be sold at school co-ops and local markets. Although we did not do a full investigation of vendor and customer opinions in the local markets, we were able to use the limited knowledge we gained, and the advice of Mr. Tanaphong, to focus our attention on the Red Lotus Sea Market. Compared to the other markets, the Red Lotus Sea Market was relatively close to all six schools, mainly attracted tourists, and had a high season that worked well with the school's yearly schedule. The school’s schedule was dependent on the national Thai (O-NET: Ordinary - National Educational Test) exam in March that sixth and ninth graders have to take, which aligned relatively well with the peak season of the Red Lotus Sea: December to February. Thai schools need time to prepare for national exams in February, therefore generating an inventory of non-edible

products, shown in Figure 6, from March to November is feasible. A vendor at the market that sold hand-made reed mats explained that she built a product inventory throughout the year in order to sell throughout the high season. With a limited selling season, most vendors also need to accumulate their products throughout the year to later sell them during the peak season.



Figure 6: Non-Edible Products made by the students. Left - Dragonfly Keychain from Nong Daeng Witthayodom School. Middle - Reed mats from Ban Pa Ko School. Right - Bird Seed Craft with Quote: “หลังผ่านปัญหาจะรู้ว่า “ปัญหานั้นเล็กนิดเดียว”” (When you overcome a problem, you will realize it was not that big) from Ban Non Som Boon School.

Finding 7. The Red Lotus Sea customers (tourists) are more willing to buy non-edible products.

From our interviews with the ten customers at the Red Lotus Sea Market, we found that they preferred buying non-edible products more than edible products at this market. The Red Lotus Sea was an appropriate market for non-edible products and many of the students’ edible products, shown in Figure 7 below, such as fresh spring rolls and Thai desserts (ขนมต้ม, ขนมชั้น, ขนมดอกจอก, สังขยา ฟักทอง, ข้าวเหนียวสังขยา, วุ้น และครองแครง), were sold instead in the corresponding school's co-op store program or local markets. School’s co-op programs and local markets near the schools were suitable for selling edible products because the products have a limited shelf life.



Figure 7: Edible Products Made by the Students. Left - Spring Rolls from Nong Daeng Witthayodom School. Right - Sesame Cookie Dessert (ขนมดอกจอก) from Ban Wa Pee School.

A customer at the Red Lotus Sea Market blatantly said in an interview, “พี่สนใจซื้อของฝากมากกว่าเมื่อมาเที่ยว เพราะของกินสามารถหาซื้อได้ทั่วไป,” or “I prefer buying souvenirs at the Red Lotus Sea Market as I

can buy food everywhere.” In addition, one of the tourists at the Red Lotus Sea market said that he would not trust edible product if the students made them.

During our interviews, we asked customers and vendors what they thought the student’s non-edible products were priced at. As shown in Table 2, we found that the vendor and customer suggested prices were higher than the prices set by the students. When we told them that the products were made by students, the vendor's recommended that the price of the products could be increased, which the customers agreed that the products could sell at a higher price if the quality and packaging of the products were improved. The customers mentioned that the appearance of the glue could be hidden, the reeds could be tighter, and the stitching of the reeds could be straighter.

<i>Product</i>	<i>Current Price of Product from School (in baht)</i>	<i>Suggested Price from Customers and Vendors (in baht)</i>
Reed Tissue Box Cover	60	199
Reed Wall Hanging Pockets	40	99
2 Reed Placemats and 2 Reed Coasters	40	79-99
Bear Seed Handicraft	69	100
Snake Seed Handicraft	35	59
Plastic Woven Basket	60	120

Table 2: Comparison chart between the current selling price of products and the recommended product price from customers and vendors at the Red Lotus Sea Market.

Finding 8. Customers are more willing to purchase handicraft products that represent Red Lotus Sea and are made by students.

Through the interviews we conducted at the Red Lotus Sea Market, we found that most of the customers were willing to buy handicraft products that represented the Red Lotus Sea and are made by the students. When interviewing the tourists, many said that they were bored of picture frames because they can be found at many tourist attractions. One of the customers explained, “พื้มาเที่ยวหนองบัวแดงก็อยากที่จะได้ของฝากที่เป็นสัญลักษณ์ของที่นี่แต่ไม่อยากได้กรอบรูป เพราะมันเขยไปแล้ว,” which meant, “I come to Nong Bua Deng [Red Lotus Sea] so I would like to buy a souvenir that has a symbol of it [Red Lotus] on them. I do not want a photo frame since it is old fashion already.” While at the Red Lotus Sea Market, we found that many tourists were attracted to the Red Lotus T-shirt shop, which was the only place where people could find souvenirs related to the location, which is what they wanted.

Although customers mentioned in *Finding 7* said that the quality of some products could be improved, a teacher and her students from another province, shown in Figure 8 below, stated that the seed handicraft products were very well made. They recommended that these types of products should have labels to indicate to the customer that underprivileged students in the province had produced them locally in order to boost sales.



Figure 8: Our team members, Lindsay and Sureporn, interviewing a teacher and her students from a different province.

A tourist that we interviewed also confirmed that advertising that the products were made by underprivileged students would be something unique in the Red Lotus Sea Market. The tourist said, “คือถ้าเป็นสินค้าปกติมันธรรมดาครับ แต่ถ้าบอกว่ามาจากเด็กประถม มันดูน่าสนใจมาก,” or “It is very common [in the market] if it is just a handicraft product however it will look more interesting [attractive] if it is from the elementary students.” Vendors and customers suggested that an even more effective marketing technique would be having the students sell and produce their products on their own at the market. Selling their own products would make it easier for the students to advertise their own work. These sentiments suggest that these ideas can increase the appeal of products to attract people that are looking to buy local products at the Red Lotus Sea Market.

5. RECOMMENDATIONS

In this section, we first recommend ways to improve the YLD program by increasing: communication between the all stakeholders, knowledge of the program mission statement, marketing and business resources, and new teaching resources that appeal to the students. We created a program guide, in Appendix N, that includes information on these improvement topics, as outlined in Table 3 below, and a more detailed outline of the guide is provided in Appendix O. As we move through our recommendations, we further elaborate the chapter topics and why the information is needed.

Chapter	Importance
1. Purpose of Program Guide	To explain the purpose of the guide to the teachers that will be using it.
2. Mission Statement	To explain why using a mission statement is useful, provide teachers with a mission statement for the program, and example posters for them to convey the mission statement to students.
3. Marketing and Business Curriculum A. How to Price B. How to Record Transactions C. How to Sell D. How to Advertise	To provide teachers with knowledge of basic business skills so they can effectively teach the students how to price and sell their products and use this knowledge to improve their leadership and occupational skills.
4. Conclusion	To thank teachers for reading.

Table 3: Chapter outline of program guide.

Second, we made suggestions on how to successfully sell the students' products at the Red Lotus Sea Market. These recommendations can be used to increase the leadership and occupational skills of teenagers in the Kumphawapi District, in addition to providing advice on a viable location to sell the products they develop. Third, we included several recommendations for future projects that the Raks Thai Foundation can pursue to further develop YLD programs based upon the findings and analysis performed in this project.

5.1 Recommendations to Improve the Youth Development Program

Recommendation 1: Teachers should share instructional resources between all YLD schools in order to maximize student's skills.

Our results showed that each of the YLD schools developed individually toward the program goal. In order to address this problem, we recommend that the Raks Thai Foundation increases the sharing of program resources between teachers at all of the YLD schools. Finding 1 indicates that even though schools are developing at their own paces, the teachers would like to have resources from other schools as models to improve the programs in their respective schools. Since the schools are at different developmental stages, the schools that are at the beginning stages of the YLD program can especially benefit from shared resources from the more successful schools. This finding is supported by our previous research on the 4H club, which showed that unified resources are a useful tool to ensure success at all program locations (National 4-H Council, 2015). Due to the limited numbers of teachers in each school, it would be more feasible to increase the knowledge of current teachers instead of seeking more teachers to work within the program.

One way we recommend increasing the use of standardized resources is to have an orientation at the beginning of the academic year with teachers and students' representatives, who can reinforce the information to other students as their peers. The orientation can provide program updates and suggestions from each school to all representatives and also can explain the program guide with activities and teaching materials to the teachers. The orientation can be reinforced with workshops that go over sections of the program guide. The program guide can help get the schools to the same developmental stage because teachers will be able to reference the same knowledge and activities. Not only will it directly affect the teachers since they will use it to understand and improve the program, but it will also indirectly affect the students since the materials will be used to teach them.

We also recommend the Raks Thai Foundation create official online media, such as a Facebook page, that includes all stakeholders so that they may exchange ideas and keep updated about the YLD program. We believe this could be possible since in *Finding 1* it was noted the schools have their own Facebook page and Line group.

Recommendation 2: Raks Thai Foundations should convey the program's mission statement to the teachers, guardians, and students to reinforce the purpose and the skills the students should gain.

Our results showed that many teachers, students, and guardians misunderstood the purpose of the program. In order to address this problem, we recommend that the Raks Thai Foundation convey the program's mission to everyone involved in the YLD program. A mission statement is needed in order to act as a motto for a program and to constantly reinforce the purpose to the students, teachers, and guardians. From the results in Finding 3, we found that students and guardians did not know why the students were participating in the program. A mission statement would clarify why students were in the program and what skills they were gaining from it. This clarification would bring meaning to the students' work and increase support from both the guardians and students. Additionally, our interviews in Finding 3, showed that many teachers believed the program was implemented for different reasons than what the Raks Thai Foundation intended. It is important for the teachers to understand the purpose of the program because they act as mentors for the students to support and guide the students in the right direction. In Section 2.2.2, our research on a study of the use of mission statements in retail stores in Bangkok showed that strong mission statements can improve staff motivation, satisfaction, empowerment, organizational alignment, and vision communication (Kantabutra & Avery, 2010).

To spread the Raks Thai Foundation's program purpose, we created an understandable and cohesive mission statement for the YLD Program, which was approved by the Raks Thai Foundation:

To inspire and empower youth to seek higher education and success in jobs by instilling leadership and confidence in them, as shown in Appendix N. We have included why the teachers should talk about the mission statement and example posters to constantly promote the mission statement and reinforce the students' understanding of the program. To validate this recommendation, we asked several teachers what they thought about a program mission statement and in particular one teacher from Ban Dong Noi School believes it could help bring clarity to the students and teachers on why they are participating in this program and ultimately aid the teachers in building students' abilities.

Recommendation 3: Raks Thai Foundation should develop the teacher's instructional resources and knowledge of marketing and business, and therefore increase the students' knowledge in these areas.

Our results showed that many teachers participating in the YLD program lacked resources to effectively teach marketing to students. In order to address this problem, we recommend that the Raks Thai Foundation provide a program guide with knowledge on marketing and business to the teachers. Increasing the teacher's knowledge on basic business information can help increase students' skills, which are necessary for students to successfully sell their products and develop occupational skills they can use in their future careers.

Finding 4 revealed that many teachers wanted marketing resources so they could teach students basic business skills. When we suggested a program guide, a teacher at Nong Daeng Witthayodom School, mentioned that she wanted it to include information about marketing, pricing, selling techniques, how to find a market to sell goods, accounting, and packaging. We have provided lessons consistent with the teacher's advice in the marketing and business section of the program guide. The lessons include how to price, how to record transactions, how to sell, and how to attract customers. These lessons will be beneficial for the teachers, as our interviews showed they had very limited business knowledge. With these basic business lessons, they will be able to learn essential marketing skills and effectively teach the students how to price and sell their products. The students can therefore gain business skills, responsibility, leadership, confidence, organization, and other occupational skills to obtain jobs in the future.

In addition to *Recommendation 1*, teachers can also improve their knowledge of marketing by increasing their communication with each other. From our interviews, we found that some teachers had some business background. However, these teachers were not available at every school, so if the schools shared resources between each other, a teacher with business knowledge at one school could go to other schools to give the other teachers and students lessons. For this recommendation, it would be helpful if the Raks Thai Foundation created a list of all the teachers' backgrounds and shared this information between the schools. Additionally, the Raks Thai Foundation should continually assess the teachers and offer online training and resources that all teachers can have access to. This recommendation is supported by Section 2.2.1, where information can be found about the success of the 4-H Club's teacher training process and resources.

Recommendation 4: Teachers should create innovative activities that engage and inspire the students to be more interested in the program.

Our results showed that many teachers needed new activities to engage the students. In order to address this problem, we recommend the teachers should create new and innovative activities for teachers to engage the students such as new marketing games, field trips, and including business skills in the classroom. Finding 5 from the results showed that many teachers believe their teaching methods are old-fashioned, and they need new ways to engage the students. Many teachers are using teaching techniques that include lectures, examinations, and few activities. Therefore, providing more games and activities for students may increase their attention and interest in learning in class. Our research, in *Section 2.2.3*, on the YMCA supports that providing a variety of activities in a youth development program can improve the student's leadership, communication, team building, decision-making, and problem solving skills (O'Donnell & Coe-Regan, 2006).

Our interviews with teachers revealed that using videos, computer games, crossword puzzles and singing songs, could be effective ways to engage students and add variety to the program. Example activities to teach each section of the business skills are included after each section in the program guide. Since *Finding 5* revealed that time is a limitation, we recommend incorporating the material and

activities from the program into other academic classes. For instance, art class can include designing product labels, English class can include games on talking to customers, and math class can include activities on calculating costs from dessert recipes. Additionally, field trips, such as trips to local markets can give students practice talking to customers and observing vendors' products and packaging.

Recommendation 5: Teachers should update the guardians on the program's progress and logistics.

Our results showed that many guardians did not know a lot of information about the program. In order to address this problem, we recommend that the teachers update the guardians on the program and student's progress. As presented in *Section 2.2.1*, guardians in rural parts of Thailand tend to have higher expectations of the type of information their children learn in school. Therefore, it is pertinent to have communication channels open between the guardians and the student's school in order to inform the guardians about how a youth development program can benefit their child in a different way (Williams, Archavanitkul, & Havanon, 1997). In order to increase the communication, we recommend an updated orientation and the use of newsletters to keep guardians informed on the program's progress. According to *Section 2.2.1*, guardian and parent communication is needed to ensure that students are getting educational support and encouragement in the classroom and outside of the classroom. Although most of the interviewed guardians were involved in the program in some way, *Finding 3* revealed that many of them felt that they did not have enough information on the YLD program and the parent orientation was not useful. If guardians that are involved in the program barely know the purpose, how could the guardians that are not involved in it be able to learn about the program? We are addressing this issue by recommending options that are straightforward and not time consuming for working guardians.

We recommended that teachers update the current orientations and support the information with take home papers such as brochures. The brochures and updated orientation will provide guardians with the necessary knowledge about the purpose of the program and the mission statement from *Recommendation 2* to help them motivate and instill these ideas in their children. In addition, we recommend that the teachers update the guardians with monthly or semester newsletters that would continually update the guardians on the program and student's progress. The newsletter could include overall student progress for the month, specifically in skills that will help them in the future, product development and selling success, student of the month, and student quotes about what they have learned. In order to address the potential limitation of guardians lacking reading skills, the newsletters and brochures could include many pictures or diagrams that convey information about new program developments and program progress without words. Furthermore, *Finding 3* revealed that many guardians mentioned that these resources would be helpful to relay information between guardians and teachers and the teachers believe these recommendations are a feasible addition to the program.

5.2 Recommendations for the Products' Marketing Channel

Recommendation 6: Students should sell their products at the Red Lotus Sea Market.

Our results showed that the students need a market to sell their non-edible products. In order to address this problem, we recommend that the Raks Thai Foundation helps the students sell their products at the Red Lotus Sea Market. This market channel provides an outreach for the skills the students and teachers should gain from *Recommendation 3*. As presented in *Finding 6*, the Red Lotus Sea Market has a peak season of sale before the local schools' yearly test schedule. Therefore, students have more time throughout the year to make their products, which is better than having to meet the weekly demand of local markets that could add pressure on the students and take away from developing skills. After the test, until the beginning of the Market season, the students will be able to continuously make products and create a stock that they will be able to sell when the Market starts.

Not only does the peak season of sale work well with the school's schedule, but it also brings in the ideal customer to buy the students' products because many tourists come to this area during this time. Additionally, if the quality of the products is maintained at a high level, the products could be sold to tourists at higher prices than expected, as shown in Table 2 of *Finding 7*. The higher prices would increase the profit margin, customer perceived value, and benefit the program overall. Due to customer

interest and schedule, we anticipate the students' products would sell well at the Red Lotus Sea. When we visited the market, we talked to one vendor that was interested in helping the youth development program. The vendor owned a restaurant at the Red Lotus Sea and on her property had a small shop with souvenirs, as shown in Figure 9 below. We believe this is a great option for the students to sell their products. First, for monetary constraints, the restaurant owner said she would be willing to let the teenagers from the YLD program sell their products on her property for free. Second, the woman already sells products from teenagers in the Kumphawapi District, therefore, she has experience working with teenagers. Lastly, this is the largest restaurant in the Red Lotus Sea Market making it a busy area for tourists to go to and explore her craft shop. The Raks Thai Foundation can use the agreement we created in Appendix P to organize a contract for the students to sell their products at this location.



Figure 9: The location and vendor that was willing to have the YLD program students sell their products on her property.

Recommendation 7: Students should create products that represent the Red Lotus Sea.

Our results showed that the customers at the Red Lotus Sea were attracted to local products. In order to address this problem, we recommend that the Raks Thai Foundation suggest that the students create products that represent the Red Lotus Sea. The Red Lotus Sea is the main tourist attraction in Udon Thani. Currently, there is a photo taking service for tourists at the Red Lotus Sea where the pictures of each tourist will be put into a Red Lotus Sea frame and sold as the main souvenir. As mentioned in *Finding 8*, we have learned that some of the tourists think that the picture frame is an old-fashioned souvenir, so they are not likely to buy it. In addition, we found out that tourists are more willing to buy non-edible souvenirs that resemble the Red Lotus Sea, but they are not interested in edible products because they can be easily found anywhere.

Although we were able to get feedback from only 10 customers at the Market, as explained in *Finding 8*, we believe that including the pink color and flower shape, that matches the red lotus, in souvenir designs would make the products more appealing to the tourists. This recommendation is supported by the information about the importance of souvenir visual qualities to Asian tourists that can be found in *Section 2.2.5*. Based upon the interviews, we believe that the price, quality and the packaging of the product should also be improved to reach maximum sales. Pricing and label guides and examples can be found in Appendix N, in Chapter 3.

Recommendation 8: Students should advertise that they made the products in local YLD programs in order to attract customer attention.

Our results showed that the customers and vendors at the Red Lotus Sea wanted better advertising for the students' products. In order to address this problem, we recommend that the Raks Thai Foundation suggest that the students should include that they made the products in the advertisement of their handicrafts. *Finding 8* revealed that if customers know that the students made the products, they would be more attracted to them. This finding is consistent with *Section 2.3*, in which a study completed on Asian tourism showed that customers were more interested and believed in the authenticity of products more when vendors had a connection the origin of the cultural products they were selling (Lee, Kim, Seock, & Cho, 2009). As supported by *Finding 8*, the products would be more appealing to customers, specifically tourists, if the students advertise that their products are made

during programs at extended opportunity schools. To improve the students' skills, the program guide, in Appendix N, includes lessons for teaching students how to effectively talk to customers and activities for them to mimic vendor-customer interactions. In addition, customers recommended that the products have labels to market that underprivileged students produced them. Therefore, we recommend that labels be put on all products, including where they come from. In addition, larger forms of advertisements be used, such as posters showing the students making the products. The program guide also contains example posters and labels for products in Chapter 3.

5.3 Recommendations for Future Projects

Recommendation 9: The Raks Thai Foundation should periodically assess if the program guide and new market channel impact the development of students' skills.

Since our deliverable is to provide the program guide to the Raks Thai Foundation, we do not know if it will be successfully implemented in all of the six schools. In order to address this problem, we recommend that the Raks Thai Foundation follow up with the schools and assess the effectiveness of the program guide and new market channel in each school. This recommendation involves following our methodology process to reevaluate the student, teacher, and guardian knowledge of the program purpose and of teacher and student knowledge of marketing and basic business skills. In Section 2.2.3, the 4-H club benefited from retraining sessions and evaluations of full time and volunteer staff because the retrainings evaluated the status of the work. We recommend that the Raks Thai Foundation evaluate the teacher and students' progress annually. It is important to evaluate if the program guide and market are impacting students and to see if the skills learned through the program guide are being practiced in the Red Lotus Sea Market. The Raks Thai Foundation can create a checklist to assess the improvements within the program and any important impacts that the program guide and new market channel has made based off of: how many students know how to price products, how many students know how to sell their goods, whether the students are more confident selling their products, and whether the students are able to advertise their products to customers, etc.

Recommendation 10: Upon the success of the program guide implementation, the administration of each YLD school should develop a teacher incentive program.

Because our program guide requires the teachers to use additional instructional material, we recommend that each school's administration create a teacher incentive program that stimulates motivation and encourages individual actions of teachers that are involved in the program. For example, the administration could create a "Teacher of the Month" program to give recognition to a teacher for doing great work for the YLD, and increase overall program moral. This information could also be posted on the official social media to increase the awareness and inspire other teachers to keep up with their performances. Because we found that many of the teachers are busy with their class work, we hope that this recommendation will make teachers feel appreciated and will encourage them to excel within the program.

Recommendation 11: Raks Thai Foundation should create a plan that includes steps and milestones for schools to take to become independent from Raks Thai Foundation.

A long-term plan can be created to give schools guidelines on how to improve the YLD program to be able to make enough revenue and have enough instruction to not be dependent on the Raks Thai Foundation. Finding 1 reveals that a priority for the Raks Thai Foundation is to get all of the schools on the same developmental stage, ideally to the advanced stage. Eventually the schools should make enough revenue to not need funding from the Raks Thai Foundation sponsors and to be able to sustainably make products without having students or their guardians pay for product materials. If the schools have the faculty and financial resources to be independent of the Raks Thai Foundation, then the Raks Thai Foundation will be able to reach out to new schools to join the YLD program. We believe if the program guide is found effective from Recommendation 9, the schools can use the program guide for instructions instead of the Raks Thai Foundation.

6. PROJECT CONCLUSION

The goal of this project was to provide the schools involved in the Youth Leadership Development program with additional resources and recommendations to improve the leadership and occupational skills of underprivileged teenagers in the Kumphawapi District of Udon Thani, Thailand. We found that students, teachers, and guardians in the program do not fully understand its purpose and needed more resources to grasp that the program's goal is to inspire students to seek higher education and successful jobs. We created a program guide for teachers to learn the mission statement and have basic marketing teaching resources to reference when teaching the leadership and occupational skills to the underprivileged teenagers.

Underprivileged teenagers often face economic hardships, often lack parental support, higher educational options, and job opportunities. Youth development programs have been successful in empowering underprivileged teenagers by instilling leadership and confidence in them. The skills teenagers gain in these programs can inspire them to overcome their hardships and to seek higher education or achieve better paying jobs. All six of the programs in the schools we have analyzed are different from each other and from YLD schools' worldwide; however, they all give teenagers the freedom to develop their skills individually and pursue their own path for a successful future.

7. PERSONAL CONCLUSION

Over the course of the past 14 weeks, our team has come a long way, from writing our initial proposal at WPI to submitting our final paper in Thailand. As a team, we have grown professionally, while becoming more organized, presentable, confident, and responsible. With the stress of conducting research and changing our project goal and objectives this term, we have learned to think critically, manage our time, and communicate effectively. Additionally, experiencing Thai culture has affected us personally, making us each more considerate and respectful of each other.

As for our Thai partners, they “ได้เรียนรู้การนำวิธีการทางวิทยาศาสตร์มาประยุกต์ใช้เพื่อช่วยเหลือสังคม และได้เรียนรู้ที่จะทำงานร่วมกับเพื่อนร่วมงานที่มาจากต่างเชื้อชาติ ต่างภาษา และต่างวัฒนธรรม,” which translates to: learned how to use science methods to help society and how to adapt to work with people from another background, language, and culture.

We are so thankful to have had this opportunity to experience a new culture and to work on this project with Thai students. We are confident that we have made friendships that will last and that we will continue to grow the skills we have developed throughout this project.

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9. APPENDICES

APPENDIX A: Interview Process: Interviewee Consent, Interview Structure, and Critical Considerations

Interview Consent

The Raks Thai Foundation, Mr. Tanaphong Surakai and Ms. Kronwalee Charoenyai, acted as our professional liaison by asking all guardians, staff, and students to volunteer to be interviewed for our research, therefore we provided them with a brief overview of our project before interviewing them, but we did not have to obtain written consent. Furthermore, before interviewing customers and vendors we asked them if they were willing to answer our surveys and questions to gain consent. The consent and consideration process we used was consistent for all interviews.

Interview Structure

All interviews were conducted using a semi-structured interview process with open-ended questions. This type of questioning strategy was used to allow the interviewee to talk about what they feel comfortable discussing, rather than using leading questions (McLeod, 2014). During each interview, at least one BSAC student and one WPI student were paired together to gather information. The BSAC student was responsible for conducting the interview in Thai, recording important quotes in Thai, and translating the responses into English for the WPI student, who was responsible for taking notes. Each stakeholder was asked the same set of questions at the six schools and markets we visited. Below are overviews of how the interview logistics were set up for each stakeholder:

Guardian and Teacher Interviews

The guardian and teacher interviews were most often set up one on one. However, there were a few cases when a teacher and guardian were interviewed at the same table and two guardians were interviewed together as well.

Student Interviews

The students were generally interviewed in groups of two to three. There were a few cases where more than three students were interviewed together. The WPI and BSAC team would go to the students' classrooms to interview them. When interviewing the students BSAC students made sure to use less formal Thai words so that the students would feel more comfortable when answering their questions.

Vendor Interview

The vendors were all interviewed individually at their market stands. To be considerate of their work, we tried to go to the markets for interviews at the beginning of peak hours, before the market got busy or at the end of peak hours, when the market began to slow down.

Customer Interview

Customers were most often interviewed individually but occasionally would be interviewed in small groups of two or three. Each interview took place at a market while customers were walking around between shops.

Critical Considerations

The limitations we experienced during our interview process included translation logistics, cultural barriers, and a small sample size. To begin, our data had to be understood from Isan Thai language, translated into Central Thai language, and then translated again into English to be written down as notes. This extensive process potentially may have led to a loss of information with each translation. With this being said, the information written down was not verbatim from the stakeholders and left room for the translator to add in a slight interpretation of what they believed was being said or what they wanted to be said which had the potential of adding confirmation bias to our data.

In addition to translations, the Thai culture was also considered during interviews because Thai people are likely to be *Kreng Jai* to strangers. The *Kreng Jai* concept can be translated as "awe of

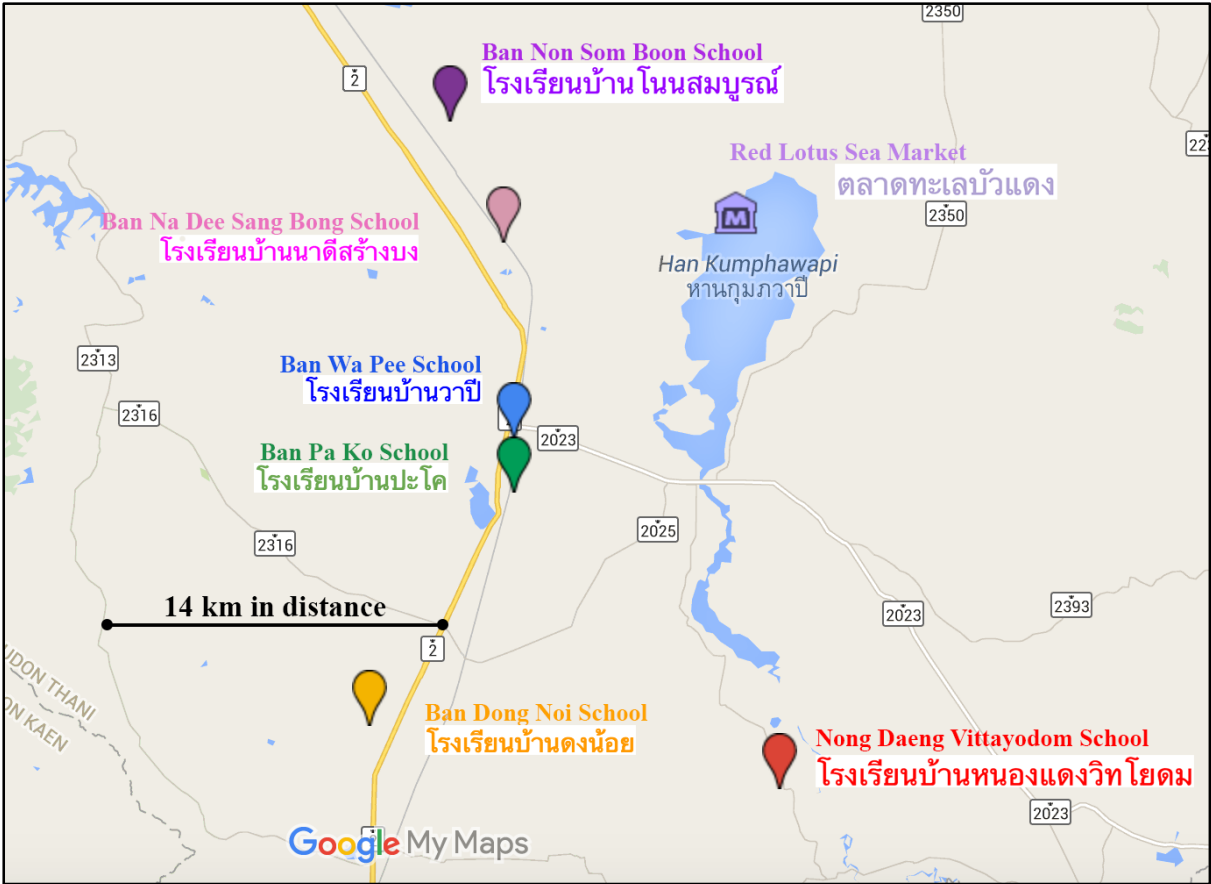
heart,” “consideration,” or “the desire not to disrupt the happiness of others.” The interviewees may not have been familiar with interview processes, and their responses may have been limited, or filtered, by their unwillingness to speak with strangers. (Komin, 1991)

Finally, our data was limited by the amount of people we were able to interview and who we were able to interview. As time was a factor in our data collection, we were constrained by how many interviews we could perform for each stakeholder. Our interviews at each school were also all set up by the Raks Thai Foundation which may have led to a sample that all supported the program and responded with positive remarks more often. Also, the Red Lotus Sea did not have as many tourists this year because of poor weather conditions causing less flowers to be seen. These factors all limited the variety of opinions we collected.

APPENDIX B: Table of School Names and Information

No.	Name of School	Type of school	Products Made	Grade of Students	Stakeholders Interviewed	Address
1	Nong Daeng Witthayodom School - โรงเรียนหนองแดงวิทย์อดม	High School โรงเรียนมัธยมศึกษา	Fresh-Spring Rolls, Handmade Baskets, Keychains, Thai desserts	185 students in total grade 6th-12th	4 teachers 5 students 3 guardians	Moo 7 119, Si O, Kumphawapi District, Udon Thani 41110
2	Ban Dong Noi School - โรงเรียนบ้านดงน้อย	Extended opportunity High School โรงเรียนขยายโอกาส	Mushrooms, Water bottles, Baby Sunflowers	145 students in total	2 teachers 6 students 5 guardians	Moo 2, Bandongnoi, Pako, Kumphawapi District, Udon Thani 41240
3	Ban Pa Ko School - โรงเรียนบ้านปะโค	Extended opportunity High School โรงเรียนขยายโอกาส	Reed mats, Coconut cookies, Donuts, Foreigner Desserts, Japanese desserts	378 students in total Kindergarden grade 1st-9th	3 teachers 6 students 2 guardians	Moo1, Banpako, Kumphawapi District, Udon Thani 41370
4	Ban Wa Pee School - โรงเรียนบ้านวาปี	Extended opportunity High School โรงเรียนขยายโอกาส	Thai Dessert (change depending on customer demand) Baby Sunflower Banana Muffins	126 students in total 1st-9th grade vocational school 4th-6th graders currently making banana cakes 7th-9th graders currently making thai desserts 1st-3rd graders do not do the program	3 teachers 7 students 1 guardian	Moo 4, Banwapee, Kumphawapi District, Udon Thani 41370
5	Ban Non Som Boon School - โรงเรียนบ้านโนนสมบูรณ์	Extended opportunity High School โรงเรียนขยายโอกาส	Handicraft (Seed) Thai Dessert Organic Fertilizer	228 students in total Kindergarden grade 1st-9th	4 teachers 7 students 1 guardian	Moo12, Huaysampat, Prajaksilpakom, Udon Thani 41110
6	Ban Na Dee Sang Bong School - โรงเรียนบ้านนาดีสร้างบง	Extended opportunity high school โรงเรียนขยายโอกาส	Thai Dessert Chilli Paste Wooden Handicraft	141 students in total Kindergarden grade 1st-9th	3 teachers 7 students 0 guardians	Moo 4, Bansangbong, Kumphawapi District, Udon Thani 41370
				Totals students	Teachers 20 Students 35 Guardians 12	

APPENDIX C: Map of School and Market Locations



APPENDIX D: Questions for the Students Feedback on the in the YLD Program

The purpose of these interview questions was to gather data that we could then organize using SWOT analysis in order to analyze what occupational and leadership skills the students currently have and how the program can further improve these skills.

1. What are you doing?
 - a. What do you like about what you are doing?
2. Do you know why you are making this?
3. Can you define “program objectives” in your own words?
4. Would you rather be doing something else right now?
 - a. If so, what would you rather be doing?
5. What is your favorite thing to make? and Why?
6. What’s your favorite part of the program? and Why?
7. What have you learned?
 - a. What do you want to learn? Why?
8. Do you like making desserts/handcrafts?
 - a. What has been the most successful product you have made?
9. What do you want to do when you grow up? Why?
10. Do you sell your product yourself?
 - a. If yes, do you like to sell the products?
 - b. If no, would you like to sell them?
11. Do you know how to price your products?
12. Do you know how to record cost/income/profit/lost?
13. Do you know where to sell the products?
14. Have you used the knowledge from regular classes in the program? If yes, what subject? and how?
15. What have you learned about how to sell the products?

APPENDIX E: Interview Questions for the YLD Program Teachers About the Program Purpose and Business Skills

The purpose of these interview questions was to gather data that we could then organize using SWOT analysis in order to analyze what basic business skills the teachers have, if they understand the program's purpose, and how they teach the students.

1. How did you find out about this program?
2. What is the purpose and objective of this program?
 - a. If yes, do you think this program is serving its purpose?
3. What skills do you think the teenagers should learn?
 - a. Why?
 - b. Have the students in this program gained these skills?
4. Where did you learn how to make the products?
5. Are there any restrictions to products that can be made by the students?
 - a. Why?
6. Do you have any plans to make new or different products?
 - a. Why?
7. What teaching resources do you have to run the projects?
 - a. Do you think you have enough teaching resources to successfully run the projects?
8. Have you had any training in product marketing?
 - a. If yes, how do you apply it to teach the students?
 - b. If no, would you be interested in information to help you teach it?
9. Do you have any suggestions for our program?
10. Can you give three words that best describe the program?
11. Do you believe it is better to integrate the knowledge for the program into the academic classes?
12. Are there any subjects that you believe are relevant to the program?

APPENDIX F: Questions for Guardians of Students in the YLD Program

The purpose of these interview questions was to gather data that we could then organize using SWOT analysis in order to analyze what the guardians knew about the program and how they supported it.

1. Have you ever heard about Youth Leadership development (YLD) program?
2. Does your child ever talk to you about the YLD program?
3. What do you think about the YLD program?
4. Do you think this program benefits your child?
 - a. Why do you think so?
 - b. If 'No' What do you think will benefit your child more? and Why?
 - c. What is your child learning in the program that he/she is not learning in the regular school program?
 - d. What do you expect from your child after he/she attends school?
 - e. Have you seen any changes in your child's behavior since starting YLD?
5. Do you have any suggestions for our program?
6. Can you give 3 words that best describe the program

APPENDIX G: Questions for Surveying the Market Vendors

The purpose of these interview questions was to gather data that we could then organize using 4P's analysis in order to analyze if the students could successfully sell their products in the new markets. In addition to the questions included, we brought student-made products to the Red Lotus Sea Market to ask vendors whether or not they would be willing to purchase the products and if they think the quality of the student-made products could meet the standards of the market.

1. What is your best-selling product?
2. How do you market your items?
3. Who are your main customers?
4. Are you happy with the products that you are selling?
5. Did you make these products or did you get them from somewhere else?
6. What items sell best?
 - a. Who buys the best-selling products?
 - b. What times of year are these projects best sold?
7. Would you be interested in selling traditional Thai desserts, baked goods, or local hand-crafts?
8. What do you think of these products? (Show teenagers' products)
 - a. Do you think they are well made?
 - b. What would you price these products?
 - c. Do you have any suggestions for these products?
 - d. Do you think these products would be able to sell in this market?
 - e. Would you be interested in selling these items?
 - i. If no, why not? and what do you prefer?
 - ii. If yes, how many and when would you want them?
9. Are there other products you would like to sell?

APPENDIX H: Questions for Surveying the Customers in the Markets

The purpose of these interview questions was to gather data that we could then organize using 4P's analysis in order to analyze what the customers' preferences in the market are. In addition to the questions included, we brought student-made products to the Red Lotus Sea Market to ask the customers there if they would be interested in buying the students' products.

1. How often do you come to this market?
2. What did you come to this market to buy?
3. Do you live in Udon Thani?
 - a. If no, where are you from?
4. Are you interested in buying traditional thai desserts, baked goods, or local hand-crafts?
 - a. If no, why not? and what do you prefer?
 - b. If yes, how many and when would you want them?
5. What do you think of these products? (Show teenagers' products)
 - a. Do you think they are well made?
 - b. What would you pay for these products?
 - c. Do you have any suggestions for these products?
 - d. Would you be interested in buying these items?
 - i. If no, why not? and what do you prefer?
 - ii. If yes, how many would you buy?
6. Are there other products that you wish were sold here?

APPENDIX I: Objective 1 - SWOT Analysis of Teacher Responses

SWOT	Internal Factors		External Factors	
School	Strength	Weakness	Opportunity (Recommendations)	Threat (Limitation)
1	<ul style="list-style-type: none"> -They learned some pricing and marketing -They helped the students to speak out their idea -Incorporated English in the program when making the products - Some teachers have specific background (economics) 	<ul style="list-style-type: none"> - Not all students are involved in program -Students need to put in extra time for program, but academic curriculum is tough - Not enough variability in the types of instructors for the program -Do not change product pricing, even though price fluctuates in different seasons. -Learned to make products from internet 	<ul style="list-style-type: none"> -Workshops and cookbook idea would be effective -Increased budget would be good. -Teaching all students about accounting. -More desserts and more students involved. - Students need more computer, marketing, and pricing skills - Teacher booklet should include marketing, selling techniques, new recipes, and ways to find market channels. -Incorporating material into other academic classes would be helpful. - Wants to engage students more and have workshop to teach students goal 	<ul style="list-style-type: none"> -Time, budget, and knowledge are limited.
2	<ul style="list-style-type: none"> -She set up the concept with Raks Thai -One teacher thinks students need to learn critical thinking and analysis to apply their knowledge. -Students use critical thinking when there are problems with growing mushrooms. -Occupational skills teachers chose are what is available in the community. 	<ul style="list-style-type: none"> -One teacher had no knowledge about marketing at all only knows about marketing from internet and books. -One teacher thinks the purpose of the program is for the students to get money from the program to continue studies rather than getting a job. (“เพื่อส่งเสริมให้นักเรียนมีรายได้จากกิจกรรม ดึงตัวให้เลิกเรียนแล้วไปหางานทำ”) 	<ul style="list-style-type: none"> -Poster with mission statement will help reinforce both for teachers and students. -Wants online resources: lesson plans, activities, videos. -The teacher wants to learn more about marketing, market channels, wholesalers, and more accounting. -One teacher thinks business books would be helpful for all teachers even if they are not involved in program. -One teacher thinks students would be most interested in videos on marketing. 	<ul style="list-style-type: none"> -Not enough water to grow mushrooms -Not enough market channel for the baby sunflowers -Climate can be a limitation since the agricultural product need a good climate to grow in.
3	<ul style="list-style-type: none"> -They worked with Raks Thai for 12 years. -Worked with parents in order to teach students -The leader wants to “Decrease studying increase knowing time” which makes the program in accordance with the government’s policy -Role model for other schools joining the program 	<ul style="list-style-type: none"> - Not all students come to the orientation to learn about the program. 	<ul style="list-style-type: none"> -New pattern for the reed mats can increase the profit -New market channels such as online marketing (Facebook and school website), school activities and word of mouth can be effective 	<ul style="list-style-type: none"> -Time, budget and knowledge about cost analysis are limited - Expanding of the project would be hard as they have to manage everything from 5,000 baht. -The space is not available for everyone -The activities are limited for male

				students.
4	<ul style="list-style-type: none"> -Teachers teach students to learn to make and sell products so that they can have money to live on their own. -Students are taught how to make a basic accounting book by the teacher. 	<ul style="list-style-type: none"> -Need to bring in family members to teach skills to make products. -Thought the purpose of the program was to make products sell, not develop leadership and occupational skills. -Students get bored of continuously making the same products. 	<ul style="list-style-type: none"> -Need more instructional material such as cookbook and videos. -Invite more instructors from outside of the school. -More extra activities to teach about basic knowledge about marketing. -Sharing more information and knowledge from other schools within the program. (“นำโรงเรียนอื่นเป็นต้นแบบ โรงเรียนที่ประสบความสำเร็จแล้ว”) 	<ul style="list-style-type: none"> -Time, budget and knowledge -Not enough teachers and staffs -National Test Exam -Not all students - especially boys - are interested in the product available to make.
5	<ul style="list-style-type: none"> - Won a competition for the planting seeds activity (6th grade) -Students learning pricing and ability to talk - Students like competition - Use crossword puzzles when teaching and sing songs for lessons - Have computers - Attending camp and making friends gives them confidence boost - Learn home skills, cooking in the house - They have a parents meeting twice a year where information is presented about the program - Get feedback on products and then tells students - Purpose: for students to be self-sustainable -Learned to make handicrafts from internet 	<ul style="list-style-type: none"> -Teaching techniques are old. -Students do not have confidence in themselves. - Parents will not read the newsletter the teachers produce if it is too long. - Some teachers do not understand program purpose. - Students only account for price of materials, not other costs. -Parents do not want students to go on weekends. -Learned to make handicrafts from internet. 	<ul style="list-style-type: none"> -Variety of teaching techniques (“คุณครูที่นี้แก่แล้ว มันจะเขี่ยมยอดมากที่จะมีเทคนิคการสอนใหม่ๆ คิดว่าเด็กจะรัก โรงเรียนมากขึ้นเพราะโรงเรียนมีการสอนที่หลากหลาย”) - Want new techniques - Outside professionals teach skills, not internal teachers - Cookbook, new activities, and mission statement would be helpful - A mission statement poster should include statement, upcoming plan, and products - Thinks videos and computer games are useful -Need support from Raks Thai and other organizations, markets channels, and parents support - Kids like to sing songs - A book with a guide to product design, product packaging, and knowledge to be a producer would be really helpful -Useful to teach within all subjects like music and dance - Wants lesson plan with variety of games, knowledge to be manufacturer of handicraft, requirement to be producer, social skills, product design and packaging, food recipes -Training for teachers in and not in program would be useful 	<ul style="list-style-type: none"> - Some students do not gain skills because they are too young - Budget because sometimes they cannot sell the products but still need to cover costs - Parents complain about students coming on weekends to make products (parents get letters home but not satisfied)
6	<ul style="list-style-type: none"> -Have computers -Some students improve their confidence and the amount they answer questions in class -The teacher sees the purpose of the program to be students learn skills to get a job in real life by making the products. -Boys liked making the wooden crafts. 	<ul style="list-style-type: none"> -The purpose of the program is for students to learn occupational skills: cost analysis and making products. -No one in school has marketing skill or marketing channel analysis, they just walk around the village to sell the products, -Instructor chooses price, so the student 	<ul style="list-style-type: none"> -Thinks it would be smart to divide students based on their interests. -Want to improve marketing channel and packaging. -Need market for products. -Newsletter idea could be effective. 	<ul style="list-style-type: none"> -Lack instruction for the wooden crafts making. -Not enough instructors that have knowledge about how to make the products -Program budget is limited. -Lack of electricity at the school.

		does not decide it on their own. -The students are shy when selling the products.		-The school does not achieve the program objective because the students are shy to sell the products -Not enough instructors have knowledge about how to make the products.
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APPENDIX J: Objective 1 - SWOT Analysis of Student Responses

SWOT	Internal Factors		External Factors	
School	Strength	Weakness	Opportunity	Threat
1	<ul style="list-style-type: none"> - They have learned teamwork, cooperation, communication, exchanging opinions, and helping each other -Record cost/profit/loss once a week -Learned managing and supply chain skills - making, packaging, etc. 	<ul style="list-style-type: none"> -Students do not understand purpose of program (“เพื่อหารายได้เสริม แบ่งเบาภาระพ่อแม่”) - They want to make products, but are bad at it - Do not know how to sell or price products 	<ul style="list-style-type: none"> -Want to do other activities (cut hair, sewing machine) - Suggested an accounting book (including sales pitch) 	<ul style="list-style-type: none"> - They are not very good at making the products - Funding
2	<ul style="list-style-type: none"> -Students believe the program teaches them: basic business knowledge, time management, discounting, and selling. -The students bring products to the market themselves. -The students base the product pricing off of competitors. -They like growing mushroom especially raising mushroom spawn process 	<ul style="list-style-type: none"> -The students base the product pricing off of competitors, but this means that they do not have a method to determine the price. -Only the student president knows exactly what they are doing. (“เตรียมความพร้อมในด้านทักษะอาชีพและด้านทักษะความเป็นผู้นำ เพื่อจะได้นำความรู้ที่ได้ไปใช้ในอนาคต”) -Other students do not understand the purpose of the program (“รู้จักความสัมพันธ์ในการทำงานร่วมกัน”) 	<ul style="list-style-type: none"> -Want to make baskets and Thai desserts. -The students think art class could be applied to the program. 	<ul style="list-style-type: none"> -Only the student president knows exactly what they are doing.
3	<ul style="list-style-type: none"> - They learn patience from making the mats - They learn basic accounting skill from their teacher -They like making desserts - The profit is split among students. -The desserts can be sold at the local market near school -They think that making the products is a good way to spend their free time 	<ul style="list-style-type: none"> - Not all students enjoy making the mats - They have little knowledge about fundamental business skills. - Prefer making the products than selling them 	<ul style="list-style-type: none"> -Interested in making paper flowers - Plan to further their education 	<ul style="list-style-type: none"> -Time is limited as the students have to study for national tests -The students cannot choose what they want to do
4	<ul style="list-style-type: none"> -Learn how to make different products. -They feel they can use their new occupational skills in their daily lives. -Helps students improve their time management skills. 	<ul style="list-style-type: none"> -Do not understand the purpose of the program. (“จะได้ใช้เวลาว่างให้เป็นประโยชน์”) -Some students would rather do other activities such as play sports rather than make desserts. -They do not know how to calculate for the cost. 	<ul style="list-style-type: none"> -New product ie. jelly and other types of dessert -The student want to raise the price of the product (but the teacher want to keep it the same). -The student want to sell the product by themselves at 	<ul style="list-style-type: none"> -They want to make other product but they do not know what to do. -Students say that the teachers are not interested in if the project is fun, they make them do it anyway. -Believe they are

			the school co-op.	selling the products for not enough Baht.
5	<ul style="list-style-type: none"> -They enjoy making it. -They understand the project is teaching leadership and occupational skills. -One student said she can make the product all by herself if given the supplies. -They have to put a lot of effort into the figures because they are put into a competition. -One student likes to make new figures. 	<ul style="list-style-type: none"> -One student said she was doing it because the local seeds fall and they want to bring useless items a new life. -They know a little about the marketing plan. 	<ul style="list-style-type: none"> -Suggested making cartoons as another option for the souvenirs patterns. -Wants to make keychains. -They want to do more products. 	<ul style="list-style-type: none"> -Souvenirs area 6th grade activity because the teachers know how to make them.
6	<ul style="list-style-type: none"> - Hard to sell products at first but then got easier - They do cost/ profit/loss log when selling products - Program gives them the skills to be an adult (responsibility, academic knowledge, and the language of ASEAN) - Learn basic accounting skills in their free time 	<ul style="list-style-type: none"> - Inconsistent profit and sales -Sing songs, but do not play other games - Do not know a lot of information about how to make products - Hesitated when asked about objective of the program - Do not know purpose, objectives, or who Raks Thai is - 2 out of 3 students did not know that there was a program or its purpose (“ไม่เคยได้ยินโครงการนี้เลย”) 	<ul style="list-style-type: none"> -Enjoy games like jeopardy -None of them like math but if used cooking during math they think it would be more fun -Want to know recipes because they like to eat food - They want to make more desserts 	<ul style="list-style-type: none"> -Videos in central Thai are too hard for students to understand -Edible foods easily spoil so need to sell immediately

APPENDIX K: Objective 2 - SWOT Analysis of Guardian Responses

SWOT	Internal Factors		External Factors	
School	Strength	Weakness	Opportunity	Threat
1	<ul style="list-style-type: none"> -They want their students to be prepared for a job after graduation and to be a better person. -Students have the opportunity to work in and out of the classroom. 	<ul style="list-style-type: none"> -The program is working to complete the objective but has not quite gotten there. -Only know what the children tell them. 	<ul style="list-style-type: none"> -Suggested making sure kids tell their parents about the program so that they can advocate for it. -Wants the Raks Thai Foundation to help with the budget so the student that are very poor will be able to join. 	<ul style="list-style-type: none"> -Pay to be involved to make the product so if the parents do not have enough money their kids will not be able to join the program.
2	<ul style="list-style-type: none"> -Students gain responsibility, put in more effort, grow up, and learn time management and managing skills. -Kids rotate the project they are working on so that they do not get tired of them. -Sees the program as a stepping stone for the future. 	<ul style="list-style-type: none"> -Attended parents meeting but still did not understand the purpose of the program at all. -Parents seemed confused during the interview and agreed with whatever was asked. 	<ul style="list-style-type: none"> -Wants more information so he can motivate his son to be involved. -Want more opportunities for children to join the program. -Suggested a parent orientation in order for parents to learn about the Raks Thai program. -Wants different occupational skill (i.e. raising chickens, fish, frogs). 	<ul style="list-style-type: none"> -Do not understand Central Thai language.
3	<ul style="list-style-type: none"> -Students gain skills like responsibility and time management. -Better use of students' time by making money and not just hanging out after school. -Can teach students how to make mats and how to make a profit from them. -Parents have materials for the student's product. 	<ul style="list-style-type: none"> -Time consuming work takes 3 days to make each reed mat. 	<ul style="list-style-type: none"> -More markets to sell products at to increase success. 	<ul style="list-style-type: none"> -Parents are busy farming from July until the winter. -Students do not know how to make some products, like edges of mats, on their own.
4	<ul style="list-style-type: none"> -The program is beneficial to students and can be useful for their future. -Parents talked to their children about the program and they enjoyed it. 	<ul style="list-style-type: none"> -Parents did not know the purpose of the program at first so they could not encourage their kids to participate in it until they understood what it was. 	<ul style="list-style-type: none"> -The program needs more of a variety of products 	N/A
5	<ul style="list-style-type: none"> -The student makes Thai desserts at home, can be her future occupation -Notices she helps with housework more -Believes occupational skills are better than academics 	<ul style="list-style-type: none"> -Mom is not involved in program, grandmother is a caretaker 	N/A	N/A
*6	N/A	N/A	N/A	N/A

*Note: Parents were not available to interview at school 6

APPENDIX L: Objective 3 - 4P's Analysis of Vendor Responses in the Red Lotus Sea Market

4P's (11 Vendors Total)				
Vendors	Product	Price	Place	Promotion
Sells Edible Products	<ul style="list-style-type: none"> - Not willing to buy products from another source at the end of the season, but would buy them at the beginning of the next season. - Fast food that customers can eat on the go sells well 		<ul style="list-style-type: none"> - Sells best on weekends - Wants the water to drop so more lotus flowers are shown - meaning high season would last longer and she would make more money. - He likes selling at local markets because he likes to sell to tourists and locals 	<ul style="list-style-type: none"> - 1 pcs. for 35 baht and 3 pcs. for 100 baht
Sells Edible and Nonedible	<ul style="list-style-type: none"> - Willing to buy the student products but she does not have enough space and time to tell the products - Drinks sell more than mats at one vendor - People buy mats to give to temple - Mats were of less quality than the students 	<ul style="list-style-type: none"> - After we show the student products to the vendors, she suggests that the price can be higher. For example, Reed mat product the school sells at 40 Baht but the vendors said 79 or 99 Baht. - Will take compensation for selling products at person's spot 	<ul style="list-style-type: none"> - Have to pay daily rental cost - Tourist attraction that depends on natural phenomenon - Edible products may sell better in OTOPS market 	<ul style="list-style-type: none"> - Should make the product in front of the customers to attract the tourist - Willing to sell other products because thinks diversity of products will attract customers - Customers can do bargaining
Sells Non-Edible Products	<ul style="list-style-type: none"> - Products were similar to students (painted figures and mobiles made by students) - Will hire if more products are needed - Spends year making products to have a stock - A vendor prefers souvenirs over desserts 	<ul style="list-style-type: none"> - Liked the idea of students helping to sell vendor products in addition to their own 	<ul style="list-style-type: none"> - Not enough customers/ demand changes as season changes. - Vendors may not come every day however some locals come every day during peak season. - Lower sales this year because the water level was high and the lotus flowers could not be seen, so tourists are now going to other sites too and not to the Red Lotus Sea as much. - Having products made at Red Lotus Sea will help sell. 	<ul style="list-style-type: none"> - Outside products will help promotion of store - Wants items that represent the Red Lotus Sea; example he would buy wooden red lotus or engraved red lotus. - A vendor would buy the products if we said it was made by children in an extended opportunity school. - A vendor said the students' products need better presentation. (maybe a picture of students/ poster would be helpful.)

APPENDIX M: Objective 3 - 4P's Analysis of Consumer Responses in the Red Lotus Sea Market

4P's (10 Customers Total)			
Product	Price	Place	Promotion
<ul style="list-style-type: none"> -Want products to look like Red Lotus Sea (wooden lotus). -Want Red Lotus Sea engraving. - Edible products are harder to sell and you can get them anywhere. -Older consumers like photo frames and shirts - Younger consumers like clothes and accessories. - Prefer souvenirs over desserts - More interesting if the products are from underprivileged teenagers. - Tourists prefer handmade products. 	<ul style="list-style-type: none"> - Most willing to buy products between 20 and 150 Baht. - Would price keychains at 39 baht and other products 159-199. - Think 5 baht is good for cookies. -Consumers are attracted to deals such as buy 1, get 1 free. or 20 baht/one with 50 baht/3 -Consumers plan to pay 20 baht for a souvenir for a friend and 200 baht for a gift for family members. 	<ul style="list-style-type: none"> - Peak season: end of December to February - Prefer the market to be on concrete road located near the parking lot 	<ul style="list-style-type: none"> -Want to know that teenagers from extended opportunity school made it -When people learn that products are made by teens it makes them more impressed so that they buy them -Souvenirs should have the label that they are made by students -People are more likely to be attracted to going to the market when a lot of red lotus flowers have bloomed.

APPENDIX N: Program Guide for Teachers in the YLD Programs





รู้จักผู้เขียน



คู่มือเล่มนี้ จัดทำโดยนิสิตและนักศึกษาชั้นปีที่ 3 จุฬาลงกรณ์มหาวิทยาลัย และมหาวิทยาลัยเวอร์เซสเตอร์ โพลีเทคนิคจากประเทศสหรัฐอเมริกา คู่มือเล่มนี้เป็นส่วนหนึ่งของงานวิจัย โดยมีมูลนิธิริษัทไทยและบริษัท เมอร์คไทยแลนด์เป็นผู้สนับสนุน นอกจากนี้ ยังมี อ.ดร.ภานูวัฒน์ ผดุงรส อาจารย์เซท ทูเลอร์ และอาจารย์สเวีตลาน่า นิกิตานาเป็นผู้ให้คำปรึกษา ในการทำวิจัยครั้งนี้ ข้อมูลที่ได้จากโรงเรียนที่เข้าร่วมโครงการ YLD ได้ถูกนำมาสังเคราะห์เพื่อเป็นแนวทางให้แก่ผู้ที่สนใจได้ใช้ศึกษาต่อไป

คณะผู้จัดทำ
นิสิตและนักศึกษาชั้นปีที่ 3 จุฬาลงกรณ์มหาวิทยาลัย
และมหาวิทยาลัยเวอร์เซสเตอร์ โพลีเทคนิค



WPI



Chulalongkorn University
จุฬาลงกรณ์มหาวิทยาลัย
Pillar of the Kingdom





สารบัญ



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วัตถุประสงค์

ดำเนินการในโรงเรียนประถมศึกษาขยายโอกาสและมัธยมศึกษาระดับตำบล จำนวน 6 โรงเรียน ในอำเภอประจักษ์ศิลปาคมและอำเภอกุมภวาปี จังหวัดอุดรธานี โดยความร่วมมือระหว่างมูลนิธิรักษไทยกับบริษัทเมอร์ประเทศไทย หนังสือเล่มนี้จัดทำขึ้นสำหรับคณะครูที่เข้าร่วมโครงการทั้งในปัจจุบัน และในอนาคต จุดประสงค์ของโครงการนี้จัดทำขึ้นเพื่อให้นักเรียนได้รับโอกาสในการพัฒนาศักยภาพตนเองในด้านภาวะความเป็นผู้นำ และทักษะด้านอาชีพ โดยโครงการมุ่งเน้นให้นักเรียนได้เกิดการเรียนรู้จริงผ่านกระบวนการคิด วิเคราะห์ ตัดสินใจ และแก้ไขปัญหา ฯลฯ ซึ่งทำให้เกิดการพัฒนาทักษะและบุคลิกภาพ เป็นประสบการณ์ที่สามารถนำไปปรับใช้ในการดำเนินชีวิตทั้งในปัจจุบันและอนาคต

วัตถุประสงค์ของหนังสือ
เล่มนี้จัดทำเพื่อ

1.เป็นแนวทางให้แก่คณะครูและบุคลากร 6 โรงเรียนในอำเภอกุมภวาปี จังหวัดอุดรธานี ภายใต้โครงการ YLD ให้เป็นไปในทิศทางเดียวกัน

2.เป็นคำแนะนำแนวทางในการ
พัฒนาโครงการ YLD

เพื่อเป็นตัวอย่างการในการทำป้ายผลิตภัณฑ์ การนำเสนอสินค้าและการคำนวณราคาสินค้า

พันธกิจ

พันธกิจ เป็นสิ่งสำคัญที่จะเสริมสร้างจุดประสงค์ของโครงการให้ผู้ที่มีส่วนเกี่ยวข้อง โดยผู้มีส่วนเกี่ยวข้องนั้นได้แก่นักเรียน คณะครูและผู้ปกครอง หากนักเรียนเข้าใจถึงจุดประสงค์ของโครงการได้อย่างถ่องแท้ นักเรียนจะสามารถบรรลุจุดประสงค์ได้อย่างสมบูรณ์ พันธกิจเป็นส่วนสำคัญสำหรับคณะครู เนื่องจากคณะครูเป็นผู้ให้คำแนะนำและสนับสนุนนักเรียน ผู้ปกครองเป็นอีกหนึ่งบทบาทที่สำคัญของโครงการนี้ เนื่องจากผู้ปกครองเปรียบเสมือนแบบอย่างที่ดีสำหรับนักเรียน หากผู้ปกครองทราบถึงจุดประสงค์ของโครงการ ผู้ปกครองจะสามารถให้การสนับสนุนและส่งเสริมให้เด็กนักเรียนที่เข้าร่วมโครงการบรรลุเป้าหมายของโครงการได้อย่างสมบูรณ์ เมื่อผู้มีส่วนเกี่ยวข้องเข้าใจในจุดประสงค์อย่างครบถ้วนแล้ว พวกเขาจะทำให้โครงการประสบความสำเร็จยิ่งขึ้นไปอีก

พันธกิจของโครงการนี้คือ :

สนับสนุนและส่งเสริมภาวะผู้นำแก่นักเรียนเพื่อเตรียมความพร้อมสู่การศึกษาและการประกอบอาชีพในอนาคต

ตัวอย่างโปสเตอร์

โปสเตอร์ด้านล่างคือตัวอย่างของวิธีการนำเสนอพันธกิจสำหรับโครงการ
พัฒนาศักยภาพทางด้านภาวะผู้นำและทักษะ
อาชีพสำหรับเยาวชนในชนบท โปสเตอร์ที่ 1 และ 2
นั้นได้รวบรวมมาจากคำจำกัดความของผู้ที่เข้าร่วมโครงการนี้
ทั้งในภาษาอังกฤษและภาษาไทย
คำจำกัดความเหล่านี้เป็นคำตอบของคำถามที่ว่า "ขอ 3 คำ
อธิบายเกี่ยวกับโครงการนี้"

โดยมีคณะนิสิตจากจุฬาลงกรณ์มหาวิทยาลัยและนักศึกษาจากมหาวิทย
อเซตเตอร์ โพลีเทคนิคจากประเทศสหรัฐอเมริกาเป็นผู้สัมภาษณ์
คำตอบนั้นมีหลากหลายซึ่งคำที่พบบ่อยมากที่สุดนั่นคือคำว่า "ดี"
โปสเตอร์ที่ 3

คือตัวอย่างของการนำเสนอพันธกิจของโครงการในรูปแบบภาษาไทย
โดยตราสัญลักษณ์ที่ใช้สามารถเปลี่ยนเป็นตราของโรงเรียนในแต่ละโรง
เรียนได้

โปสเตอร์ที่ 4 คือตัวอย่างของคำคม
โดยรูปภาพพื้นหลังสามารถเปลี่ยนเป็นสิ่งที่นำเสนอสินค้าหรือโรงเรียนแ
แต่ละโรงเรียนก็ได้

โปสเตอร์ที่ 5
คือตัวอย่างโปสเตอร์ภาษาอังกฤษที่เผยแพร่จุดประสงค์ของโครงการนี้โ
ดยใช้รูปจากโปสเตอร์ที่ 1 เป็นส่วนประกอบ



ตัวอย่างโปสเตอร์ 1

**Youth Leadership
Development Programs are:**

excellent
continue
encourage follow
progress awesome

opportunity give
study
confidence perform
jobs like supportive
experience help
occupation great
successful

good



ตัวอย่างโปสเตอร์ 2

ดี

ประสบการณ์
ยอดเยี่ยม
อนาคต โอกาส ก้าวหน้า
สำเร็จ ปฏิบัติ มาก
สุดยอด เรียนรู้ เด็ก
ชอบ ดีเยี่ยม

ดีเยี่ยม สร้างโอกาส
ให้
อาชีพ ดีมากมาก
สร้างเสริม

ตัวอย่างโปสเตอร์ 3

โครงการพัฒนาศักยภาพทางด้าน
ภาวะผู้นำและทักษะอาชีพสำหรับ
เยาวชนในชนบท



เพื่อสนับสนุนและส่งเสริม
ภาวะผู้นำแก่นักเรียนเพื่อ
เตรียมความพร้อมสู่การ
ศึกษาและการประกอบอาชีพ
ในอนาคต



ตัวอย่างโปสเตอร์ 4



สนับสนุนและส่งเสริม
ภาวะผู้นำแก่นักเรียนเพื่อเตรียมความพร้อมสู่การศึกษาและการประกอบอาชีพในอนาคต

โครงการ YLD

ตัวอย่างโปสเตอร์ 5

DEVELOPMENT OF LEADERSHIP AND OCCUPATIONAL SKILL
FOR UNDERPRIVILEGED TEENAGERS IN
KUMPHAWAPI DISTRICT, UDON THANI

*To inspire and
empower youth to
seek higher education
and successful jobs
by instilling
leadership and
confidence in them.*

WHAT DO YOU THINK OF THE PROGRAM?

excellent
continue
encourage follow
progress awesome
opportunity give
study
confidence perform
jobs
like supportive
experience help
occupation great
successful
good



๒ ข้อมูลการตลาดและธุรกิจ

จุดประสงค์ของการเรียนรู้ในการตั้งราคาสินค้า

การให้นักเรียนเรียนรู้เกี่ยวกับการตั้งราคาสินค้าด้วยตนเองสามารถสอนทักษะเกี่ยวกับการคิดแบบวิพากษ์ เช่น การให้เหตุผล ความเข้าใจในตลาด และการจัดเก็บข้อมูล นักเรียนจะได้ฝึกความรับผิดชอบและความเป็นมืออาชีพ เพื่อสร้างความเชื่อมั่นให้กับการตั้งราคาสินค้าของนักเรียน เนื่องจากนักเรียนต้องมีความซื่อสัตย์ในการตั้งราคาสินค้าเพื่อประโยชน์ของลูกค้า

จุดประสงค์ของการเรียนรู้การทำบัญชี

การทำบัญชีรายรับรายจ่ายนี้เป็นการฝึกให้นักเรียนเตรียมพร้อมสำหรับการจัดการการเงินในอนาคต สิ่งนี้จะช่วยให้นักเรียนเรียนรู้ด้าน บัญชี คณิตศาสตร์ การจัดการ และความรับผิดชอบ

จุดประสงค์ของการเรียนรู้การขายสินค้า

เพื่อสร้างเสริมความรู้ความสามารถสำหรับนักเรียนในการนำไปใช้ในชีวิตประจำวัน เช่น ความสามารถในการพูดคุยกับลูกค้า นักเรียนจะต้องมีความสุภาพ มีจุดยืนที่ชัดเจน และมีความมั่นใจในความรู้ที่ตนเองมีอยู่ในช่วงของการเจรจาขายสินค้า

จุดประสงค์ของการเรียนรู้การโฆษณา

นักเรียนได้ฝึกการคิดวิเคราะห์ในวิธีการโฆษณาสินค้า เช่น การทำป้ายราคาสินค้า การทำโปสเตอร์ และการดึงดูดลูกค้าให้สนใจในสินค้าของนักเรียน

คำนวณราคาสินค้ายังไงดี?



การคำนวณราคาสินค้าอาจจะเป็นสิ่งที่ยาก แต่มันเป็นสิ่งที่ผู้ผลิตทุกคนต้องศึกษา เพราะการคำนวณราคาสินค้าเป็นส่วนหนึ่งในปัจจัยของผู้ผลิตในการสร้างกำไร และเพิ่มปริมาณการขายของสินค้าเรา การกำหนดราคาที่มีขั้นตอนง่ายๆดังนี้

1

ผู้ขายควรรู้และเข้าใจถึงสถานะตลาดที่จะนำสินค้าไปขาย

ผู้ขายควรศึกษาก่อนว่ากลุ่มลูกค้าโดยอยู่ในตลาดนั้นๆและราคาสินค้าในตลาดนั้นอยู่ในระดับใด

3

นึกถึงค่าใช้จ่ายอื่นๆที่อาจจะเกิดขึ้น เช่น ค่าเช่าที่ จากนั้นให้นำค่าใช้จ่ายที่อาจจะเกิดขึ้นทั้งหมดมารวมกันและหารจำนวนสินค้าที่ผลิตได้ต่อการซื้อวัตถุดิบ 1 ครั้ง (ตรงกับข้อ 2)

4

รวมราคาขายที่เพิ่มขึ้นจากปัจจัยอื่นๆ ในข้อ 3 กับราคาต้นทุน

สามารถหาข้อมูลเพิ่มเติมได้จาก <http://www.marketingdonut.co.uk/marketing/marketing-strategy/pricing/seven-ways-to-price-your-product>

2

คำนวณราคาของสินค้า

2.1 บันทึกรายการอุปกรณ์และเครื่องมือที่จะใช้ในการผลิตสินค้า

2.2 บันทึกรายจ่ายทั้งหมด ทั้งนี้รวมถึงค่าขนส่งและค่าแรงด้วย

2.3 บันทึกจำนวนวัสดุอุปกรณ์ที่ใช้ในการผลิตสินค้าแต่ละครั้ง และจำนวนสินค้าที่ผลิตได้ต่อการซื้อวัตถุดิบ 1 ครั้ง

2.4 ต้นทุนของสินค้าสามารถคิดได้จากการนำผลรวมของรายจ่ายทั้งหมดมาหารกับจำนวนสินค้าที่ผลิตได้ ต่อการซื้อวัตถุดิบ 1 ครั้ง

2.5 เปรียบเทียบราคาต้นทุนของสินค้ากับราคาสินค้าในตลาดเพื่อตรวจสอบว่าราคาที่คิดได้นั้นสมเหตุสมผลหรือไม่

กิจกรรม: มาเปรียบเทียบราคากันเถอะ

คำชี้แจง : จงคำนวณต้นทุนการผลิตและคำนวณกำไร/ขาดทุนของแต่ละสินค้า และเขียนอธิบายการเปรียบเทียบราคาของ 2 สินค้า



ส่วนผสมข้าวเหนียวสังขยา		ส่วนผสมสังขยาฟักทอง	
ไข่เบ็ด	฿8.00	ฟักทองลูกเล็ก	฿15.00
กะทิ	฿5.00	ไข่ไก่	฿7.00
ใบเตย	฿2.00	น้ำตาลบี๊ป	฿3.00
น้ำมันบี๊ป	฿3.00	หัวกะทิ	฿8.00
ข้าวเหนียวขี้จุ๋	฿7.00	ฝอยทองหยอดหน้า	฿2.00
กะทิ	฿6.00		
สารส้ม	฿2.00		
น้ำตาลทราย	฿3.00		
เกลือป่น	฿2.00		
ใบเตย	฿2.00		
ปริมาณที่ผลิตได้	20 ชิ้น	ปริมาณที่ผลิตได้	15 ชิ้น
ค่าขนส่ง	฿20.00	ค่าขนส่ง	฿25.00
ค่าแรง	฿40.00	ค่าแรง	฿30.00
ต้นทุนในการผลิต	฿ ???	ต้นทุนในการผลิต	฿ ???
ต้นทุนในการผลิต/ชิ้น	฿ ???	ต้นทุนในการผลิต/ชิ้น	฿ ???
ราคาที่เพิ่มจากต้นทุน/ชิ้น	฿2.00	ราคาที่เพิ่มจากต้นทุน/ชิ้น	฿2.00
ราคาขาย	฿ ???	ราคาขาย	฿ ???
จำนวนที่ขายได้	15 ชิ้น	จำนวนที่ขายได้	10 ชิ้น
กำไร/ขาดทุน	฿ ???	กำไร/ขาดทุน	฿ ???

มาเปรียบเทียบราคากันเถอะ (คำตอบ)



ปริมาณที่ผลิตได้	20 ชิ้น	ปริมาณที่ผลิตได้	15 ชิ้น
คาขนส่ง	฿20.00	คาขนส่ง	฿25.00
คาแรง	฿40.00	คาแรง	฿30.00
ต้นทุนในการผลิต	฿40.00	ต้นทุนในการผลิต	฿35.00
ต้นทุนในการผลิต/ชิ้น	฿2.00	ต้นทุนในการผลิต/ชิ้น	฿6.00
ราคาที่เพิ่มจากต้นทุน/ชิ้น	฿2.00	ราคาที่เพิ่มจากต้นทุน/ชิ้น	฿2.00
ราคาขาย	฿7.00	ราคาขาย	฿8.00
จำนวนที่ขายได้	15 ชิ้น	จำนวนที่ขายได้	10 ชิ้น
กำไร/ขาดทุน	฿5.00	กำไร/ขาดทุน	฿-10.00

วิธีทำ

นักเรียนจะต้องคำนวณหาต้นทุนในการผลิตของแต่ละสินค้าเป็นอันดับแรก จากนั้นจึงรวมผลลัพธ์ทั้งหมดของ คาขนส่ง คาแรง และต้นทุนการผลิต และหาต้นทุนของสินค้าต่อชิ้น จากนั้นคิดหาราคาขายของสินค้าที่จะขายและคำนวณคิดหากำไร/ขาดทุนจากจำนวนที่ขายได้

การบันทึกบัญชีรายรับรายจ่าย

การบันทึกรายรับรายจ่ายนั้นเป็นประโยชน์แก่นักเรียนเพราะมันเป็นสิ่งที่ทำให้นักเรียนได้เรียนรู้และเข้าใจถึงสถานะการเงินในช่วงนั้นๆ ทั้งนี้ความเข้าใจในสถานะทางการเงินยังนำไปสู่การพัฒนาและประยุกต์ใช้ได้อื่นๆได้เช่นกัน เช่น การคำนวณต้นทุนของสูตรอาหารใหม่ๆ หรือ การคำนวณกำไรและต้นทุนจากการขาย

นอกจากนั้น การคำนวณรายรับรายจ่ายเพื่อคาดการณ์กำไรที่จะได้รับ ยังเป็นการสร้างกำลังใจแก่นักเรียนในอีกทางหนึ่งอีกด้วย

1. ใส่วันที่

2. ใส่รายละเอียดของรายการ

วันที่	รายการ	รายรับ	รายจ่าย
1 ม.ค. 2559	เงินที่ได้รับจากอาจารย์	5,000 บาท	
2 ม.ค. 2559	ซื้อวัสดุอุปกรณ์		600 บาท
	ค่าเสื่อมราคาของอุปกรณ์		50 บาท
3 ม.ค. 2559	ค่าขนส่ง		100 บาท
	ขายสินค้าได้เงิน	100 บาท	
31 ม.ค. 2559	รวม	5,100 บาท	750 บาท
	การคำนวณหากำไร/ขาดทุน $5,100 - 750 = 4,350$ บาท (กำไร)		

3. บันทึกจำนวนเงินที่ได้รับในช่องรายรับและบันทึกจำนวนเงินที่จ่ายในช่องรายจ่าย

4. หาผลรวมของรายรับและรายจ่าย

5. หาผลกำไร/ขาดทุนได้จากการนำเอาผลรวมของรายรับมาลบกับผลรวมของรายจ่าย

RECORDING TRANSACTIONS



การเรียนรู้การจัดการด้านการเงินเป็นสิ่งสำคัญต่อนักเรียนในการประกอบอาชีพในอนาคต การบันทึกรายรับรายจ่ายประจำวันเป็นส่วนหนึ่งที่ทำให้นักเรียนคำนึงถึงรายรับและรายจ่ายในแต่ละเดือน

กิจกรรมนี้จะช่วยให้นักเรียนสามารถบันทึกรายรับรายจ่ายเองได้แล้ว ยังสามารถนำความรู้ที่ได้รับไปประยุกต์ใช้กับโครงการ YLD ได้อีกด้วย

รายการ	ราคา
1 ม.ค. ซื้อขนมเค้ก	50 บาท
2 ม.ค. ซื้อแป้งข้าวเหนียว 2 ถุง สำหรับทำขนมดอกจอก	200 บาท
15 ม.ค. ขายขนมดอกจอกได้รับเงิน	300 บาท
17 ม.ค. ซื้อน้ำมันพืช 2 ขวดลิตร	150 บาท
20 ม.ค. ซื้อน้ำตาล 2 กิโลกรัม	60 บาท
22 ม.ค. ขายโดนัทได้รับเงิน	100 บาท
25 ม.ค. สหกรณ์มารับขนมไปขายได้รับเงิน	450 บาท
29 ม.ค. ขายขนมดอกจอกได้เงิน	200 บาท
31 ม.ค. สรุปรายรับรายจ่ายประจำเดือน	

ขั้นตอนการทำ

1. คุณครูอธิบายวัตถุประสงค์ของกิจกรรม
2. ให้นักเรียนสร้างตารางรายรับรายจ่าย
3. นำข้อมูลที่ได้จากตารางด้านบนไปใส่ในตารางรายรับรายจ่าย
4. หาผลรวมของรายรับและรายจ่าย
5. ให้นักเรียนนำผลที่ได้ไปเปรียบเทียบคำตอบกับเพื่อนๆ



RECORDING TRANSACTIONS (คำตอบ)

วันที่	รายการ	รายรับ	รายจ่าย
1 ม.ค.	ซื้อขนมเค้ก		50 บาท
2 ม.ค.	ซื้อแป้งข้าวเหนียว 2 ถุง สำหรับทำขนมดอกจอก		200 บาท
15 ม.ค.	ขายขนมดอกจอกได้รับเงิน	300 บาท	
17 ม.ค.	ซื้อน้ำมันพืช 2 ขวดลิตร		150 บาท
20 ม.ค.	ซื้อน้ำตาล 2 กิโลกรัม		60 บาท
22 ม.ค.	ขายโดนัทได้รับเงิน	100 บาท	
25 ม.ค.	สหกรณ์มารับขนมไปขายได้รับเงิน	450 บาท	
29 ม.ค.	ขายขนมดอกจอกได้เงิน	200 บาท	
31 ม.ค.	รวม	<u>1,050 บาท</u>	<u>460 บาท</u>

วิธีการขาย

1. มีความรู้เกี่ยวกับสินค้า

ผู้ขายควรจะสามารถอธิบายได้ถึงวิธีใช้สินค้าหรือควรอธิบายได้ว่าทำไมลูกค้าควรจะซื้อสินค้านั้นๆ

2. ค้นหา

ค้นหาในที่นี้คือการค้นหาลูกค้าใหม่ๆ โดยผู้ขายต้องรู้ว่ากลุ่มลูกค้าของตนคือกลุ่มลูกค้ากลุ่มไหน

3. วิธีการ

ผู้ขายควรเรียนรู้วิธีการที่จะเข้าหาลูกค้า วิธีการเข้าหาลูกค้านั้นเป็นสิ่งที่สำคัญเพราะมันจะเป็นสิ่งที่ลูกค้าจะจดจำเราและนำไปสู่ความสัมพันธ์ของเรากับลูกค้าว่าจะไปในทางที่ดีหรือไม่

4. การประเมินตนเอง

ผู้ขายควรจะถามตัวเองเสมอว่า "นี่เราดีพอหรือยัง" เพื่อที่จะประเมินและเตือนตนเองตลอดเวลา

5. การนำเสนอ

ผู้ขายควรนำเสนอในด้านที่ว่า ลูกค้าจะได้ประโยชน์อะไรจากการซื้อสินค้า ไม่ใช่นำเสนอในด้านผู้ขายจะได้อะไร

6. การปิดการขาย

การปิดการขายคือ การทำให้ลูกค้าสั่งสินค้าจากเรา เช่น ถามลูกค้าว่า "ไม่ทราบว่าสนใจสินค้าตัวไหนเป็นพิเศษไหมคะ" ผู้ขายควรจะทราบว่า การพูดว่า "เดี๋ยวไว้เดินกลับมาดูนะคะ" เป็นการปฏิเสธของลูกค้าในทางหนึ่ง

7. ติดตาม

หากเป็นไปได้ เราควรจะติดตามความพึงพอใจของลูกค้าหลังจากที่ซื้อสินค้าเราไปแล้ว เพื่อที่จะนำมาพัฒนาสินค้าของเราต่อไป



วิธีการพูดคุยกับลูกค้า

การสอนนักเรียนให้มีความรู้ด้านการสื่อสารกับลูกค้าเป็นสิ่งสำคัญ เพื่อสร้างเสริมความมั่นใจในทักษะด้านการพูดให้นักเรียนและเพื่อให้นักเรียนสามารถนำเสนอเกี่ยวกับสินค้าของตนเองได้ การพูดคุยกับลูกค้าให้มีประสิทธิภาพมีขั้นตอนดังต่อไปนี้

1. ไม่ควรพูดขัดในระหว่างที่ลูกค้ากำลังพูด ควรรับฟังในสิ่งที่ลูกค้าต้องการเป็นอันดับแรก
2. ในระหว่างที่รับฟังบทสนทนาของลูกค้า นักเรียนควรมีสีหน้ายิ้มแย้มและพยักหน้าให้กับลูกค้าเพื่อเป็นการแสดงถึงว่ากำลังรับฟังและสนใจในสิ่งที่ลูกค้ากำลังพูด
3. พูดจาสุภาพนอบน้อมกับลูกค้าทุกคน
4. พูดช้าๆ และชัดเจน เพื่อให้ความหมายที่ต้องการจะสื่อไม่ผิดเพี้ยนและแสดงถึงความมั่นใจในสิ่งที่พูด เพื่อเพิ่มความน่าเชื่อถือให้กับลูกค้า
5. ลูกค้าอาจจะตั้งคำถามกับนักเรียน ดังนั้นนักเรียนควรเตรียมความพร้อมในการตอบคำถาม ทั้งนี้ นักเรียนควรนำเสนอลูกค้าว่านักเรียนเป็นคนผู้จัดทาสินค้าขึ้นเองและเป็นส่วนหนึ่งของโครงการพัฒนาศักยภาพด้านภาวะผู้นำและทักษะอาชีพสำหรับเยาวชนในชุมชน โดยได้รับการสนับสนุนจากบริษัท เมอร์คไทยแลนด์และมูลนิธิรักไทย



เกร็ดความรู้ในการพูดคุยกับ ลูกค้า



ฟังผลตอบรับจากลูกค้า

ลูกค้าคือคนที่สามารถให้ข้อมูลเกี่ยวกับสินค้าได้โดยตรงกับเรา รวมถึงเหตุผลว่าทำไมเขาถึงซื้อสินค้าเรา

โทรหาลูกค้ารายใหญ่

การโทรหาลูกค้ารายใหญ่หลังจากที่ลูกค้าได้ซื้อสินค้าเราเป็นอีกหนึ่งหนทางในการรักษาความสัมพันธ์ที่ดีของเรากับลูกค้า

HELLO

เกมส์ !!

**เกร็ดความรู้ในการพูดคุยกับ
ลูกค้า**

วิธีเล่น



1. ให้นักเรียนแบ่งกลุ่ม เป็นกลุ่มละ 3 คน
2. ให้นักเรียนแต่ละคนในกลุ่มเลือกว่าจะเป็นอะไร ระหว่าง ผู้ขาย, ผู้ซื้อ และผู้สังเกต
3. แจกกระดาษ และดินสอให้แก่ผู้สังเกต
4. สอนเนื้อหาเกี่ยวกับ "เกร็ดความรู้ในการพูดคุยกับลูกค้า"
5. ให้นักเรียนที่เลือกผู้ขาย และผู้ซื้อ แสดงละครเป็นผู้ขายและผู้ซื้อที่กำลังซื้อสินค้า ระหว่างนั้นให้นักเรียนที่เป็นผู้สังเกต สังเกตสิ่งที่เกิดขึ้นและจดบันทึกสิ่งที่สังเกตเห็น รวมถึงประเมินผู้ขายว่าได้พูดคุยกับผู้ซื้อตรงตามหลักที่ได้เรียนมาหรือไม่
6. สำหรับตำแหน่งและกลับไปข้อ 1

จงใจลูกค้ายังไงดี?

รูปลักษณะ



ราคา

เวลาที่เราขายของ สิ่งที่เราต้องการก็คือกำไร แต่ในขณะที่เรามองหากำไร เราก็ควรจะให้ความยุติธรรมแก่ลูกค้าของเราด้วย ในที่นี้หมายถึง ราคาของสินค้าของคุณ ควรจะราคาใกล้เคียงกับสินค้าในตลาด นอกจากนั้น โปรโมชั่นการขายก็สามารถจูงใจลูกค้าได้เช่นกัน ตัวอย่างเช่น ถ้าซื้อ 1 ชิ้น ราคา 35 บาท แต่ถ้าซื้อ 3 ชิ้น จะได้ราคา 100 บาท



ความรู้



ความรู้ในที่นี้หมายถึง ความรู้ความเข้าใจในสินค้า เราควรมีความรู้เกี่ยวกับสิ่งที่เราขายอยู่ เพื่อตอบข้อสงสัยของลูกค้า ลองนึกภาพดูว่าเราจะรู้สึกยังไง ถ้าเราไปซื้อเป็นลูกค้าแล้วมีคำถาม แต่แม่ค้ากลับไม่สามารถตอบคำถามเราได้ หรือแม่ค้าต้องไปหาคนอื่นมาตอบคำถามเรา

ความเป็นมิตร



มันเป็นเรื่องธรรมดาที่เราทุกคน อยากที่จะพูดคุยกับคนที่สุภาพมากกว่าคนที่หยาบคาย เราจึงควรที่จะยิ้มแย้ม ให้คำแนะนำที่เหมาะสมแก่ลูกค้าในระหว่างการพูดคุย

วิธีทำป้ายผลิตภัณฑ์



แบบอักษร

01

เลือกแบบอักษรที่บ่งบอกความเป็นสินค้าของคุณ หรือแบบอักษรที่สามารถดึงดูดความสนใจจากลูกค้าได้ เช่น ถ้าสินค้าคือชอสพริกแบบอักษาก็ ควรจะเป็นแบบอักษรที่สื่อถึงความเผ็ดร้อน หรือถ้าสินค้าเป็นสินค้าเกี่ยวกับยานยนต์แบบอักษรควรสื่อถึงความแข็งแกร่งทนทาน เช่นตัวอักษรแบบหนา (Bold)



เวลา

เวลาเลือกสีของป้ายผลิตภัณฑ์ ควรจะคำนึงสีของบรรจุภัณฑ์ หรือหีบห่อที่บรรจุสินค้าของเรา

02

ตราสินค้า

ตราสินค้าควรมีลักษณะโดดเด่น และอยู่ในตำแหน่งที่เหมาะสมของป้ายผลิตภัณฑ์ เพื่อให้ลูกค้าจำตราสินค้าของเราได้



03

ขนาด

ป้ายผลิตภัณฑ์ควรมีขนาดที่เหมาะสมกับหีบห่อที่บรรจุสินค้า.



04

05

ข้อมูลติดต่อ

ข้อมูลติดต่อคือส่วนที่สำคัญที่สุดของตราสินค้า ซึ่งควรจะประกอบไปด้วย เบอร์โทรศัพท์ ที่อยู่ และข้อมูลสื่อสังคม (social media) เช่น Facebook หรือ Line





กิจกรรม

อุปกรณ์

กระดาษขนาดA4, ดินสอ, และ สีไม้

.....วิธีเล่น.....

1. ให้นักเรียนจับกลุ่ม กลุ่มละ 3 คน
2. แจกอุปกรณ์แก่นักเรียนแต่ละกลุ่ม
3. ให้นักเรียนออกแบบป้ายผลิตภัณฑ์ของสินค้าที่คุณครูกำหนด



รร.บ้านนาดีสร้างบง

ผลิตภัณฑ์จากไม้

ผลิตและจัดจำหน่ายโดย
นักเรียนรร.บ้านนาดีสร้างบง

ภายใต้โครงการพัฒนาศักยภาพ
ด้านภาวะผู้นำและทักษะอาชีพ
สำหรับเยาวชนในชนบท

หมู่ที่ 4 บ้านสร้างบง ต.ผาสุก
อ.กุมภวาปี จ.อุดรธานี
41370

โทร: 081-261-7560

EMAIL: NADEESANGBONG@GMAIL.COM

ตัวอย่างป้ายผลิตภัณฑ์



21

ทำไมเราต้องมีโปสเตอร์กันนะ?

เพราะโปสเตอร์เป็นการสื่อสารทางหนึ่ง ที่สามารถบอกเรื่องราวเกี่ยวกับสิ่งที่เราทำอยู่ให้ผู้อื่นได้รับรู้ ได้อย่างชัดเจนและเข้าใจได้ง่าย

วิธีทำโปสเตอร์

วางแผน ข้อมูล และ โครงสร้างที่จะใส่ในโปสเตอร์

ขนาดของโปสเตอร์ที่เราเลือกควรขึ้นอยู่กับจำนวนข้อมูลที่เราจะใส่ลงไป ในโปสเตอร์ นอกจากนั้น การเลือกโครงสร้างของโปสเตอร์ ควรขึ้นอยู่กับหัวข้อของเรื่องที่จะใส่ลงไป ในโปสเตอร์

ใช้รูปแบบ "น้อยคือมาก"

"น้อย" ในที่นี้หมายถึง ใส่เนื้อหาในรูปแบบตัวอักษรให้น้อย ควรจะมีที่ว่างบ้างเพื่อให้ผู้อ่านรู้สึกสบายตาเวลาดู แต่ให้มากด้วยความหมายที่สื่อลงไป ในข้อความที่กะทัดรัด การเลือกตัวอักษรและสีในโปสเตอร์ต้องเลือกอย่างระมัดระวังเพื่อให้ผู้อ่านสามารถอ่านได้อย่างสบายตา นอกจากนั้น เราควรจะใช้รูปภาพเพื่อสื่อความหมายต่างๆแทนข้อความเพื่อดึงดูดความสนใจจากผู้พบเห็นอีกด้วย



โครงการ YLD

ขนมไทย

โรงเรียนบ้านโนนสมบูรณ์

Merck Thailand and Raks Thai Foundation



23



โรงเรียนบ้านหนองแดงวิทยาคม
เปาะเปี๊ยะสด

ผลิตโดย นักเรียน

MERCK THAILAND AND RAKS THAI FOUNDATION

ราคา

20 ฿

หมู่ที่ 7 บ้านหนองแดง สืออ กุมภวาปี อุดรธานี 41110

088-465-6141

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บทสรุป

วัตถุประสงค์ของคู่มือเล่มนี้คือการให้ความรู้เกี่ยวกับการตลาดและธุรกิจเบื้องต้นแก่คุณครู เพื่อนำไปสอนนักเรียนที่เข้าร่วมโครงการ โดยคู่มือเล่มนี้เน้นการพัฒนาในเรื่องของศักยภาพความเป็นผู้นำและทักษะอาชีพของนักเรียน โดยหวังว่าคู่มือเล่มนี้จะเป็นประโยชน์แก่ผู้ที่สนใจต่อไป



APPENDIX O: Description of Program Guide

In this chapter, we discuss the material included in our deliverable, a teacher program guide. The guide was created based on feedback from interviews with teachers, guardians, and students in Youth Leadership Development, YLD, programs in six schools in the Kumphawapi District of Udon Thani. This guide contains innovative exercises, activities, and teaching material that will provide teachers with additional resources to teach the students occupational and leadership skills, and therefore help them to fulfill the purpose of the YLD program. The program guide can be used at all six of the current YLD schools and is a resource that Raks Thai Foundation can continually add to and use to implement the program in other schools in the future. The program guide is separated into chapters based on the different aspects we have concluded will be beneficial based on our results. The table below shows the major components of the program guide and why we included them. Our teacher program guide has been created completely in Thai, therefore the rest of this section gives an English overview of the material.

Chapter	Importance
1. Purpose of program guide	To explain the purpose of the guide to the teachers that will be using them.
2. Mission Statement	To explain why using a mission statement is useful, provide teachers with a mission statement for the program, and example posters for them to convey the mission statement to students.
3. Marketing and business curriculum E. How to price F. How to record transactions G. How to sell H. How to advertise	To provide teachers with knowledge of basic business so they can effectively teach the students how to price and sell their products and use this knowledge to improve their leadership and occupational skills.
4. Conclusion	To thank teachers for reading.

1. Purpose of the Program Guide

There are 84 schools in Thailand that are already involved in YLD Programs created for the King, and the Raks Thai Foundation has become a part of a larger goal to increase the prosperity of Northeastern citizens. Merck Thailand has funded the Raks Thai Foundation's efforts to increase the leadership and occupational skills of teenagers in the Kumphawapi district. This program guide is for the use of teachers in these YLD Programs that are already in place and for those developed in the future. Merck Thailand's goal for these YLD programs is that students that participate should be trained on self-review skills, technical knowhow, start off-resources and experiences that are needed for success. Children and adults should gain the confidence, self-image and analytical skills to make their own decisions and choices that will lead them to improved personal and social lives in harmony with their environment.

The purpose of this guide is:

1. To **aid** the teachers in facilitating the YLD Program put in place by Raks Thai Foundation in six schools in the Kumphawapi District of Udon Thani, Thailand.
2. To **act as a resource** for the six schools, highlighting strengths and recommendations that can be used to improve the overall structure of all of the YLD programs.
3. To **provide** teachers with instructions and examples on labeling, advertising, and pricing of products.

2. Purpose and Mission Statement

The first section included in the Teacher Resource Program Guide is the program guide's purpose. This serves to explain to the teachers why the program guide was made and why they should use it. Next, the mission statement is included to explain the mission of the program. The Mission Statement we created for the Raks Thai Foundation Youth Leadership Development Program is:

To inspire and empower youth to seek higher education and success in jobs by instilling leadership and confidence in them.

The program guide recommends that each school creates a poster with the program mission statement for stakeholders to continually reference. If students, teachers, and guardians are able to reference the mission statement easily it will constantly reinforce the purpose of the program. Furthermore, if the students fully understand the purpose of the program, and gain leadership and confidence, they will be more inspired to continue onto higher education and seek successful jobs. Additionally, when teachers understand the purpose of the program they will more easily be able to support and guide the students in learning skills, such as: responsibility, basic business skills, confidence, and time management, that can be applied to future jobs and education paths. Lastly, guardians are role models and support systems for their children and therefore if they are aware of the programs purpose they will be more likely to support the program and encourage their child to also get involved and work towards achieving the program goal. Ultimately, when all stakeholders understand the purpose of the program, they will be more motivated to participate and make the program as successful as possible.

Along with providing the mission statement in the program guide, posters will also display the mission statement and reinforce the students' understanding of the program by promoting skills students can learn. Example posters are included in the program guide for the Raks Thai Foundation and teachers to reference to then create for their respective schools. Posters 1 and Poster 2 show a combination of words to explain the program in both English and Thai, respectively. These words are the answers to the question "What are three words to describe this program?" which was asked to the teachers interviewed. There are a variety of answers, but the most common word that people answered is "good," which is why it is the biggest word on the poster. Poster 3 is an example of a poster promoting the mission statement of this program in Thai. Graphics such as the school logos on the poster may be changed to represent the school the poster is being used at. Poster 4 is an example of the quote from the program's mission statement, the graphic and background picture can be changed to represent different schools' students and products. Poster 5 is an example of a poster in English that shares the program's mission statement and also incorporates the use of Poster 1 to present people's thoughts on the program in the advertisement.

3. Marketing and Business Curriculum

The purpose of this section is to provide teachers with useful information about basic business skills in order for them to teach the students this knowledge to improve their leadership and occupational skills. As seen from information gathered, the students have not had success in selling their non-edible products. Therefore, we are providing this section of the program guide as a resource for teachers as we believe that increasing the teacher's' knowledge will also increase the knowledge of the students. The section begins with the purpose of each subsection which includes 3A. How to Price, 3B. How to Record Transactions, 3C. How to Sell, and 3D. How to Attract Customers. Each purpose outlines what students will gain from learning these skills. For example, from learning how to price products students will learn critical thinking skills and how to understand the market so they can properly price the items. Through outlining the purpose of learning how to price, record transactions, sell products, and attract customers, we believe that the teachers will understand the relevance of including these sections as part of the marketing and business curriculum and then use the activities about these topics from the program guide. If the teachers understand the purpose of the students learning these skills, then they will be able to convey the importance to the students.

3A. How to Price

This section provides guidelines for "How to Price your Product". Through a step by step process, we hope teachers will better understand how to teach their students how to price the products they are selling. The four simple steps present the information in an efficient, yet effective manner so

that teachers easily understand and teach the information to the students. In this section there is also an example activity to give students practice pricing products. The activity works by supplying students with the cost of each ingredient in a recipe provided as well as the cost for transportation to get to the market and the cost of labor. With this information the students first have to find the total cost of making the product and how much each individual item will be sold to customers. Second, the students will have to calculate to see if they have enough materials to make the number of products the activity says to. Third, after accounting for the product material, transportation, and markup cost to find the actual selling price, they must report whether they had a profit or loss from their calculation and the given information. They have to repeat this process for another product and decide which one is better. This activity teaches valuable pricing skills because students have to think critically to decide what the price of the products will be and eventually if they will have a profit or loss from their sales, just like they will have to do in real life when they sell their own products.

3B. How to Record Transactions

This section provides guidelines for “How to Record Transactions”. We provide a step by step process of how to record daily cash flow into a simple accounting table. This section also contains an example activity for students to practice. In the activity, monthly transactions are given with event descriptions. The students have to build up the accounting table and fill it in with the information provided. By doing this activity, students will be able to understand how to do basic accounting. In addition, teachers could also apply this information into their mathematics lessons to reinforce them and further educate all students in the school not just the ones involved in the program.

3C. How to Sell

This section provides guidelines for “How to Sell” and “How to Talk to Customers”. In the “How to Sell” subsection, seven basic steps in the selling process are provided. The steps allow teachers to learn an efficient way to approach customers. In the subsection of “How to Talk to Customers,” we provide five basic steps for how to talk to customers and two tips on how students should prepare before meeting with customers. In this subsection, we also provide an example activity about talking to customers. The activity works by dividing students into groups of three with one person taking the role of being the seller, one person taking the role of the buyer, and the last person as an observer. Each group has to perform a mock selling scenario. The observer has to take down notes about the situation and share it to the actors when the scenario ends. The game is intended to be repeated until all three students perform all of the roles. This activity is intended to teach problem solving skills and analyzing skills because students will need to critically think about what is going to happen, what questions a buyer will ask, and what they should do if there is a problem.

3D. How to Attract Customers

This section provides guidelines for “How to Attract Customers,” “How to Make an Effective Product Label,” and “How to Make a Poster.” Through the subsection about “How to Attract Customers,” teachers will learn how to teach the students how to attract customer’s attention in terms of the appearance, price of products, as well as, the knowledge and friendliness of sellers. In the subsection about “How to Make an Effective Label,” we give suggestions of what should be included in a product label as well as how the label’s appearance should be in order to make products identifiable. An example of an effective label is also provided along with an activity that allows students to practice what they have learned in this section. For the last subsection, “How to Make a Poster,” we first explain the purpose of why posters are needed so that teachers can see that having posters for products is a strong form of advertisement. In addition, we also give some suggestions about a template for posters that the stakeholders can make, including size, content, layout, and design. There are a few food posters as samples given at the end of this section.

Conclusion

This page gives a summary of the resource guide and thanks teachers for reading.

APPENDIX P: Potential Agreement Details with Red Lotus Sea Restaurant Owner

Contact Information:

Contact Name (Nickname): Mrs. Noi

Contact Phone Number: 0958924039

An ideal agreement with this vendor would allow the students to sell their products on her property on the weekends from December to February. Students from all six schools could sell their non-edible products at this location. A potential system for students to sell their products could be that four to six students who volunteer from any of the six schools come to the market to sell all of the YLD program products per day. The volunteer students could have a rotation for the students at all of the schools. The schools would drop off the products before the weekend and the Raks Thai Foundation could create a list of all YLD products. The list of all YLD products includes the type of products and the producers. Even though all of the students do not sell their own products in this system, we believe this will give the student volunteers real life experience, which cannot be obtained in a lecture class. The students would gain experience talking to customers and advertising their products, while working as a team with new students to manage the shop. Additionally, it would bring more unity to the six schools involved in the program, which could aid the sharing of resources mentioned in *Recommendation 1*. It would open a channel of networking between the schools if they see each other on a regular basis. Another potential system of selling would be for the schools to rotate using the stand for one weekend each. This would alleviate the burden of the schools delivering their products each week, however, one school may not have enough products or student volunteers to maintain the stand for an entire weekend.

In addition, to benefit both the YLD program and the restaurant owner, the students could sell their souvenirs with the restaurant owner's products. During our interview, she told us that the souvenirs she was selling were made by other teenagers in the Kumphawapi district. Since the woman owned a restaurant and the teenagers did not sell their own products, she told us the souvenirs often were left on display unattended. To alleviate this stress, the restaurant owner's own products with their prices could be added to the combined product list. By selling her products, the students would be able to gain more experience selling products and talking to customers, while the restaurant owner would not have to worry about the shop when running her restaurant.