



Conserve My Planet

In partnership with Schneider Electric
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At a Glance

Of the **12,501** students reached in Year 1, **6,300** students were from Thailand, and **6,201** students were from Vietnam.

89% of Thai Students exhibited proficient critical thinking skills, a **29%** increase from pre-project levels.

85% of Thai teachers demonstrated the capacity to use curriculum and learning materials effectively in the classroom.

95% of Vietnamese teachers who participated in online professional mentoring sessions reported understanding the structure of project-based learning lesson plans.

81% of Vietnamese students strongly agreed that they understood how solar and wind energy work and learned new ways to conserve energy and resources.

12,501

Students reached in 1 year.

95%

of Vietnamese teachers who participated in online mentoring now understand how to structure project-based learning lesson plans.

85%

of Thai teachers demonstrated effective use of the new curriculum.

“Through real project-based experiences and interactive activities, students can transform their understanding into practical skills.”



PGS.TS / Assoc. Prof. Dr. Nguyễn Tiến Đông

Principal, Ly Thai To Innovation College (LIC)





Background

The Context

Asia will create 229 million new jobs by 2030. The majority will require digital fluency, analytical thinking, and working knowledge of sustainable systems; skills that are currently absent from most public-school curricula across the region.

The Challenge

Thailand and Vietnam introduced STEM frameworks in 2012 but more than a decade later, uptake remains largely limited to private and alternative schools. Public schools continue to face underfunding, rigid curriculum structures, and a shortage of educators trained to teach beyond rote instruction.

Why it Matters

The teachers who will shape the future workforce are working without the tools and training they need to allow students to flourish. Without intervention, Asia will face a skills deficit that will hamper long-term sustainable growth in the region.





Our Approach



A Multi-Stage Approach

Our multistage approach to enhancing project-based learning and green skills capacities in Southeast Asia began with stakeholder engagement. In collaboration with Ministries of Education, local governments, and expert teachers we developed training materials on key topics like the environment and sustainable energy, project prototyping, and lesson planning.



Training of Trainers

Next, we held train-the-trainer courses for teachers to enhance their skills and confidence applying new knowledge and techniques in the classroom. Curriculum focused on project-based learning strategies to address real-world environmental challenges like sustainable energy.



Professional Learning Communities

After the course, teachers participated in professional learning communities, where they received further mentorship from Kenan staff and had opportunities to refine their lesson plans and pedagogies with real feedback.



Green Energy Camps

The first year culminated in Green Energy Camps, an experiential STEM education program where students were able to put their new knowledge to use. Students were divided into groups and competed on developing environmental STEM products and media material, with a focus on increasing soft skills like teamwork, communication, and problem-solving in addition STEM knowledge.





Who We Reached



130 teachers

53 in Thailand and 77 in Vietnam

54.6%

of teachers were women

311 students

participated in Green energy camps:

- 111 in Thailand
 - 200 in Vietnam
-



3 provinces

Reached students in 3 provinces (Rayong, Thailand) (Bac Ninh & Hanoi, Vietnam)

Thailand



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Capacity Building

Teachers demonstrated strong outcomes with knowledge at 91.67, attitudes at 80.69, and confidence at 82.41 toward project-based environmental teaching.



Student Impact

Students demonstrated strong development of 21st-century skills, achieving an overall average score of 91.38 across collaboration, creativity, communication, and critical thinking.



Satisfaction & Endorsement

Achieved 91.72% overall satisfaction and a Net Promoter Score (NPS) of 92.41%, demonstrating strong endorsement from teachers.



"Before attending the training, I struggled with starting a project and couldn't come up with new ideas. After joining the program, I learned to use modern AI tools as my assistant to explore a variety of creative and engaging project ideas through the Conserve My Planet curriculum. It became easier to integrate environmental topics with science and math subjects. This significantly sparked new ideas—many times more than before."

Teacher Pimluck Jareonwanitchakoon,
Bankhai School



"This camp allowed me to learn from each activity station through both problem-solving and creativity. I am determined to reduce and stop using plastics that cause pollution, starting with reuse — such as bringing my own water bottle from home and refilling it at school instead of buying new ones. I am also interested in eco-friendly product design because I want to help address climate change and create innovations driven by the younger generation."

Student Khrai Kon,
Ban Bueng TataS School



Vietnam



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Teacher Training

Teachers were taught on 14 lesson plans integrating renewable energy and environmental protection into vocational education programs were guided and reviewed by project experts, enabling vocational lecturers to implement them in practice.



Project-Based Learning

96% of teachers understand the structure of project-based learning lesson plans after training.



Master Lecturers

91% of master lecturers are confident integrating energy and environment protection concepts into their lesson plans.



"What impressed me most was learning about green buildings, and how an entire building can operate on solar energy. Through this training course, I discovered more about environmentally friendly practices and how recycled materials can be applied in my future career in construction. After the course, I commit to using electricity and water efficiently while making better use of natural light to save energy for our planet."

Nguyen Thanh Bao, Construction student,
Bac Ha College of Technology



"I found the training course practical, interesting, and aligned with modern trends. Commercial marketing is the subject I enjoy most, as it allows me to convey messages about environmental protection to customers. The course expanded my knowledge of environmental conservation, enabling me to apply energy-saving and renewable energy practices in my work and daily life."

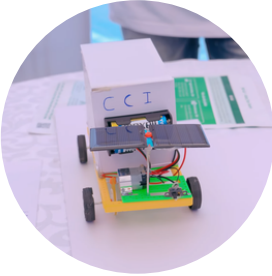
Nguyen Thi An, Business Accounting student,
Bac Ninh College of Industry



Green Energy Camps

Objectives

The camps promoted environmental awareness, energy efficiency, and project-based learning (PBL) in vocational education.



Scan to watch
the highlights
from our Bac
Ninh event!



Opening Ceremony & Welcome Speeches

300 students in Bac Ninh, Hanoi, and Rayong province participated across 4 green energy camps.

Conducting Pre-Test & Post-Tests

Tests administered to gauge program effectiveness and knowledge increases.

Camp Competition

Participants showcased their innovation in designing environmental protection STEM products and communication campaigns promoting environmental awareness.

Games & Activities at the Camp

Of the vocational students who partook in the competition activities, 64% were female, 36% were male.

Closing Ceremony & Awards

Representatives from local government institutions, Kenan's experts, and press and media agencies attended the awarding ceremonies.



Community Innovations

From Supporters to Collaborative Learners

As the seeds of learning take root within schools, their impact naturally extends outward into the broader community. Teachers and students continue their learning beyond traditional classroom boundaries, creating shared spaces where all community members can actively participate in environmental solutions.

In the Leaf to Life Pot project, Maneewan Sisangam, a teacher from Ban Khlong Kanun School described a powerful model of collaboration:

"This project opened for both students and the community to work together—through exhibitions, digital media, videos, brochures, and posters that highlighted the value of reducing leaf waste. Students practiced waste management at home and encouraged community members to donate dried leaves and recyclable materials. It became a shared learning experience that fostered a cleaner and more sustainable environment."



Meanwhile, Wachirawich Pokkietpattana, a teacher from Rayongwittayakom School who implemented a bamboo artificial reef (Bamboral) project shared:

"This initiative was not only about building bamboo coral structures. It was about restoring life to the Thai coastline through the collective effort of youth and the community. Students cooperated with local agencies and residents to rehabilitate marine habitats, support biodiversity, and deepen their scientific understanding. The project planted not just corals in the sea, but also a spirit of conservation in the hearts of both children and community members."

These examples conclusively demonstrate that lasting environmental conservation must begin with broad participation. When schools become centers of learning and communities function as a second classroom, education goes beyond textbooks and evolves into shared action—ensuring a healthier planet is passed on to future generations.



Student Spotlight

Beyond Numbers: How One Accounting Student Became a Sustainability Advocate

Duong Thi Thanh Hien, a final-year Business Accounting student at Bac Ninh College of Industry, among other students, faced the anxiety of entering the workforce. The fiercely competitive job market made her question whether her technical knowledge would be enough to stand out among hundreds of applicants. Her perspective shifted when she participated in the student training course under the “Schneider PBL Conserve My Planet” project.

The project was designed to cultivate knowledge, skills, and awareness in energy conservation and sustainable practices, while also preparing young people with essential 21st-century skills. Unlike traditional lectures, the course emphasized hands-on, project-based learning. Hien and her classmates were tasked with analyzing utility costs, proposing energy-saving solutions, and joining group activities ranging from case discussions to experiential exercises.



Through these activities, Hien experienced a turning point. She gained confidence not only in her professional capacity but also in her ability to connect her field of accounting to pressing global challenges. For the first time, she saw that financial reports could tell a story beyond balance sheets, reflecting how businesses save energy, reduce waste, and commit to sustainability. *“What impressed me most was realizing that even accounting can contribute to protecting the environment,”* she shared.

The transformation went beyond her career perspective. The training instilled in Hien a green mindset that she began to integrate into her daily life. She started conserving electricity, making better use of natural light, sorting waste, and encouraging her friends and family to adopt similar habits. What began as small actions soon created a ripple effect, spreading environmental awareness within her classroom, her household, and her community.

Hien’s journey illustrates the profound impact of experiential learning. By linking technical knowledge with sustainability and providing practical skills, initiatives like “Schneider PBL Conserve My Planet” help young people move past career anxieties and step into their roles as active agents of change. For Hien, the program strengthened her professional skills and employability, gave her a sense of purpose: to pursue a career that contributes to both business success and environmental sustainability.



Looking Ahead

How we will amplify and expand upon the project in future to maximize impact.

Strengthening Teacher Capacity and Student Learning

- Train an additional 120 teachers, including new participants from Chonburi, and 5 new schools in the Bac Ninh Province of Vietnam
- Reach an additional 13,200+ students across Thailand and Vietnam

Phase II

- Support vocational school teachers to integrate green energy skills and active STEM into classrooms to help Thailand and Vietnam meet the demand for green workforce and accelerate each country's green energy transition.
- Continue to strengthen partnerships with government through national roundtables and other events, and increase our outreach and engagement with industry partners in energy sector to strengthen pathways from education to employment.



Contact Us

 Website

www.kenan-asia.org

 Green Skills Accelerator

www.kenan-asia.org/MekongGreenSkills

 Phone

02 260 0380

 Thailand address

16th Floor, CTI Tower, 191/64

Ratchadapisek Road, Klongtoey, Bangkok

10110, Thailand

 Contact

Allison Morris, Director of Partnerships

 E-mail

Amorris@kenan-asia.org



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