



Design Promotional Media for a Community Learning Center

Wat Pathumwanaram School under The Patronage of
H.R.H. Princess Maha Chakri Sirindhorn

An Interactive Science Project to be submitted to the Department
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ABSTRACT

Recently, Wat Pathumwanaram School established a community learning center in order to provide skill trade classes for the general public. The Wat Pathumwanaram community learning center was introduced due to the awareness of Her Royal Highness Princess Maha Chakri Sirindhorn on people who did not have the chance to get an education during their early life. The school itself is well known among local people, but the community learning center is not yet well known. The main goal of this project was to develop suitable media to successfully inform the public, including the people inside the Wat Pathumwanaram community, about the school community learning center and the seven skill trade classes that are available free of charge. In order to achieve the goal, the processes completed include: evaluating the media's format, determining messages to include, and developing the media through interviews, research, and surveys. Lastly, pilot testing was performed, from which the promotional video was edited, improved and finally produced.

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EXECUTIVE SUMMARY

Introduction

Her Royal Highness Princess Maha Chakri Sirindhorn is aware that education is an important factor in life as it contributes to personal and social development. The benefits of people having a better quality of life are the developments and improvements of the society and the country. Sadly, the poor people who live in the Wat Pathumwanaram community do not have access to a good education. In 2003, narcotics and crimes problems occurred intensely in the community. Later, in the same year, the Princess noticed these problems and decided to provide a better education to the members of this community. This led to Wat Pathumwanaram School being improved, both in terms of education and facilities. The school has also established seven skill trade classes for the students in Wat Pathumwanaram School and aims to develop these further to become a community learning center for people outside the school. Wat Pathumwanaram community learning center is not well known among the local people. The goal of the project was to design suitable promotional media to promote Wat Pathumwanaram community learning center to be well known among students' parents, local people, and other schools in Bangkok. Three objectives were created to fulfill this goal, with first objective being to evaluate media formats that would be suitable to promote the Wat Pathumwanaram community learning center. The second objective was to determine effective messages to communicate to the target group. The third objective was to develop suitable promotional media for the Wat Pathumwanaram community learning center.

Background and Literature Review

Wat Pathumwanaram temple is located on Rama I road, sandwiched between two big shopping malls. The temple does not stand alone as Wat Pathumwanaram School is located behind the temple. Most of the people who live in this area have no education which has led to the problems of crimes and narcotics that often occurred in this community area as seen on the news. Therefore, the Wat Pathumwanaram School is an important establishment for education in this area with a long history behind it. Her Royal Highness Princess Maha Chakri Sirindhorn is dedicated to improving the people's quality of life and to help them survive by providing skill trade classes for them. The Princess has initiated a foundation using her personal funds as one way to help needy people and Wat Pathumwanaram has become one of the schools in her foundation. Also the Wat Pathumwanaram School provides

skill trade classes for its students and also plans to provide these skill trade classes to people in the community who are interested. However, one of the major concerns Wat Pathumwanaram School has is that the skill trade classes are not well known, so suitable promotional media is required in order to promote the community learning center.

There are many community learning centers established in Thailand (e.g. Lumpini Discovery learning center, TK Park learning center and Thonglor learning center) and they all use various types of media to promote these learning centers. Furthermore, in the advertising industry there are many types of promotional media, such as flyers, direct mail, banners and TV advertisement being used, and each of them has advantages and disadvantages of its own. Therefore, careful selection was carried out before choosing which media is the most suitable, by comparing their advantages and disadvantages. More research was required in order to find out about the criteria that could be used to evaluate the suitable media.

Methodology

In order to accomplish objective one, evaluate media formats that would be suitable to promote the Wat Pathumwanaram community learning center, the group began with online research to obtain the criteria of choosing the right promotional media. This was followed by data collection, which consisted of observation along with interviewing the sponsor and carrying out a survey of the people in the Wat Pathumwanaram community. From here the group was able to analyze and choose the most suitable promotional media. For objective two, the group started with researching in textbooks in order to know what effective messages should be put in the media. Next, we distributed questionnaires and conducted interviews to the target groups in order to find what messages should be put in the media. In addition, gathering physical samples and online searching, such as collecting leaflets and watching promotional videos of other community learning centers, were carried out in order to know what other messages should be put in the media other than the benefits for the adult students. To accomplish the third objective we started by researching in textbooks for information about the style of the promotional media; the group also interviewed the director of the school in order to obtain information and guidelines for choosing the correct execution style for the selected promotional media. Once the suitable style was chosen and applied, pilot testing was then required in order to evaluate the media and make improvements in all aspects. The evaluation was carried out by using an evaluation sheet.

Findings and analysis

There are seven skill trade classes provided for the students in the school, which are: woodwork, which teaches people how to fix furniture in homes to earn more income; hydroponics gardening, which is planting vegetables without soil for household use; batik painting and screening on clothes; haircutting skills which will provide the know how to earn money from being a hair dresser; crafts by learning create some handiwork, such as paper flowers or plastic lotus flowers; basic knowledge about electrician skills can be used to fix electrical appliances, and cooking . These seven trade skills are taught only on Tuesday to secondary level students, who are required to take these classes.

In order to define the suitable promotional media, the group started with obtaining the good criteria for choosing the right promotional media using online searching. We could determine three criteria that are important in order to reach our goal. , First, we need to pinpoint the target group. Then, we had to discover the promotional media that would reach the target group, and then the budget¹³. These three criteria were put to an expert in the marketing field in order to confirm that the group was on the right track. From directly interviewing of school director, the answer for the first criteria is the students' parents and the local people who live in the Wat Pathumwanaram community. To answer the second criteria, according to our survey, three media - TV advertisements, brochures and radio broadcasts - were defined as the most seen by the target group. Regarding the third criterion, that is cost, it would be necessary to produce and launch the media with the limited amount of budget available. In order to launch the media, the school also had a limited work force. So, from the answers of the three questions, the group decided to choose TV advertisement as the chosen choice of the promotional media that the group would be working with, but as TV commercials are costly, the group decided to do it in form of promotional video which could be used on many occasions, such as school ceremonies or parent's day in the Wat Pathumwanaram School.

Regarding the results of the second objective, according to the “message strategy”¹¹, which states that *“The target group will react only if they believe that they will benefit from doing so”*, we were able to create messages showing the actual offered benefits that meet the target audience's expected benefits. According to the results from the interview of the students' parents and local people in the Wat Pathumwanaram community, the results showed that the highest expected benefit the target group expected to gain was employment

opportunities. Therefore, we would be able to use this benefit to persuade the target group. Moreover, with online searching and gathering physical data from other community learning center media, the group was able to define the key messages that our media should include, which were: information about the school, offered benefits of the community learning center, the “hook” which is the “cool” sentence which will grab the attention of the target group and also be easy to understand. From online searching of other community learning center media and research in text books on this second objective, the group decided the effective key messages to put in media, such as background information about the school, contact information and information about the seven skill trade classes. For the offered benefits, the group focused on the main benefit, which was the ability to be able to find jobs after attending the skill trade classes. Lastly, for the “hook”, the group decided to state: “Skill trade classes, you do not only learn, you must be able to do it” as a slogan based on the analysis of hooks from multiple media examples and the pros of the school.

Objective three gave us the style of the video that will be used to communicate to the target group. From a meeting with the director and supervisor of the school, the sponsor wanted the promotional video to be formal, realistically showing the evidence, convincing with not too much in terms of commercial advertisements. The group then matched these requirements from the sponsor with researched information about the “message execution”¹¹ which concerns the style to communicate to the target group. This led to us choosing a testimonial style of execution and applying it to our promotional video. The video was created using a sequential series of school introduction, voice and music to map out the plot of the seven skill trade classes along with interviews of the teachers and students, in order to ensure an effective beneficial promotional medium related to the example testimonial promotional video of other schools, such as Harrow school²¹. Moreover, to develop the promotional video, the group performing pilot testing and the results from this pilot testing showed that almost 80% of the group sample of the target group would like to join this community learning center. With this result, the group confirmed that the testimonial style and the hook or messages that were put in promotional video would work effectively on the target group.

Conclusions and Recommendations

The three objectives achieved are: evaluate the media format, determine effective messages, and develop the selected media. Therefore, the group was able to come up with an effective message and testimonial style of promotional video. The testimonial promotional video that the group created has usually kept in consideration people's expected motivation and interest in joining the Wat Pathumwanaram community learning center. The group focused on the benefit that the target group expected to gain from attending the centre, which primarily was being able to earn additional income after attending the skill trade classes. Additionally, pilot testing confirmed the success of the effective message and the testimonial style that the group chose to communicate to the target group. For enhancing the ability of the school's existing media, four recommendations were given including: location of opening, types of television, sound system and other types of promotional media must be used which were suggested to be the most effective.

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CHAPTER 1

INTRODUCTION

Education is a basic need for all people. It plays an important role in personal and social development. In personal development, education can help in developing people to become a good person with good points of view. Generally, people with an education will have a better quality of life than people with no education. Moreover, in social development, education can make the country able to develop in a better way, due to the fact that education has produced a good quality of people to help develop the country. Therefore, children need to be framed with knowledge in order to become a better and more qualified person in the future.

Sadly, many people who live in the poor district near Wat Pathumwanaram do not have the opportunity to gain access to schooling. Their status is one of the major reasons that they do not have an opportunity to get educated. Moreover, this place is a well known narcotics and crime center, which poses a very serious problem to society. Princess Maha Chakri Sirindhorn began to notice the problems that occur in this community, and decided to provide a better education to the members of this community¹. She believes that with better education or better schools, their lives can improve. On June 18, 2007 the Princess became involved with the renovation of the school, beginning with the construction of a new building. The new school was constructed with more facilities, such as two libraries, and more classrooms, all with up-to-date equipment. The curriculum of the school was also improved¹.

At the present time, the school has established a new community learning center, which is aimed to provide education to those people who have no opportunity to gain access to school. Without having to pay for anything, the people will now have a chance to improve their standard of living. The skill trade classes provided by this community learning center will give the residents a higher possibility of finding a better job with better pay. In the beginning, this new community learning center was planned for students inside the school, but this center will soon be accessible to the students' parents and all the low-income people from either the vicinity of Wat Pathumwanaram or other communities. Nowadays, the school provides the skill trade lessons, which are included in the normal school curriculum. The students will not only learn theory, but they will be able to do the practical learning as well.

Students will have the opportunity to explore a lot of things and basically ‘find’ themselves discovering their future careers after they graduate from the school. After graduating from high school, more than 50% of the students will continue further study, especially at Saovabha Institution but around 40% of them will start working.

However, this new community learning center is not fully opened for parents and other people yet. The learning center would like to begin preparation for introducing itself to the parents and other people. In order to do so, the learning center needs to have suitable promotional media to promote itself, which has been tried in the past but wasn’t successful. Therefore, the goal of our project is to design media to promote this community learning center in Wat Pathumwanaram School to be well known among the students’ parents, local villagers, and other schools.

Suitable types of media will make the learning center become well known to parents and other people. The media will provide the target group’s expected benefits in the form of messages that will draw their attention. The media will encourage more people to attend the skill trade classes that the school provides. With the suitable media, the effective messages, and the correct usage of the media, the information will be delivered to the target group persuading them to join.

CHAPTER 2

BACKGROUND AND LITERATURE REVIEW

In the heart of Bangkok, there is the Wat Pathumwanaram community, which is located behind Wat Pathumwanaram temple and composed of almost a hundred inhabitants living in this area. Most of the people in this community are suffering from adapting to the change of the world and the weight of poverty, which leads them to be excluded from education. Behind the Wat Pathumwanaram temple there is Wat Pathumwanaram School, which is surrounded by many sky-high buildings, seductions and enticements; this school is an important place that provides education for children who otherwise would have none.

Many children from the Wat Pathumwanaram community go to the Wat Pathumwanaram School, which not only provides a good education to those students, but also training in skilled trades. This school had a hard time in the past hidden beneath new-finished buildings with good facilities. However, Her Royal Highness Princess Maha Chakri Sirindhorn has helped and developed the school to be the school that we see today.

This chapter gives the information about the history of Wat Pathumwanaram temple and Wat Pathumwanaram School; followed by examples of community learning centers in Thailand, how they convince or persuade people to join, various types of promotional media that can be used to promote Wat Pathumwanaram community learning center, and also some tools that could be used to help accomplish this project.

2.1 Wat Pathumwanaram temple

Wat Pathumwanaram is located on Rama I road. Construction began in 1853 and was completed in 1857 in the reign of king Rama IV, at the same time as Srathum Palace. In the past the temple was surrounded by rice fields, but now, as things have changed, the temple is sandwiched between two big shopping complexes: Siam Paragon Shopping Center and Central World Plaza (Figure 2.1). The temple is very important to the Chakri Dynasty (or Rajawongse Chakri) of the Kingdom of Thailand as it houses the ashes of royal family members (in its religious monument, or Chedi) and Buddha images. Moreover, many royal ceremonies used to be held on the temple grounds². In contrast to other temples, the interior plaster molded-lime figure decorations in Phra Ubosot of Wat Pathumwanaram depict the way of life in the past of the villager's who lived around the temple during the time of

construction, such as ploughing fields and catching fish; the temple doors and window shutters are especially detailed. Also in the Wat Pathumwanaram's Wiharn, there are murals illustrating the Sri Thanonchai², local Lao inhabitants, instead of murals depicting the life of Buddha. Furthermore, there are statues of Buddha, the Phra Serm and Phra Saen placed inside the Phra Ubosot, which were brought from Vientiane². This temple is a perfect place for meditation and Dharma lessons for those who would like to escape from chaotic situations in town and a feeling of peace and calm will come upon you as soon as you step into the temple¹.

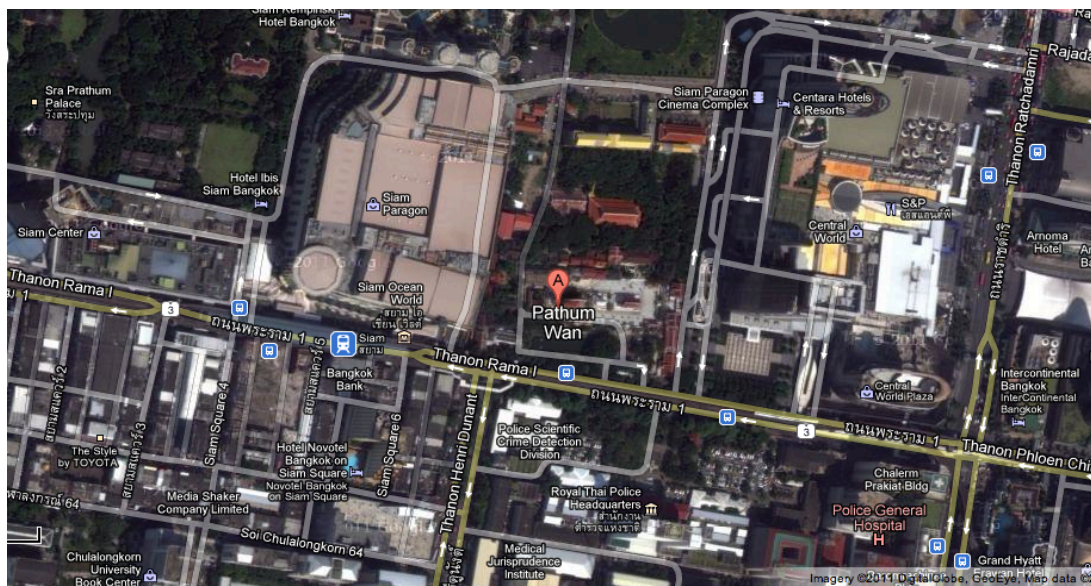


Figure 2.1 Map showing the location of Wat Pathumwanaram (location A)².

2.2 The beginning of Wat Pathumwanaram School

In the early days of Wat Pathumwanaram, before 1932 and the building of the school, teaching took place in the temple. During that time, monks in the temple taught only novices and they learned moral and cultural studies, which were the main subjects during that time¹. So, this was how the first steps of education originated in the temple and was provided to all the people in the vicinity who had none. Later on, a new school was built in the style of a modest wooden building; the name given was “Pariyathitham”². From then on, not only could novices study in the school, the children in the community could also take part in the lessons. Years later in 1933, a single-story wooden building of Wat Pathumwanaram School was built with the permission of the government¹. Later on, in 1934 the school was modified into a two storey building in order to meet the needs of the increasing number of students. At that time, there were almost 300 students in the school¹.

On January 30, 2003, Her Royal Highness Princess Maha Chakri Sirindhorn saw the poverty in the community behind Wat Pathumwanaram temple accidentally and she realized that there were many people in this community who lack education and have a low quality of life¹. She aimed to improve their quality of life and future outlook. However, education has become a main concern of the Princess since she realized that education was an important tool for human development. The Princess initiated a foundation using her personal funds to be used as one way to help needy people³. Wat Pathumwanaram became one of the schools in her foundation. She is the one who helped develop the school. She is completely dedicated to improving the people's quality of life and to help them survive in a competitive world.

The new seven-storey school was constructed under the supervision of the Princess. The school is comprised of two libraries and many computer-equipped classrooms, and two third language options; Japanese and Chinese have been included in the curriculum as well. In addition, the school is not just providing a better education to the students but also providing free school uniforms and free lunch¹.

2.3 A development plan of the Wat Pathumwanaram School community learning center

The school now not only provides usual subjects in class, but also provides trade skill classes for the students. Moreover, the school has a plan of making additional trade skill classes for those who are interested in the trade skill apart from the students, such as parents of the students, people from the Wat Pathumwanaram community and people from other communities. As a result, these trade skill classes can help people who are interested bring an additional income into their lives. The trade skill classes not being well known is a major concern for the school in the development of this community learning center and it needs proper promotional media to promote the center. In order to meet the objectives of Her Royal Highness Princess Maha Chakri Sirindhorn, it is necessary to promote this community learning center to become better known among its target group.

2.4 Community learning centers in Thailand

The definition of a community learning center is a place where people of every age can continue their education in an informal or non-formal way. Education is a very important factor and an effective tool for the people's development, especially in a developing country such as Thailand. People should have the opportunity to receive a good standard of education. Even in the developed countries, they always give precedence to education. Because of this

reason, nowadays there are many community learning centers in Thailand, which have been provided as an option for poor people to receive an alternative form of education⁴. Therefore, the goal of community learning centers in Thailand is to help ensure that all Thai people have access to a good quality of alternative forms of education⁴. The idea of the establishment of community learning centers in Thailand was launched in September 2000 with support from UNESCO APPEAL because the National Statistical Office's had reported that the reading rates of Thai people each year was very low⁵. There are also a large number of disadvantaged people missing the opportunity to receive any education, such as those with a disability, those in remote rural areas, in slums, street children, and ethnic minority hill-tribes. About 600,000 children, or 8.68% of the school-aged population, were out of the school educational system⁵. Therefore, the community learning center is one of the factors that can either directly and indirectly solve the problem in one way or another. There are many community learning centers established in Thailand and these community learning centers are located in villages, urban slum areas, etc.

Normally, the target groups of people that came to use the community learning center are groups of people who live around the center, so the location of the community learning center is also important. The location of the community learning center could be built in a place where the target group of people had easy access to the community learning center, such as a temple, health center, primary school, community hall or local elder's house⁴.

Since 2001, UNESCO also collaborated with Princess Sirindhorn's Foundation for the Development of Children and Youths in Remote Areas to set up new community learning centers and renovated the existing community learning centers in Thailand⁵.

Each community learning center would be represented in a different way, with different activities due to the background in the area where the community learning center was located. Most community learning centers disseminated their community learning center's news and information utilizing the Internet or advertised themselves on their own website to grab their target groups' attention⁴.

2.5 Examples of community learning centers near poor communities in Thailand

- Maogo community learning center in Tak province⁴

The Maogo community learning center is located in Thasongyang district, Tak Province. This community learning center is under the Patronage of Her Royal Highness Princess Maha Chakri Sirindhorn and is set up for the hill-tribes in the mountainous areas.

The concept of this community learning center was to teach the villagers that live in mountains to speak the Thai language for communication as most of them could not speak Thai. The community learning center also provided an educational service for adults. To promote the community learning center, they used people who could speak the local dialect or were well known to the local villagers to spread the news and information of the center by word of mouth. They used local people who knew their language very well to teach them about the Thai language and some educational skills, which provided the hill-tribe people in the mountainous areas with the means to be able to earn money on their own.

- Lumpini discovery learning library, Bangkok⁶

Lumpini Discovery Learning Library is located in Lumpini Park and has been operating for 56 years. There are 20,000 to 28,000 people who access and use the facilities of this center. It is a small public library with free admission and low fees. This public library does not just provide many books for people to use to search for more information or read, but it also provides a training program about basic computer skills for people who are interested, which could be members of every age and gender. The way they promote their learning center is to use many websites, banners and radio broadcasts to spread the news about this learning center and provide all the information and facilities that are available in this learning center.

- Bangkok community college, Bangkok⁷

Bangkok Community College is one of the community learning centers in Thailand which was established in 2004. The objective of this learning center is to provide training of all types of skill trades and support the education of people who have had no chance to go to school or university, so people who are interested in learning skill trades can come and join this center. As a result, they can gain knowledge and earn some extra money in their lives. The skill trade classes that are provided by this community learning center are: Thai massage, graphic design, cooking, and basic electrical skills. This learning center also provides E-learning for people to study by themselves online, which is a fast and convenient tool for a student. The learning center promotes their center by providing information about their entire curriculum via the promotional video which is shown on its attractive website. The current webpage successfully attracts over 32,000 people each month.

2.6 Types of promotional media ideas to promote the community learning center

Below shows types of promotional media widely used in the advertising industry and their advantages and disadvantages.

- Direct mail⁸

One of the effective ways to raise local inhabitant's awareness about a community learning center is to provide details directly to them by sending booklets or letters with information about the centers directly to their homes. All detailed information about the community learning center should be included in the booklets in order to ensure that the target group of people that the media is trying to reach can clearly understand what is being offered.

- Advantages

1. Reaches the target group who are most likely to buy your services or products
2. The messages can be as long as necessary.
3. People can go through your information again and again.

- Disadvantages

1. Some people do not like offers via email, and most likely delete them.
2. Can be expensive depending on the target market.

- Local media

By writing a short description that explains the goal and spreading this information via local radio broadcast stations, newspapers, leaflets, banners or billboards, magazines, and television advertisement. Using this method we can give the information to the people in the target area faster.

*Radio broadcast station*⁸

- Advantages

1. It is the universal media that is provided from one source but people can enjoy it at anywhere they want, such as at home, work and in a car.
2. Easily grabs attention using sounds and voices.
3. The major media in the local area that spreads news and information.

➤ Disadvantages

1. There are many radio stations available these days; it is necessary to simultaneously run your advertisement through several stations in order to reach the target listeners.
2. Listeners cannot go back to an important part.
3. You have to work hard on creating your advertisement to get listeners' attentions as most of the listeners are doing something else while they listen to the radio.

*Newspaper*⁸

➤ Advantages

1. Readers can go through your information again and again.
2. Can reach a large number of people.
3. Size and placement within the newspaper is flexible.

➤ Disadvantages

1. Fee depends on the position and pages; mostly it is very expensive.
2. Your advertisement has to compete with others, such as a huge advertisement of a supermarket.
3. Due to the development of the Internet, newspaper is facing a decrease in readers; people skip the printed newspaper and read the news online.
4. Short lifetime, generally people read the newspaper once and discard it.

*Leaflet*⁹

➤ Advantages

1. Easy to print.
2. Easy to distribute, and can be passed from one person to another.
3. People can go through your information over and over again.

4. Can put all the necessary information in, and can be designed in any style you want.
5. Inexpensive.

➤ Disadvantages

1. Many people may think of the leaflets as junk mail and not pay attention to them.
2. Sometimes the leaflets can become outdated.

*Billboard and Banner*⁸

➤ Advantages

1. Creates brand awareness and name recognition.
2. Reaches out to thousands of people daily.
3. Colorful and eye-catching.
4. Banner ads can bring in targeted traffic interested in your offerings.

➤ Disadvantages

1. It is costly.
2. Some types of banner or billboard advertising e.g. flashing banners, popups, popunders, interstitials are often seen as annoying.
3. With many banner and billboard ad usage nowadays means that this kind of ad does not get the attention of the audiences.

*Magazine*⁸

➤ Advantages

1. Best quality of paper leads to better color production.
2. You can choose the specific magazine publication that can reach your target audience.

➤ Disadvantages

1. High cost.
2. Long lead times mean that you have to plan your advertisement weeks or months in advance.
3. You have to wait for a month until the magazine is released, so your advertisement might be overtaken by other events.

*Television Advertisement*⁸

➤ Advantages

1. Reaches a large number of people on a national level, especially when you run your advertisement in a period when a popular TV program is showing.
2. It is a visual medium that conveys your messages with motion, sound and sight.

➤ Disadvantages

1. It may require multiple running in order to raise your messages above others.
2. Preferred airtime is usually sold out.
3. Cost is quite high relative to airtime and production.
4. The amount of information is limited by the length of the advertisement, normally 30 seconds.

• Social Media⁸

Social media is a popular way for promotion nowadays, as social media is popular among children and teenagers. It is the fastest and also an inexpensive way to share information with the rest of the world. Social media includes video and social networking sites to promote, such as YouTube, Twitter and Facebook. However, it is necessary to regularly update all the information, news, or campaigns into the media, in order that the target group can be kept up to date.

➤ Advantages

1. Relatively inexpensive.

2. Offers a new way and opportunity to connect with customers.
3. The most popular media at this time.

➤ Disadvantages

1. Most people use social media to socialize rather than being interested in advertising.
2. It is not easy to build awareness and create appeal via social media.

However, these are only some of the various ways that can be used to promote the community learning center. All promotional media should be appropriately informative and catchy but the most important criteria are that all the promotional media should focus on the target group and the budget¹⁰. In order to design a suitable promotional plan, research and studies on the target should always be carried out first always keeping in mind the target group of people that are expected to use this community learning center. Finally, it is important to try and be creative¹⁰.

CHAPTER 3

METHODOLOGY

The Wat Pathumwanaram community learning center lacked suitable promotional media to promote the center. This was considered to be the problem that had made this learning center unknown to the public. Our main goal was to design promotional media to promote this community learning center in the Wat Pathumwanaram School to make it become well known among parents of the students, local villagers, and other schools.

Completing these following objectives enabled us to fulfill our goal:

1. Evaluate media formats that would be suitable to promote the Wat Pathumwanaram community learning center
2. Determine effective messages that will be communicated to the target group
3. Develop suitable promotional media for the Wat Pathumwanaram community learning center

3.1 Evaluate media formats that would be suitable to promote the Wat Pathumwanaram community learning center

To begin our objective one, the group needed to start off in the right direction. The group started by carrying out online research for guidelines such as questions the group needed to answer before we started the project. After the guidelines were found, the group backed them up by consulting with an expert, Mr. Nuttawut Songwut, manager of the Marketing Department at Central Marketing Group Intertrade Co., Ltd (Appendix A).

After our consultant expert had confirmed that the group was on the right track, the group began our data collection part. The group observed and collected information inside the learning center. The group visited the Wat Pathumwanaram community learning center along with interviewing supervisors and teachers to obtain valuable information (Appendix B).

The group collected information based on their affordability such as their budget and the ability to launch the media through interviews conducted directly from the learning center's director (Appendix C).

For the next step, the group then prepared to collect data from outside the learning center. The data was obtained from people outside the learning center, such as students' parents and also from people inside the community. The group designed and performed both questionnaire (Appendix D) and interview with the people outside the learning center (Appendix E). Using the questionnaire, the group planned to collect quantitative data; information based on statistics was collected. From here, the group analyzed the data for the promotional media being exposed to our target group the most. On the other hand, the group also planned to collect qualitative data through interviews directly with our target group. The responses gave the group in-depth information based on the target group's ideas, comments, and their expectations, which were then analyzed. In order to design the questionnaire and interview questions, additional research was required.

Using the answers to the questions as a guideline, the group was able to evaluate and choose the most suitable media. In other words, the group made sure that the given budget was spent in the most effective way and at the end, to successfully create promotional media worth the budget that was spent.

3.2 Determine effective messages that will be communicated to the target group.

For objective two, the group had to determine messages to be placed into each promotional media. These messages had to be effective enough to grab the audiences' attention as well as passing on valuable information at the same time. The group started by referring to the marketing textbook available. According to the "Message Strategy" mentioned in the text, the group found a guideline in creating the effective message. "The target group will react only if they believe that they will benefit from doing so."¹¹ From this quote the group aimed to convince the target audience into believing the beneficial factors offered through powerful messages. The question that we needed to solve was which type of messages we had to select and apply to the promotional media. There were many types of messages the group could put into the promotional media, such as basic information, invitation, selling point, persuasiveness, etc. At this point, the group had to be able to highlight the identity and uniqueness of Wat Pathumwanaram through the message.

To accomplish objective two the group had to successfully determine the effective messages. Firstly, and most importantly, the group had to investigate the benefits of the learning center. The group constructed a set of interview questions to obtain ideas such as the

target group's desired benefits. The interview questions were designed to be open ended so that a variety of responses could be obtained (Appendix E). This interview was designed to collect expected benefits from the target audiences' responses. On the other hand, the group also interviewed the supervisor of Wat Pathumwanaram School to gather information on the actual benefits offered by the supervisors (Appendix B). When we combined the two results together, we were able to create the message showing the actual benefits offered that meets the target audiences' expected benefit. Secondly, the group had to do additional research based on standard messages that could be included in the media. The group gathered information from other similar learning centers by observing, online searching, and collecting their media that was used. The obtained information was analyzed based on their similarities to the Wat Pathumwanaram community learning center.

Finally, when the group had collected all the possible messages to be put into the promotional media, evaluation was carried out. By following the "Message Strategy" technique¹¹, we could narrow our choices down to only the important messages. Finally, all the messages are evaluated and proven that all benefits mentioned in the media were actually obtainable. The interview conducted on the students earlier was a good reference for this part. The adults would obviously learn what the students learned in those classes when they attend the class.

3.3 Develop suitable promotional media for the Wat Pathumwanaram community learning center.

In order to accomplish the third objective, developing selected suitable media, the group used the "Message Execution"¹¹ technique that the group had studied before from the marketing class with a textbook as a reference. The group had to find the best approach, style, tone, words, and format for executing the message in order to appropriately reach the target group. The first step was carrying out research in order to obtain more information about each different type of execution style. With all the information gathered, the group was more familiar with the "Message Execution" technique.

Next, the step of evaluating each execution style was required. The group had set the criteria in choosing the best type of message execution style for the selected promotional media. With all the information and suggestions in mind, the group conducted a meeting with our sponsor to obtain their feedback as well. With a clear understanding between the group

and our sponsor, the group was ready to start the making of the media. The group also referred to similar types of media to be our guideline in designing the promotional media.

After the promotional media was made, it could not be finalized to be effective yet. The group still had to run some tests in order to get feedback and comments on the media. These tests that the group had conducted were commonly known as “pilot testing”¹². In pilot testing, the group would bring in carefully selected target audiences. Evaluating would be done after the audiences had been exposed to the media by using an evaluation sheet that the group had designed (Appendix G). The feedback from the audience was analyzed and the group will use it to make improvements on the media. However, the group would improve the promotional media until it effectively appealed to the target group.

3.4 Project timeline

The project timeline for the work carried out on this project is shown in Figure 3.1. The project would take eight weeks in total from between January to February. The group would spend approximately two weeks collecting the data and selecting the suitable media, followed by collecting additional data to select the message and style that would be used to communicate to the target group through the chosen promotional media. To accomplish these two steps, approximately one week would be used. In total, there was about three weeks to work on media. Next, after finished the promotional media, was the step of pilot testing to edit and improve the promotional media. The steps of editing and improving would take approximately two weeks to achieve. Finally, the last final week was a week for the preparation of the final presentation and sending the completed promotional media to the sponsor.

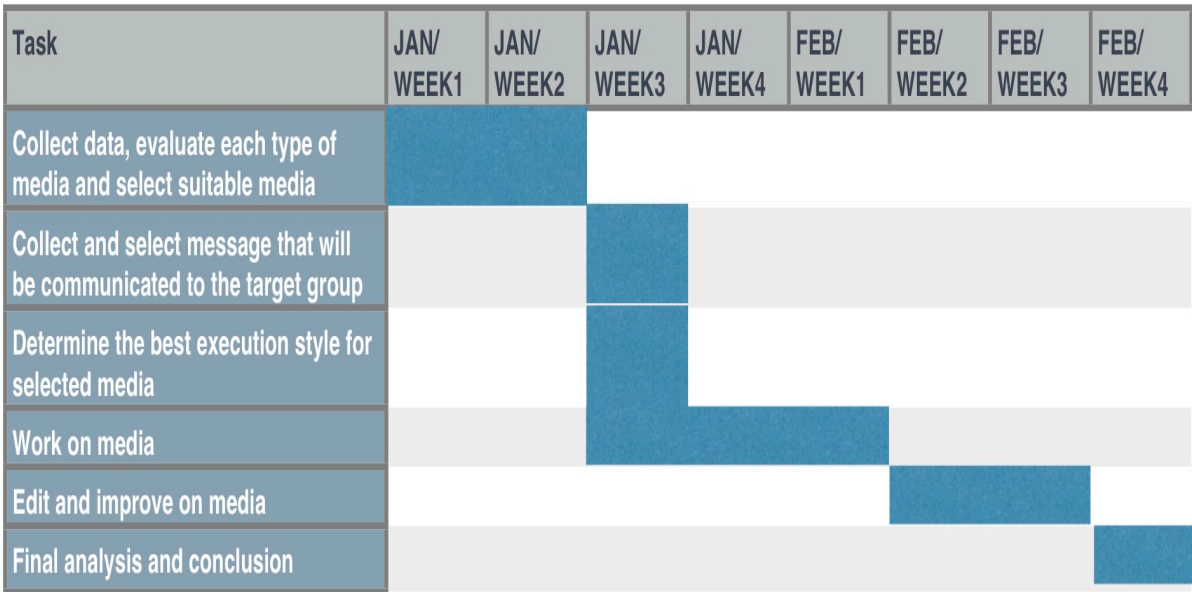


Figure 3.1 Gantt chart

CHAPTER 4

FINDINGS AND ANALYSIS

The group collected useful data in order to obtain the criteria for choosing the suitable type of promotional media, messages that should be put in the selected media, and the information that would catch the target group's attention and media development. With all the obtained information, the group developed a promotional video. The video was planned to launch after it was being pilot-tested with the target sample group. Improvements were made accordingly to the respond from the evaluation sheet the group had created.

Before the group began to work the group decided to carry out an observation day in the Wat Pathumwanaram School along with interviewing the supervisor (Ms. Palida Janngarm) of Wat Pathumwanaram School in detail about each trade skill class. The group came up with the knowledge that the school provides seven trade skill classes for their students in the secondary school level, which are art, woodworking, haircutting, hydroponics gardening, basic electrical skills, cooking, and crafts (Figure 4.1).



Woodwork



Hydroponics gardening



Basic electrical skills



Haircutting



Art



Crafts



Cooking

Figure 4.1 Seven trade skill classes in Wat Pathumwanaram community learning center.

Woodwork: Wood skill can be used to fix furniture or even create furniture for home usage or for selling. The participant can use this skill to improve their way of life such as finding a job that requires basic woodwork skills.

Hydroponics gardening: This class provides a knowledge about planting vegetables without soil and using water instead. The participants can use this knowledge and adapt it to their daily life by planting vegetables for household usage.

Basic electrical skills: This class offers a basic knowledge about electricity. It also provides knowledge on fixing electrical appliances so that it can be applied in daily life.

Haircutting: The class will provide a practical experience for the participant. The knowledge will enable the participants to earn income from being a hair dresser. They can also use the skill to cut their children's hair to reduce the expenses they have to pay.

Art: This class is separated into two sections which are Batik Painting and Screening onto clothes. The participants can use these techniques in their daily life. They can improve their techniques to another level and to be able to earn income by as selling batik clothes, or screened clothes.

Crafts: All the products from this class are handmade. The participants can sell the products which they made in this class. Examples of the products are paper flowers, and plastic lotuses.

Cooking: This class offers knowledge for parents to learn how to cook. The opportunity will enable the participant to reduce their expenses in their daily life. They would not have to buy cooked food for the family anymore. They can further increase their skills and use those skills to earn money from the food they cook and sell.

The group also obtained the information that the seven trade skill classes provided by the school were for the student in the secondary school level only during the Tuesday schedule of the school curriculum. The Wat Pathumwanaram community learning center was a development plan to improve the school curriculum for the students into a community learning center for the public. Therefore, the school needed to promote the scheme first before it could be officially opened.

4.1 Evaluate effective promotional media formats

First of all the group began by trying to understand the question of “how to choose the right promotional media”. The group did the online searching and found out that there are three criteria of choosing the promotional media that was the most suitable for the Wat Pathumwanaram School. The first criteria is who are the target groups? The second criteria is which is the best medium that reaches the target group and the last criteria is can the sponsor afford to produce and launch the chosen medium¹³. Later on, the group brought the three criteria to consult with the expert in marketing field, Mr. Natthawut Songwut. (Marketing Department Manager at Central Marketing Group Intertrade Co., Ltd, Figure 4.2 and the expert had confirmed that the group’s finding can be used and further implement.



Figure 4.2 Mr. Natthawut Songwut. (Marketing Department Manager at Central Marketing Group Intertrade Co., Ltd,

To answer the first criteria which is “who are the target groups?” , the group had to do interview the supervisor of the Wat Pathumwanaram School after which the group came up with the answer that the target groups of the Wat Pathumwanaram community learning center are the students’ parents and the local people who live in the Wat Pathumwanaram community.

To answer the second criteria of choosing the right media, “which is the best medium that reaches to the target groups?” the group had to carry out a survey on the target groups by using questionnaires in order to know which medium can reach them. The group began with searching for steps of designing an effective questionnaire because a good questionnaire could help us to obtain the information that answers our questions. Here are the steps used in designing the questionnaire

- Steps in designing the questionnaire¹⁴

1. Determine the desired information.
2. Determine the general questions that are needed to obtain the desired information.
3. Choose the type of answer such as open-ended question or a closed question.
4. Choose the proper wording.
5. Arrange the question sequences effectively.
6. Test the questionnaire and revise it.

These shown steps of designing the questionnaire are for a semi-structured questionnaire. The group tested the questionnaire on 40 target group samples by choosing them conveniently. After the group finished designing the questionnaire and testing it on the target groups, the group perceived that a TV advertisement was the best medium that could reach to the target groups as shown in Figure 4.3

What is the best medium to reach them?

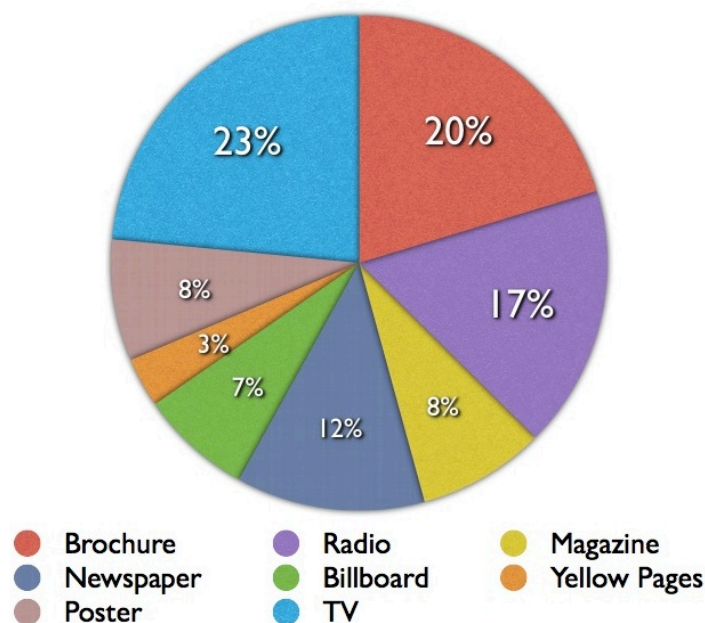


Figure 4.3 Graph shows the percentage of the best media that reaches to the target groups.

To answer the third criteria of choosing the right media, which is “can the sponsor afford to produce and launch the media?” In order to get some information about what kind of budget the school can afford, the group also performed an interview with the director of the Wat Pathumwanaram School (Mr. Sompob Intharachan). As a result the group obtained the information about the budget and the work forces of the school. The budget and the work

forces for promoting the school were limited. Although this did not give us an accurate figure for the budget and the work forces available for designing the media to promote the community learning center it did tell us that the budget and the work forces were not enough to pay for a costly TV advertisement. The group therefore decided to do a promotional video rather than a TV advertisement.

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4.2 Determination of effective messages

It is important to determine the effective messages that should be put into the selected medium. By performing additional research on textbook, Armstrong & Kotler Marketing an Introduction, the group had acquired a useful technique called “Message Strategy”¹¹ which is the criteria of choosing the messages. The technique assured us that the presented information would be received and understood by the people who had no knowledge about marketing. The textbook also quoted “People will react only if they believe that they will benefit from doing so”, so the benefit is the effective message that should be put in the medium. The information we further obtained was “Creative Concept”, which is the next development step that would make the benefit message become meaningful, believable and distinctive.

In order to obtain the benefit message the group conducted the interview on the target groups and it gave the group a variety of expected benefits from the people in the community (Figure 4.4). Most of the target groups that the group interviewed stated that if they join this community learning center they would possibly hope to gain knowledge in order to get employment opportunities, daily life usage, improve their current skills, and learn new hobbies. So, the employment opportunities would be the main benefit messages. In addition, they would be interested in joining the community learning center only if it was free of charge.

Benefits that the target group expect to gain

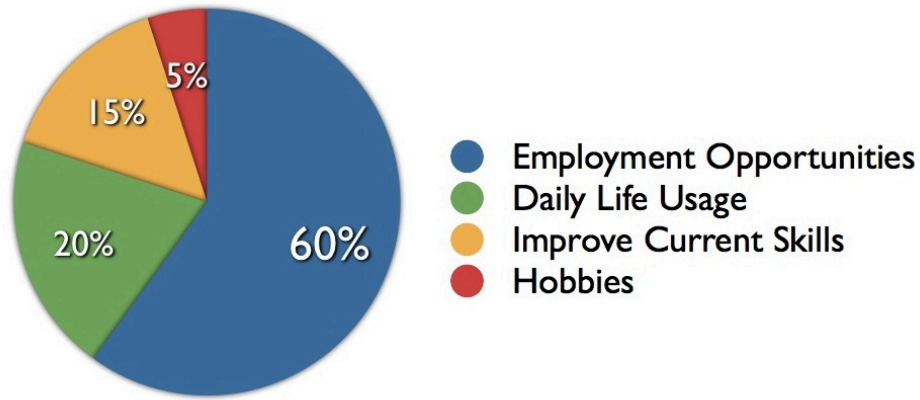


Figure 4.4 Pie chart shows the percentages of what the target groups want from this community learning center.

The group also gathered physical samples and carried out online searching for other community learning centers' media, such as Jolly Readers center leaflet at Thonglor, Pattamasaevi community learning center leaflet, promotional video of Bangkok community college¹⁵, promotional video of Fredericksburg Christian Schools¹⁶, and promotional video of the Cathedral School¹⁷ as the examples to be our guidelines for creating messages to the media (Figure 4.5).

Today A Reader Tomorrow A Leader!

IS YOUR CHILD A JOLLY READER?
Reading opens your child up to a whole new world of imagination, confidence and character development. A child who loves to read is set on the path for life-long personal, academic and professional success!

With Jolly Readers, learning to read is as easy as 1-2-3!

1. Learn the sounds of letters!
2. Blend the sounds to make a word!
3. Begin to Read after just 3 weeks!

LEARN THROUGH FUN!
PHONICS + DRAMATIC
STORYTELLING + MUSIC +
CREATIVITY = JOLLY READERS

WHAT IS JOLLY READERS?
Jolly Readers combines the success of Jolly Phonics with elements of drama, games and music to create a comprehensive reading and writing program that is fun for all ages! The Jolly Phonics Methodology has been successfully tested by parents and teachers in homes and schools for over 15 years!

Some Information about the center

The program is ideal for:

- ✓ ESL Readers
- ✓ Natural Beginning Readers
- ✓ Struggling Readers

Program Outline

Level	Kids' Stories	Little Aches	A Jolly Start	The Jolly Sounds	Jolly Grammar 1	Jolly Grammar 2
Hours	40 hours	50 hours	90 hours	50 hours	50 hours	90 hours

The benefits that will be gained

Inside pages of Jolly Readers center leaflet

Some Information about the center

Contact information

The invitation message

www.pattamasaevi.org

Back and front pages of Pattamasaevi community learning center leaflet



Inside pages of Pattamasaaevi community learning center leaflet



Promotional video of Bangkok community college¹⁵



Fredericksburg Christian Schools' Promotional video¹⁶



Promotional video of the Cathedral School¹⁷

Figure 4.5 Examples of other community learning center's media.

Some of the messages provided in the obtained example were very useful as the group compared each type of media from other community learning centers and determined what kind of information they normally put in their media. Furthermore, some of the messages, such as background information, goal and invitation messages from the leaflet of other community learning centers, were taken to consult with Mr. Nuttawut Songwut to decide whether they should be put into the media or not. Moreover, the example of a promotional video was also shown with some necessary information about their school such as open courses, contact information of the school (at the end of video), and the messages that motivate people to join their center.

As a result, there were aspects the group had to keep in mind when determining the messages. Firstly, after the target group was exposed to the promotional media, the target group must be able to recognize Wat Pathumwanaram community learning center from the messages that have been put in. Secondly, the provided messages must be able to let the

target group believe that they would gain benefits from doing so. Lastly, the provided messages must persuade the target group and make them want to join this community learning center (The Hook). The group designed the “hook” to be “Skill trade classes, you do not only learn but you must be able to do it” (หลักสูตรอาชีพ ไม่ใช่แค่รู้ แต่ต้องเป็น). If the messages that were put in were able to achieve these following aspects, the promotional media surely will be effective against the target group.

4.3 Develop suitable promotional media for Wat Pathumwanaram community learning center.

After the team accomplished the first two objectives, the next step was to develop suitable promotional media for the Wat Pathumwanaram community learning center based on “Message Execution”¹¹. Message execution is a step of turning everything into an actual promotional media; the group obtained this step from the textbook, Armstrong & Kotler Marketing an Introduction. There are in total, nine styles of executions which are;

- Slice of life¹⁸: This style shows one or more typical people using the product in a normal setting.
- Lifestyle: This style shows how the products fit into your daily life
- Fantasy: This style creates a fantasy around the product or its use.
- Mood or image: This style builds a mood or image around the product.
- Musical: This style introduces the product with a song
- Personality symbol: This style creates a character to represent the product.
- Technical expertise¹⁹: This style shows the company’s expertise in making the product.
- Scientific evidence: This style presents a survey or scientific evidence to compare the product with other brands
- Testimonial evidence²⁰: This style features a highly believable or likeable source endorsing the product. It may use ordinary people to say how much they like the product.

To make a decision on which execution style was suitable for the selected media, the group directly interviewed the director and the supervisor of the Wat Pathumwanaram School. Both director and supervisor intended to make the selected promotional media to be

formal, realistic, convincing, showing the evidence that joining the center was very useful, but not too much in terms of advertisement. So, the most suitable execution style was the testimonial style as it was highly believable and it showed the evidence that how the people like the center.

This example of promotional videos provided the background information by using pictures and some text introducing the school. Moreover, the overview of the school was shown at the beginning of the video, such as students and buildings.



This example of promotional videos provided the background information by using pictures and some text introducing the school. Moreover, the overview of the school was shown at the beginning of the video, such as students and buildings.



This scene is a promotional video showing a student being interviewed. The student was used as a tool in order to pass on all the benefits he received from studying and how much he likes and appreciate the opportunities he received to the viewer.



This scene shows the interview of a teacher of the school. In the same way as the previous scene, the teacher was used as a tool in order to tell what benefits people will gain if they come and study at this school.

Figure 4.6 Harrow school - one of the example of testimonial evidence style video.²¹

This testimonial style of promotional video can be a guideline for the us in order to develop the promotional media as it conveyed the essential contents through the principle of the testimonial style such as they made the content believable by using people who were successful in life to talk about the product and how the products help them or assisted their life. Moreover, the way they put the contents in order could be an example for the group to know what the order of the contents should be. Besides, the group noticed how they set each scene to be formal, good lightning, and how they set the position and environment of each scene.

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PILOT TESTING

The purposes of this pilot testing are the first is “Is our promotional video effective enough to motivate people to join this learning center?” The second is “Did our target group receive all the information about the background of the school after they watch our promotional video?” And the third is “Did our target group understand the offered benefits provided by the learning center after they watched our promotional video?”

From our arranged meeting for pilot testing on February 18th, 2012, there were 2 types of the evaluation sheet. The first evaluation sheet asked the target group to check in the box for the required question and give comments. The second one, the group captured each scene including the time from the video in order for the samples to evaluate by writing down the comments and suggestion in the space provided. There were 9 people from our target group, which are the students’ parents and the 5 supervisors from Wat Pathumwanaram School. From the total 14 people, 5 of them were male and 9 of them were female as shown in Figure 4.7.



Figure 4.7: Pilot testing

This evaluation sheet was separated into five sections Personal information, overall impression, design, content, and technical quality as shown in Appendix G.

The group evaluated all the results base on the purposes that the group was settled. To check the first purpose, which is “is our promotional video effective enough to motivate people to join this learning center?” the group evaluate the results in overall impression section as shown in Figure 4.8 The 79% of the target group samples would like to join this community-learning center, 14% were not interested to join, and 7% did not give any comments and suggestions (Figure 4.8).

Want to join the program?

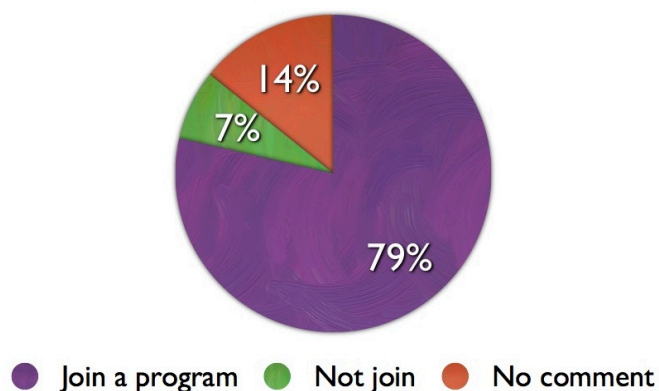


Figure 4.8: Pie chart shows that overall impression on our promotional video.

From the presented results Figure 4.8, the group was able to analyze and proved that the first purpose was accomplished and more than 50% of the target samples were interested to join the learning center.

For checking the second purpose, the group acquired the results from the content section. The result from the content section illustrates that 86% of the group sample was able to recognize the content that the school would like to inform such as background information of the school and seven skill trade classes provided by the school, 14% of the group sample

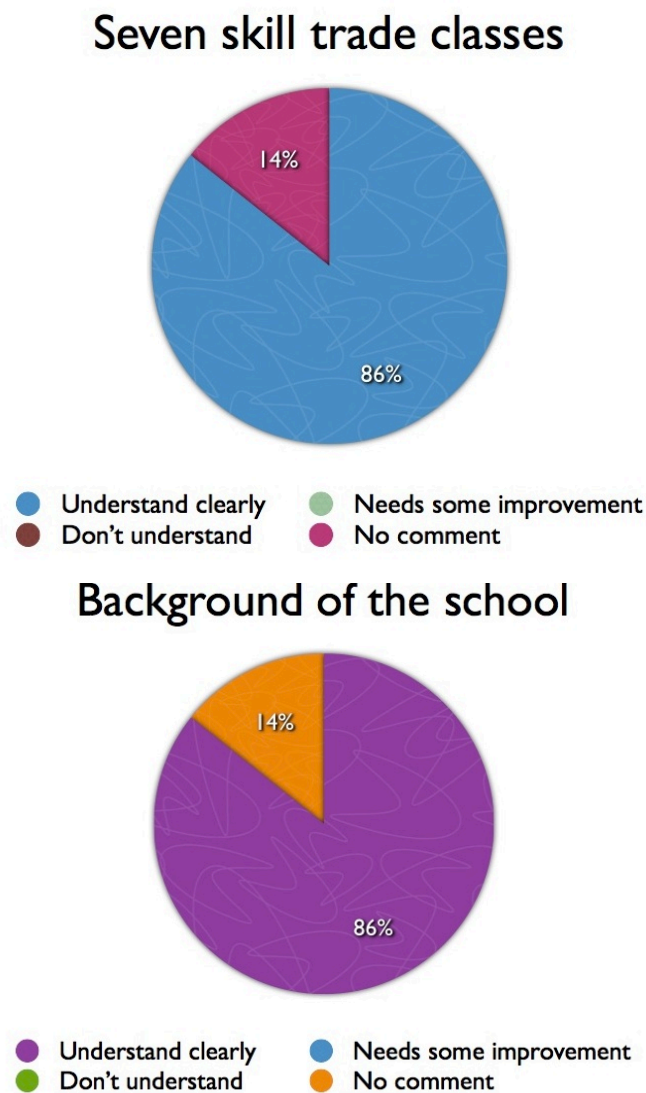


Figure 4.9: Pie chart shows the feedbacks of presenting the background of the school part and the scene that presenting that there were seven skill trade classes available.

From the presented results Figure 4.9, the group was able to analyze and proved that the second purpose, which is “did our target group receive all the information about the

background of the school after they watch our promotional video?” was accomplished. According to Figure 4.10 shows the results that illustrate the feedback from the content section, which accomplished the third purpose of the pilot testing, which is “did our target group understand the offered benefits provided by the learning center after they watched our promotional video?” From the graph, 40% of the group samples known that they will get employment opportunities after watch the promotional video, 28% for the improvement of current skills, 16% for the daily life usage and 8% for both hobbies and no comments.

Perceive benefits from the seven skill trade classes

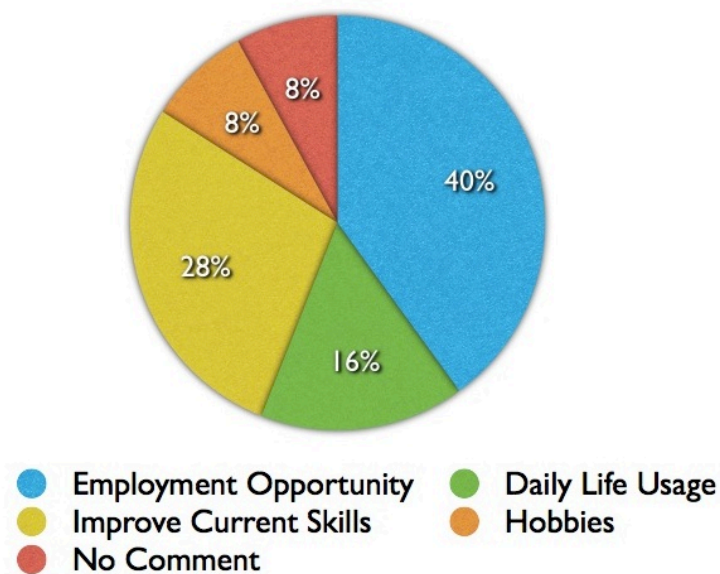


Figure 4.10 This pie chart shows the benefits that were realized by the target groups after watched the promotional video the pie chart results illustrate the ability of the group sample that was able to realize benefit from the content section.

However, by performing pilot testing, the group was able to analyst all the obtained data or feedback from evaluation sheet and could confirmed that this testimonial style promotional video work. In addition, the group could confirm that all messages that the group put in the media to communicate and convince the target groups are effective. Lastly, the group was able to recognized some mistake and comments such as brightness, sound quality, some misspelling, and other technical quality that involved in the promotional video from the target groups and the supervisor of Wat Pathumwanaram School.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The conclusions section includes the results from each objective as well as the outcome of the project. The recommendations refer to the location of opening the promotional video, specifications, additional information and future modification of the media.

Conclusions

From the steps of accomplishing this project, the group designed three steps of working. The first was to select the suitable media, the second to evaluate messages that would be communicated to the target group and the third to develop the chosen media.

First, the group was able to select the promotional video as the most suitable promotional media for promoting the Wat Pathumwanaram community learning center. Our choice of promotional media was supported by the reasons that this type of promotional media can reach the target group the best from our survey's result. The promotional video also uses pictures (motions) and sounds to communicate with the target groups, compared to other types of promotional media which mostly reach the target groups but have too much written content which leads to confusing the people. However, as the school had no ability to distribute the media outside the school to the target groups in terms of budget and work forces, the selected promotional media would initially only be used inside the school. The group concluded that a promotional video is the most suitable media to promote the Wat Pathumwanaram community learning center.

After the type of promotional media was selected, the messages that should be put in the media were determined. The group decided to put a message that focuses on the "job" into the promotional video for the reason stated in the message strategy "people will react only if they believe that they will gain benefits from doing so". A form of survey was completed and conducted on what was the expected benefit of the target group which assured us that getting a job was what the target groups hoped to gain from joining the community learning center. Not only the benefits should be mentioned in the media, but also the other necessary information, which is information of the school and slogan (the "hook"). To support this idea, the group gathered physical samples and online research too see what were

the key messages that other learning centers were using in their promotional media. The group concluded that there were three key messages that should be put in the media: 1. Information of the school 2. The offered benefit and 3. The “hook” or the slogan.

According to the message execution, the group decided to develop the promotional video by using the testimonial evidence style. The group interviewed the sponsor regarding the video style that should be shown and the testimonial evidence style was selected to be the most suitable one. Furthermore, the group decided to arrange each scene starting off with information and background of the school followed by the interview scene of teachers. Finally, the interview scene of students and the interview scene of the parents were added. The background, information of the school, and the “hook” (slogan) was transferred to the audiences by using wording in a form of slogan, except for the offered benefit that was transferred by using voice and sound in the interview scenes. The group put each scene in order according to the promotional video of Harrow school that also used the testimonial style (Appendix H). However, with the pilot testing, the group could confirm the chosen message and chosen style that the group had used to communicate to the target group. Moreover, the group could effectively improve the promotional video by following the comments from the evaluation sheet that was performed during the pilot testing.

Recommendations

The promotional video, promoting Wat Pathumwanaram School along with introducing the upcoming community learning center, was designed to provide information and improve the recognition of the school to the public. The promotional video was created from several pilot-testing trials; improvements had been made to make the video effective in every aspect. According to our pilot testing results, the video had proven itself to be effective, but if the following recommendations were followed, the promotional video would turn out to be even more effective.

1. Location of opening

The video can be played on many occasions, but during special events it would bring out the video’s purpose. For example, if the school were to participate in an education fair, the school could display it throughout the exhibition. Parents and teacher conference days would also be a perfect occasion to show the video to either the parents or people passing by.

2. Type of television

This promotional video has a screen of 16:9 ratios. It can be used with every type of television from an old flat screen to a high definition projector. However, in order to get the best performance from this video, the sponsor should use it with a widescreen television that offers the same ratios of 16:9. The video would bring out its best and sharpest quality pictures. Another possible choice would be to use it with a projector. Although a projector requires a dark place to enhance its performance, the picture quality will still remain high for this video.

3. Sound system

A promotional video would lose its professionalism if the sound quality is low. This promotional video is made with high quality sound. To apply the sound with simple television's speaker would reduce the video's outstanding performance. In order to produce a good result, the school must need to play this video with an external stereo speaker.

4. Modification of future media

In the future, if the school has any plans on expanding the reach of their media, they can consult the information gathered in the report. The result would lead to many possible types of media that the school can use to promote the learning center. Also as stated by Mr. Nuttawut Songwut, "having one type of promotional media is not effective enough to make something well known." Each type of media has its own strengths and weaknesses. Therefore, the school might need to create new media to support the current promotional video with the consideration of new budget and manpower.

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APPENDIX

APPENDIX A: Interview with the marketer; Mr. Natthawut Songwut (Marketing Department Manager at Central Marketing group Intertrade Co., Ltd.)

- Our project was about to design promotional media for Wat Pathumwaanram School. Basically in marketing, what are the things that we should first focus on to design the media for promoting the school?

Ans: Firstly, you have to find out who is your the target group and try to understand the target group by have a site assessment or observe the place where the target group live. Secondly, find out the media that be able to reach to the target group by having a survey or interviewing them. Lastly, analyst the data and use those data to evaluate the best and most suitable media for the school. The most important factor that you should focus on was the budget to promote the school. The media must be match to the budget that you have. However, if the budget was not enough for promoting, you may have to find the sponsor for the school.

- If we were able to choose the promotional media for the school, what were the messages that we have to put in the media?

Ans: Mostly the message that we put in the promotional media should be the messages that persuade the target group. It can be slogan or short and simple message that grab the attention of the target group.

APPENDIX B : First Interview Miss Panida Channgarm; Supervisor of Wat Pathumwanaram School along with observation the school.



SSP-1 DESIGN PROMOTIONAL MEDIA FOR A SCHOOL COMMUNITY LEARNING CENTER

Interview questions

1.) How many skills trade classes provided in Wat Pathumwanaram community learning center?

Ans: There are seven skill trade classes provided for student in Wat Pathumwanaram to study. The seven skills trade classes have included into the school curriculum for the student in the secondary school level only every Tuesday.

2.) What are the things that sponsor want us to do for school?

Ans: The school would like us to design some media to promote the seven skills trade classes of the school for people outside such as parents' student and local people who live in Wat Pathumwanaram's community to know that the school has provided seven skill trade classes. Due to the future the school will open this seven skills trade classes for people outside to join with the school. Moreover, the school will use the media that we designed to promote in school, such as when the school held an academic day, parents meeting day, and even when there were other schools came to the Wat Pathumwanaram School.

3.) Could you give a description of each seven skills trade classes?

Ans:

Woodwork: Wood skill can be used in fixing furniture or even create furniture for home usage as for selling. The participant could use it for greater good such as finding a job that require basic wood work skill.

Hydroponic: This class provides a knowledge on planting vegetables without soil and use water instead. The participants can use those knowledge and adapt with their daily life by plant the vegetable for household usage.

Basic electrical skill: This class offers a basic knowledge base on electricity. It also provides knowledge on fixing electrical furniture so that it can be applied in daily life.

Haircut: The class would provide a practical experience for the participant. The knowledge can make the people being able to earn income from being a hair dresser. They can use the skill to cut their children's hair to reduce the expense they have to pay.

Arts: This class is separated into two sections which are Batik Painting and Screening clothes. The participants can use those techniques in their daily life such as selling batik clothes, or screening clothes.

Crafts: All the products from this class is handmade. The participants can sell the products which they made in this class. An examples of the products are paper flower, and plastic lotus. The participants will

Cooking: This class offers knowledge for parents to be able to cook. The opportunity would gives the participant an experiences reduction in daily life. They do not have to buy food for the family anymore. They can further increase the skill and use those skill to earn money from the food they cooked and sold.

4.) Have school ever open seven skill trade classes for parents' student or people outside before?

Ans: Yes, the school had been opened it once. In that time the school open the seven skill trade classes for parents' student and people outside to join on Saturday and Sunday but it was not permanently classes just for special events or occasions of the school.

5.) Where are those teacher that teach each seven skill trade classes came from?

Ans: Some of the teacher in each skill trade classes are teacher in our Wat Pathumwanaram School such as cooking class, haircut class, crafts class, and hydroponics class, but some were volunteers that being expert in those fields such as woodwork class, basic electrical skill class, and Art class.

6.) What are the actual benefit from coming to join this learning center?

Ans: "Knowledge in theory is not enough; people must have the potential to actually do it."

7.) What is the exactly amount of money do people outside have to pay if they interesting to join this learning center?

Ans: You do not have to pay money because it is free of charge. Normally, the student who study in this school was also do not have to pay any money because this school was a free of charge school, it is the school for poverty people and was in under royal patronage of Princess Maha Chakri Sirinthorn.

APPENDIX C: Interview the director of Wat Pathumwanaram School; Mr. Sompob Intharachan



SSP-1 DESIGN PROMOTIONAL MEDIA FOR A SCHOOL COMMUNITY LEARNING CENTER

Interview questions

1.) We would like to asking about the budget of the school that available for promoting the school in order to help us be able to design suitable media for the school

Ans: The budget for promoting the school was given as 50,000 baht per year

2.) Do the school have resource (such as worker or human resource) to launching the media to the target group?

Ans: The school has limited work force and human resource.

3.) Do you have any limitation for the style of media that going to represent to the target group?

Ans: The media should be in formal way, realistic, show evidence of how the people joining the center are useful, convincing but it should not too much in terms of advertisement because it is school.

APPENDIX D: Questionnaire form for survey

Performed with Parents' student Wat Pathumwanarm School and local people who live in Wat Pathumwanaram's community.



The questionnaire for Wat Pathumwanaram community learning center under the patronage of HRH Princess Maha Chakri Sirindhorn.

Prepared by: a group of undergraduate BSAC students, Department of Applied Chemistry, Faculty of Science, Chulalongkorn University.

Please take the time to read the following questions carefully and answer them. The questionnaire has divided into three parts.

Part 1: general personal information.

Please fill ✓ in or fill in the gaps

1. Sex
 Male Female
2. Age.....
3. Status
1. Single 2. Marriage 3. Widowed / Divorced / Seperated
4. Highest level of education
1. Less than a bachelor's degree.
2. Bachelor's degree
3. Higher than a bachelor's degree
4. Others.....
5. Salary.....Baht/month
6. Occupation.....

Part 2: the receipt of information about the school

Please fill ✓ in or fill in the gaps

1. Do you know Wat Pathumwanaram School?
 Yes No
2. What type of media that you receive news about the school?
.....
3. Do you know that the school has seven skills trade classes courses taught to students?
 Yes No
4. Heard from

Part 3: Familiarity and recognition of the media in everyday life.

Please order the media that most common in everyday life. Maximum from 1 to 8 minimum.

- | | |
|----------------------------|--------------------|
| Flyers or brochures. | Billboard |
| Radio | Yellow pages |
| Magazine | Banner |
| Newspaper | TV |
| Others | |

Thank you for your cooperation

More information please contact promotionalmedia.bsac@gmail.com

APPENDIX E: Interview questions did along with survey to parents' student Wat Pathumwanarm School and local people who live in Wat Pathumwanaram's community.



An interview questions for the target group.

(Parent's students Wat Pathumwanaram School and people in the Wat pathumwanaram's community).

Style of media that target group preferred

1. Do you preferred to receive media that explain the information mostly through the pictures, video, and sound or preferred the media that contain a lots of text to read?

Point of view of the target group that response to the school

2. Do you have children studying at Wat Pathumwanaram school ? (If not parents move to question number 4)
3. What are the factors that motivate you to decide to send your children to study at Wat Pathumwanaram school ?
4. What do you expect from this school for the children?
5. If in the future the school will offered the 7 skill trade class for people outside to join, would you like to join or interested? (why?)
6. If the school teaches the people outside for free, would you be more interested and why?
7. If you have the opportunity to learn this community learning center, what do you expect to get from the school? (Choose one from this following option; Jobs, daily life usage, improve current skills, and hobbies)
8. Do you have any suggestions about the school or anything?

APPENDIX F: Interview question for student, parents, and teacher. (Interview part in promotional video)



SSP-1 DESIGN PROMOTIONAL MEDIA FOR A SCHOOL COMMUNITY LEARNING CENTER

Interview questions

Interview teacher in each skill trade

1. What are the skills trades classes that you are teaching?
2. Could you give a description of the subjects that you are teaching?
3. What are the benefits that students (both school students and parents or people from outside the school) will gain from learning this skill trade class?
4. How this skill trade can be applied in daily life?
5. Can this skill trade can be developed to be a job that will gain money in the future? How?

Interview parents who come to get training in each 7 skills trade classes

1. Why did you decided to join this learning center?
2. What are your expectations from attending this skill trade class?
3. How you are going to bring knowledge from this skill trade class to your daily life or for employment?
4. Why did you decide to learn this skill trade class?
5. Would you recommend your friend to join a skill trade class at this learning center? Which one and why?
6. Are you going to come and learn skill trade class again? Why?

Interview Students in each skill trade classes

1. How do you feel when you study each skill trade?
2. What do you gain from learning this skill trade?

3. In comparing the learning center that teaches with real doing, compared to learning from a textbook in a classroom, which one you like the most? Why?
4. How are you going to apply the skill trade knowledge you have learned?

APPENDIX G: Evaluation Sheet for pilot-testing

On February 18, 2012 At Wat Pathumwanaram School



**Promotional Video Evaluation Form
Chulalongkorn University
SSP-1 Design Promotional media for Community Learning Center Wat
Pathumwanaram School under Royal Patronage of H.R.H. Princess Maha Chakri
Sirinthorn**

Please take the time to read the following questions carefully and answer them as you work through the pilot-testing program. If you find anything that needs to be improved, please provide feedback and specific location details in the comments area.

1. Personal information

Sex: Male Female

Status: Parent Supervisor from school

Other _____

2. Overall Impression

- After you watch this promotional video, would you like to join this community learning center?

Yes No

Please give comments _____

3. Design

- The font size of the video is/are

The font is too large

I cannot read due to it is too small

Perfect

Other suggestion _____

- The font color of the video is/are

- The font color is too bright
- The font color is too dark
- The font color is similar to the color of the background
- Perfect

Other suggestion _____

- The transition of the fonts

- The transition of the font is too fast
- The transition of the font is too slow
- Perfect

Other suggestion _____

- The length of the video is

- Appropriate
- Too short
- Too long

Other suggestion _____

- The pace of the video is

- Appropriate
- Too fast
- Too slow

Other suggestion _____

4. Content

- Does the video inform you to know about background of the school?

- Yes No

Please comment _____

- Does the video help you recognize the seven skill trade classes that the school currently provides?

Yes No

Please comment _____

- Do you know that seven skill trade classes will available for parents and people outside to join?

Yes No

Please comment _____

- What are benefits that you realize that you will gain after you watch the video if you join these seven skill trade classes? (Tick all that apply)

Employment opportunities

Daily life usage

Improved current skills

Hobbies

Other suggestion _____

- The invitation messages (Tick all that apply)

Wordings are confusing I cannot understand

Wordings are not convincing enough

Perfect

Other suggestion _____

- Languages (Tick all that apply)

Languages are informal

Languages are too formal

The way of using the languages makes some part hard to understand

Perfect

Other suggestion _____

- Does this promotional video provide enough contact information

Provides enough contact information

Should provide more contact information

and what contact information would you like to suggest for this video?

Explain _____

5. Technical Quality (Tick all that apply)

- How is the sound quality?

- Too loud Perfect
- Moderate Other _____
- Too low
- Sometimes too loud, sometimes too low

- How is the picture quality?

- Unsteady
- Steady
- The picture is not focus
- The picture is well focused
- Perfect
- Other _____

- How is the brightness?

- Too bright
- Too dark
- Perfect
- Other _____

- How is the music?

- Too loud and it overshadows the voiceover
- Too loud and it overshadows the interview part
- Not appropriate for promoting the school (informal)
- Perfect
- Other _____

- How is the voiceover (volume)?

- Voiceover is overshadowed by music Pronunciations are not clear
- Too loud
- Perfect

Other_____

• How is the voiceover (speed)?

Voiceover is too fast

Voiceover is too slow

Perfect

Other_____

• How is the subtitle?

Too small

Too big

Transition is too fast (hard to follow)

Transition is too slow

Perfect

Other_____





• Other suggestions for the improvement









Thank you for your cooperation

More information please contact promotionalmedia.bsac@gmail.com


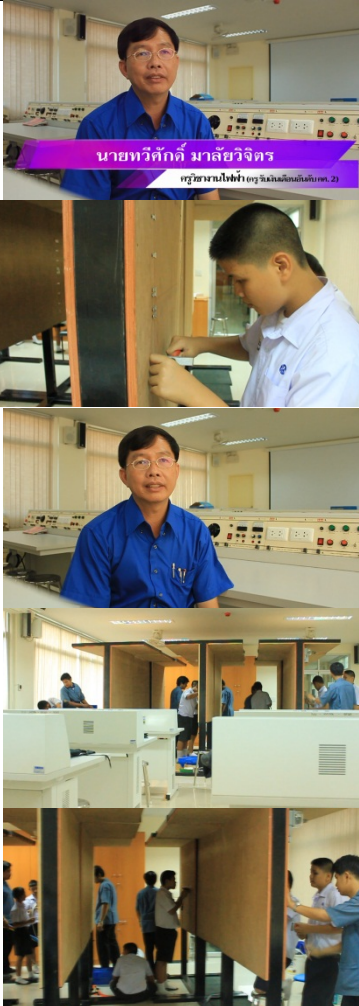
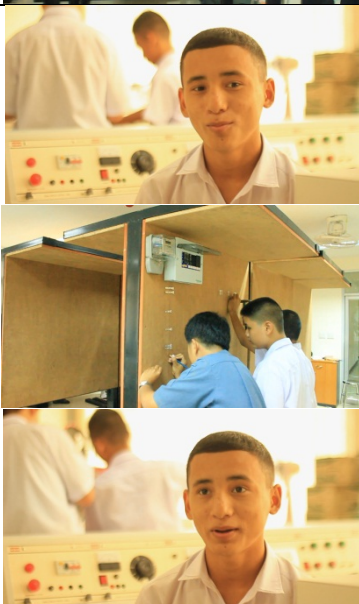
APPENDIX H: Promotional video script

TIME	SCREENSHOT	SUB.
0.00 – 0.22		On 30 th January 2003 HRH Princess Maha Chakri Sirindhorn paid a visit to Wat Pathumwanaram School. Her Royal Highness advised the Bangkok Metropolitan provincial governor that
		a new learning facility should be built in order to be a learning center that can broaden the educational opportunities of the nearby community. Her Royal Highness also made a significant statement that
		"It is important for high school students to have occupational training along with academic learning before they graduate."
0.22 – 0.33		Wat Pathumwanaram School Under The Patronage of HRH Princess Maha Chakri Sirindhorn Supported by the Pathumwan District Office Bangkok Metropolitan Administration
		Proudly
		And
		Joyfully

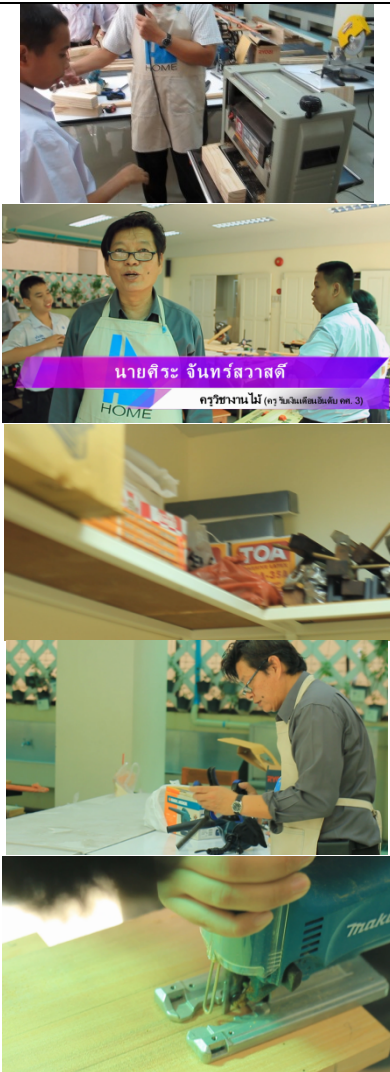
		Presents
0.34 – 0.49	 <p>Mr. Sompob Intharachan School Director</p>	Wat Pathumwanaram School Under The Patronage of HRH Princess Maha Chakri Sirindhorn emphasizes the inner qualities of students and life skills. Our specialty is occupational training, a project initiated by HRH princess Maha Chakri Sirindhorn.
0.50 – 1.32	 <p>โรงเรียนวัดปทุมวนาราม ในพระราชูปถัมภ์ของสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี</p> <p>โรงเรียนสังกัดกรุงเทพมหานคร เปิดสอนตั้งแต่ระดับอนุบาล 1 จนถึงมัธยมศึกษาปีที่ 3</p>	
	 <p>โรงเรียนสังกัดกรุงเทพมหานคร เปิดสอนตั้งแต่ระดับอนุบาล 1 จนถึงมัธยมศึกษาปีที่ 3</p>	A school supported by the Bangkok Metropolitan Administration. Providing educational programs from early childhood education to junior high school.

	 <p>ก่อตั้งเมื่อปี พ.ศ. 2476</p>	Founded in 1933.
	 	
	 <p>เราพร้อมแล้ว ที่จะขยายการเรียนรู้ สู่การสร้างงาน</p> 	We are ready to expand our learning towards careers
	<p>ด้วย 7 สาขาวิชาชีพ</p>	with 7 occupational training programs.
1.33 – 2.13	 <p>งานไฟฟ้า</p>	Basic Electrical Skills
	 <p>งานไม้</p>	Woodwork
	 <p>งานประกอบอาหาร</p>	Cooking
	 <p>งานปลูกผักไฮโดรโปนิกส์</p>	Hydroponic Gardening

 <p>งานประดิษฐ์</p>	<p>Crafts</p>
 <p>ศิลปะ : งานผ้า</p>  <p>ศิลปะ : งานแปดจอต่อหัว</p>	<p>Art</p>
 <p>งานช่างผม</p>	<p>Haircutting</p>
 <p>เรียนรู้</p>	<p>Learning</p>
 <p>ไปด้วยกัน</p>	<p>together</p>
 <p>อย่าง สร้าง สรรค์</p>	<p>with creativity</p>
 <p>ด้วยการ ลงมือทำจริง</p>	<p>by practicing.</p>
 <p>ไม่จำกัดเพศ</p>	<p>No restriction in gender</p>

		<p>or age.</p>
<p>2.13 – 2.46</p>		<p>My expectation is that after learning, students will be able to do basic electrical tasks by themselves, like wiring up. My aim is that the students will be able to wire up by themselves. In the class, we have a lecture, then we practice with real tools in the class. After that, we work on the real situation. We fix broken fans and other broken electrical devices in the school. Moreover, in cleaning air conditioners, students work on a real situation by cleaning air conditioners in the school.</p>
<p>2.46 – 2.58</p>		<p>I love electrical work. I love wiring up and changing light bulbs. I find these things enjoyable. I can use this knowledge for a job in the future. I can also use this knowledge at home to fix things.</p>

2.58 –
3.16











Well, woodwork is a profound knowledge from our origins. We should teach our kids to love woodwork. Students develop skills of composure, accuracy and concentration by doing woodwork.




3.16 –
3.37
















My class is about cooking for students in junior high school years 1 - 3. The class goes from basic cooking at home to advanced cooking as a professional.



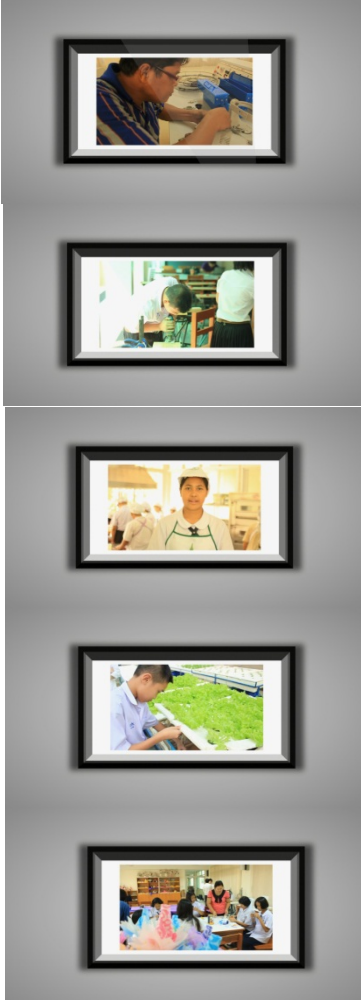
		
<p>3.37 – 3.49</p>		<p>I really love the cooking class. It's wonderful that I have a chance to practice. The teacher is very knowledgeable.</p>
<p>3.49 – 4.21</p>		<p>Students learn about soilless plant culture called hydroponics. From the very first step, seeding, to growing, harvesting and distributing these plants. Students gain knowledge in the hydroponic system, a plant culture using a scientific process. Students can use this knowledge in real life. Growing vegetables at home for food and cost-saving purposes or they can sell these vegetables for extra income.</p>

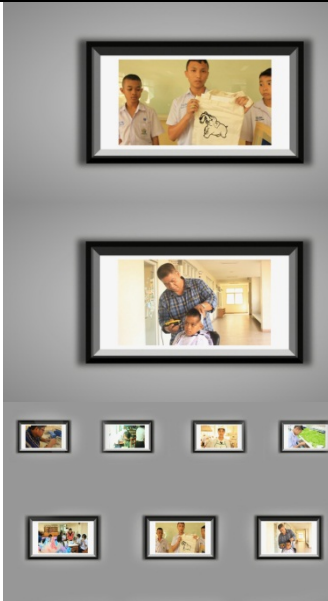

		
4.22 – 4.40		Students develop
		not only academic knowledge
		but they also develop life skills.
4.40 – 5.00		Crafts are about using things around you as a material for your creative work. For example, an artificial lotus. Also, a flower bouquet, used in graduation ceremonies. You can sell these bouquets for graduation ceremonies or Valentine's Day.

		
<p>5.00 – 5.29</p>		<p>My work is to teach students about batik. Students design and make most of these batik products using their own creativity. Most of their batik designs are flowers, animals or impressive sceneries. The students' works are very beautiful. These batik works could be adapted into a cellphone case, a shopping bag, or a handkerchief. The students might bring some of their batik works to sell in the cooperative store of the school.</p>
<p>5.29 – 5.55</p>		<p>I teach screen printing. I reckon that students develop their creativity and enrich their working skills to develop confidence in their work. Most of the students' works are screen printed shopping bags and T-shirts. Also, a ragged cloth can be screen printed to add to its value.</p>

		
5.55 – 6.04		In some classes, there is only a lecture. Students only memorize from books. But in this school, I have a full chance to practice, which is much better.
6.04 – 6.14		
		Broaden the learning process
		from school

	 <p>สู่คนทั่วไป</p>	to the public
	 <p>และชุมชนโดยรอบ</p>	and nearby communities.
6.14 – 6.38	 	I learnt news of this training program from my child. I could make this skill trade into my part time job to increase my family's income.
6.38 – 6.53	   <p>ผู้เข้าร่วมฝึกวิชาชีพ โรงงานประดิษฐ์</p>	There is 100% no charge from the school. I'd like you to join if you like crafts.
6.54 – 7.25		According to Occupational Training, a project initiated by HRH princess Maha Chakri Sirindhorn, we are the school that Her Royal Highness chooses to be the hub of development for nearby communities, empowering them to have the skills for a part time job. At first, we launched occupational training for our students. It is still not sufficient. The training must be accessible for

	 <p>ว่าที่ร้อยตรีวิรัตน์ ชันพันธ์ รองผู้อำนวยการโรงเรียน</p>	<p>all people in the community. Importantly, the school decided that the training fee has to be free of charge.</p>
<p>7.27 – 7.31</p>	 <p>ส่งเสริมการเรียนรู้ตลอดชีพ</p>	<p>Encouraging lifetime learning.</p>
<p>7.31 – 7.46</p>		

		
7.46 – 7.55		Skill trade classes. You do not only learn but you must be able to do it.
7.56 – 8.15		<p>Wat Pathumwanaram School Under The Patronage of HRH Princess Maha Chakri Sirindhorn Supported by Pathumwan District Office Bangkok Metropolitan Administration</p> <p>969/1 Rama 1 Road Pathumwan, Pathumwan Bangkok 10330</p> <p>Contact the assistant director of Academic Affairs or the Head of Home School Personnel Department of Career and Technology Tel : 02-251-2995</p>