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RESEARCH FINDINGS OVERVIEW

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2025 DELOITTE GREEN GEN



SEAMEO STEM-ED



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INTRODUCTION

DELOITTE GREEN GEN

BACKGROUND

The Deloitte Green Gen project, a collaborative effort between Deloitte Thailand and the Southeast Asian Ministers of Education Organization Regional Centre for STEM Education (SEAMEO STEM-ED), is designed to advance Science, Technology, Engineering, and Mathematics (STEM) and green skills education among students in Thailand. Recognising the critical role that students play in shaping a sustainable future, the project provides students with the necessary knowledge, practical competencies, and learning capacities to actively design, implement, and lead sustainability initiatives and awareness campaigns within their schools and communities related to green education.

RESEARCH

To understand the effectiveness and reach of this project, SEAMEO STEM-ED conducted a qualitative research study centered on interviews with university representatives, students, and teachers involved in the project. This approach enabled the collection of detailed, firsthand insights into experiences, perceptions, and outcomes among participants, particularly regarding their engagement with the awareness campaigns and their preparedness for future roles in sustainability-focused sectors. The study will be conducted with participating students and teachers from eight schools across four major institutions in Thailand, including Chulalongkorn University, Khon Kaen University, Naresuan University, and Thaksin University.

PROJECT PARTICIPATION

4

Universities

16

School Teams

81

University Representatives,
Teachers & Students



PURPOSES & OBJECTIVES

DELOITTE GREEN GEN STUDY



Overall Engagement

Explore the experiences, perceptions, and learning outcomes of students participating in the Deloitte Green Gen project



Content & Knowledge Enhancement

Assess how the project has enhanced students' STEM knowledge and green skills.



Participants Insights

Explore how teachers motivate students to engage with social issues and facilitate connections between classroom learning and real-world problems, supporting the development of student-led social campaigns.



Suggestions & Recommendations

Identify programme strengths and areas for improvement from the participants' perspective.

METHODOLOGY OF THE STUDY



DATA COLLECTION

Semi-structured interviews were conducted individually with 7 students and 8 teachers from 10 schools, and 4 university representatives from Chulalongkorn University, Khon Kaen University, Naresuan University, and Thaksin University, participating in *Deloitte Green Gen* initiative. Interviewees were purposively selected from schools participating in the initiative to ensure relevance to the study objectives and richness of data. With participants' consent, all interviews were recorded and subsequently transcribed for detailed analysis.

Data Analysis

Data were analysed using key thematic analysis, beginning with repeated readings of the transcripts to ensure familiarity with the content. Initial codes were then generated to capture meaningful patterns related to participants' experiences and perspectives. The themes were refined to ensure coherence, clarity, and alignment with the research objectives, resulting in a set of core thematic insights that represented the participants' collective viewpoints.

EXPECTED OUTCOMES



Program Impact

Evaluate the impact, relevance, and sustainability of the *Deloitte Green Gen* programme and support evidence-based research practices



Best Practices

Provide critical evidence to inform programme improvement, strategic scaling, and integration into higher education curricula, while also highlighting best practices in fostering initiatives



Greening Education Awareness

Enhance green competencies and environmental literacy among students, equipping the next generation with the skills, motivation,



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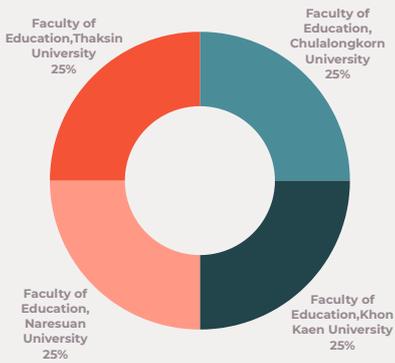
TEACHERS

DELOITTE GREEN GEN INTERVIEW

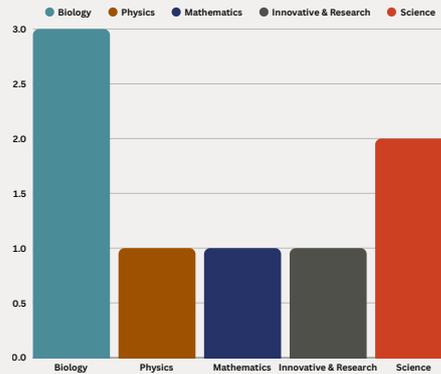
TEACHERS

DEMOGRAPHIC OF INTERVIEWEES

Supervising University



Main Subject Taught



Project Implementation and Supervisory Approaches



Topic Selection & Refinement

- Student-Led Initiation
- Teacher-Guided Exploration
- Iterative Process:
- Assigned but Relevant Topics



Connecting to Real-World Issues

Teachers consistently integrated real-world problems into their instruction.



Monitoring & Evaluation

Formative evaluation, focusing on discussion and guidance

Connecting Learning to Real-World Social Campaigns

- ▶ Linking Subject Matter to Real-World Situations
- ▶ Encouraging External Focus
- ▶ Starting with Community Issues
- ▶ Integrating Subjects with Real Data
- ▶ Developing Research Skills

Project Guidance & Topic Selection



Prioritizing Relevance and Community Connection



Allowing Freedom and Flexibility in Topic Choice



Adapting the Project When Obstacles Occur

TEACHERS

REFLECTION AND SUMMARY



Factors Contributing to Engagement and Success

The success of the campaigns is strongly linked to the students' intrinsic motivation, effective teamwork, and relevant project structure

Student Eagerness and Motivation



The core key to success is the eager of the student itself and their willingness to continue working

Collaboration and Teamwork



The collaboration and teamwork of the student who work together is identified as a major strength

Project Relevance to Community



Student success and awareness are heightened when the topic is related to their own community

Perseverance and Resilience



Successful teams never give up and always discuss among the team members

Valuable and Tangible Outcomes



Success is achieved when the campaign results in a real product that creates value

Public Acknowledgment



Shared commitment and support to the implementation of the *Green Gen* research initiative.

Interviewees

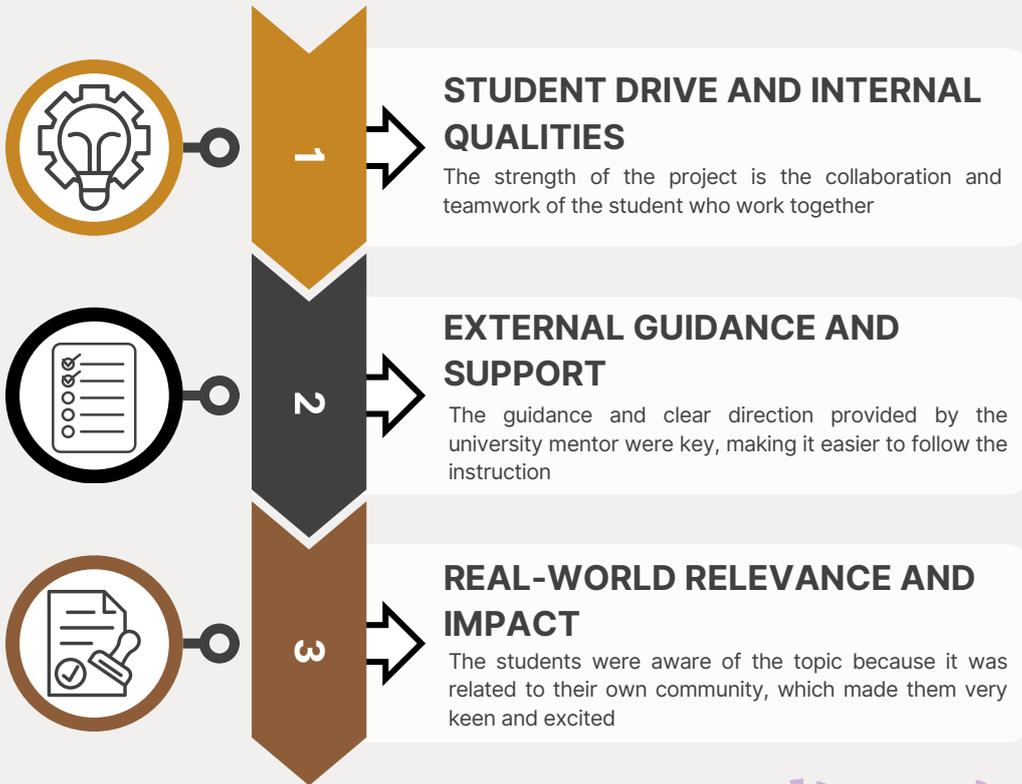
School	School/ Affiliation/ Location	Main Subject(s) Taught	Project Role & Experience Duration
School 1	Uttaradit Daranee School	Biology and Environmental Issue	Has approximately one year of professional experience collaborating with Naresuan University.
School 2	Thaksin University Demonstration School, Secondary School Division	Biology teacher and Environmental Issue in science projects	Guides students in connecting their learning to real-world social issues.
School 3	Chonkanyanukoon School	Science teacher (usually teaches Biology), Environmental Issue for science projects	Has over ten years of experience working on environmental issues through science projects and serves as a project supervisor.
School 4	Wittayanusorn School	Biology teacher	Has approximately ten years of teaching experience, working with students who already possess a background in research.
School 5	Khon Kaen University Demonstration School	Takes care of talent students in innovative and research	Has approximately ten years of combined experience in teaching and research.
School 6	Sisaket Wittayalai School (Northeast Thailand)	Physics teacher	Has over 20 years of teaching experience and oversees STEM talent development projects and involved in this project with Chulalongkorn University.
School 7	Phetwittayakhan School (PW)	Supervisor (STEM subjects)	Has taught physics and has experience in STEM-integrated teaching.
School 8	Naresuan University Demonstration School	Main subject is Mathematics; familiar with Science education	Has six years of experience as a teacher and has been engaged in the education sector for an extended period through Master's and PhD studies, including prior involvement in similar projects.

TEACHERS



STRENGTHS OF THE PROJECT

The core strengths of the student campaigns lie in the collaborative efforts of the students, the practical guidance provided, and the project's tangible, real-world impact



Motivation/ Eagerness
100%
 Agreement

Confidence
88%
 Approval

Critical Thinking/ Systematic Thinking
75%
 Insights & Feedback



NOTE FROM TEACHER

"Through the campaign process, I observed that students gain more confident in term of presentation and discussion. Students learn to share their reasons, engage in argumentation, and even defend their ideas with the teacher based on their data and belief..."

TEACHERS

RECOMMENDATIONS



SUSTAINABLE DEVELOPMENT: TOWARD A BETTER FUTURE

Teachers provided several suggestions aimed at enhancing student motivation, improving campaign development, and ensuring resources are adequate.



Improving Motivation and External Support

- Public Acknowledgment and Media Support
- Extended Field Visits



Enhancing Project Structure and Context

- Freedom in Topic Selection
- Integration into Curriculum
- Contextualization



Support for Teaching Related to the Project

- Material and Instrument Budget
- Teacher Training and Guidance (PLC)

The importance of this project extends beyond mere global trends. It is seen as critical, even if the immediate focus is on a specific local issue

Teachers request support in obtaining learning material or a specific instrument needed for the project, as they noticed profound positive changes in students, primarily focused on their cognitive skills, confidence, and independence.

"Stay inspired. Never stop learning..."

Teachers benefit from a supportive community where they can exchange ideas and experiences when integrating multiple subjects.

They also depend on guidance and supervision from the school, together with direction from the university, to effectively apply the content from the provided materials.

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UNIVERSITY REPRESENTATIVES

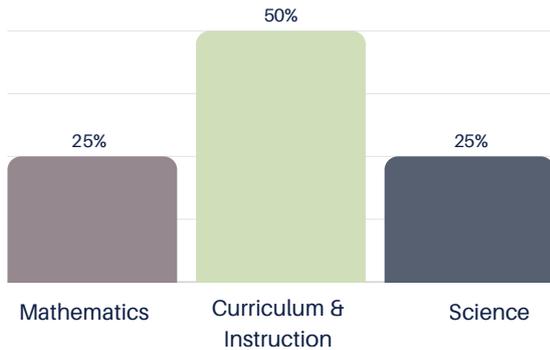
DELOITTE GREEN GEN INTERVIEW

UNIVERSITY REPRESENTATIVES



DEMOGRAPHIC OF INTERVIEWEES

Background Field



University Representative



Target Interviewees

Segment	University/ Affiliation	Connection to Initiative
Segment 1	Uttaradit Daranee School (NU)	Used existing connections with local schools from the education program to recruit participants and connect potential schools to the campaign
Segment 2	Thaksin University Demonstration School, Secondary School Division (TSU)	Tasked with mentoring and supervising network schools, particularly those with the potential to learn using the English-language Concord online lesson
Segment 3	Chonkanayanon School (CU)	Accepted the project as a formal research endeavor
Segment 4	Khon Kaen University (KKU)	Invited to create a curriculum and coordinated continuously with schools, forming a team of professors from various disciplines (social sciences, volunteering)

Key Facts

- 100% mentions that the project helped the students' learning & development
- Majority prefer the campaign initiative to enhance awareness of students
- Completion rates are higher with motivational and support factors
- 100% agreed that green education is important & viewed responsibility for climate change as universal

Strategies and Engagement



Teacher Empowerment

Support teachers by providing adaptation plans, enabling teachers to understand and implement the project



Skill-Building for Students

Students received workshops focused on using scientific models, data analysis, and digital communication skills



Motivational and Logistical Support

Financial and motivational support were crucial to plan for the awareness campaign

UNIVERSITY REPRESENTATIVES

Partnership & Collaboration

Successful collaboration often relied on existing networks and intensive student engagement with local contexts. Collaboration was extensive, often involving the university, schools, and external partners (such as energy centers or local administrative organizations) for the project.



Real-Life Application

The campaigns were designed to ensure that the scientific and data skills students acquired translated directly into solving or communicating local, tangible problems



Community Case

Collaboration with communities was a crucial component, enabling students to extend their learning beyond the classroom and interact with affected residents and local stakeholders.



Importance in Education

The main responsibility lies with the entire community, not solely with administrators or teachers. While agencies play a major role, individuals must also see greening initiatives as their own responsibility to drive meaningful change and align with international goal like SDG.



KEY FACTS

These efforts show that addressing climate change is a shared responsibility, requiring all people to see it as a personal concern and reaffirming the importance of integrating local contexts and stories into education to make learning truly meaningful.



SUPPORT OF AWARENESS CAMPAIGN



LANGUAGE BARRIERS



PROJECT SCOPE



TIME MANAGEMENT

UNIVERSITY REPRESENTATIVES



STRENGTHS & BENEFITS



01

Cooperation & Partnership

Strong support from school administrators in student campaign videos and providing necessary approvals, which gave teachers confidence



02

Relevant Educational Tools

The adoption of the *Concord* learning units was effective to provide scientific explanations using the CER model



03

Community Engagement

Engagement with the community, conducting interviews with local residents, market vendors, and stakeholders to identify problems)



04

Efficacy & Skill Acquisition

Teachers gained significant professional development throughout the project.



05

Comprehensive Student Outcomes

The projects showcased varied and high-quality results across the schools.

OBSERVED OUTCOMES AND CHANGES

1 GREEN TOPICS

Teachers demonstrated greater personal investment in green topics and expressed a desire to expand the project to other grade levels.



2 SCIENTIFIC EXPLANATION

Teachers enhanced their ability to design learning activities that strengthen students' scientific explanation skills through the CER (Claim, Evidence, Reasoning) and Modeling, while also learning effective techniques for providing feedback.

FROM UNIVERSITY PERSPECTIVE



"The success of the social campaigns was attributed primarily to cooperation between professors, active teachers, and engaged students, coupled with financial support that facilitated necessary hands-on activities..."

FEEDBACK & INSIGHTS

- Continuous training
- Provide access to subject matter experts.
- Quality & accuracy of content
- Time management

Motivation/
Eagerness

100%

Agreement

UNIVERSITY REPRESENTATIVES

CHALLENGES IN IMPLEMENTATION

1



Language and Confidence

Teachers initially struggled with confidence due to the English-language content. They utilised online translation tools during workshops and sharing sessions to support their understanding.

2



Time and Integration

Managing time was a significant challenge for teachers given their existing school obligations.

3



Skill Gaps

Students faced difficulties with communication and speaking skills, as well as limited prior experience, which hindered their preparation for campaign development.

CONCLUSION & CALL TO ACTION



01 Learning about green education in schools is considered essential. It serves to move existing awareness into concrete action, making the need for change clearer and more urgent. It develops student agency in addressing environmental issues.

02 The most common recommendation was to provide more extensive, ongoing professional development and adequate time for mentoring teachers, particularly in complex instructional methods.

03 The project involved lecturers and professors serving crucial roles as researchers, project heads, and curriculum designers, often drawing on their existing departmental expertise and connections.

04

Projects across the network demonstrated diverse strengths, particularly in research application and local relevance, highlighting the diversity and impact of the initiatives.

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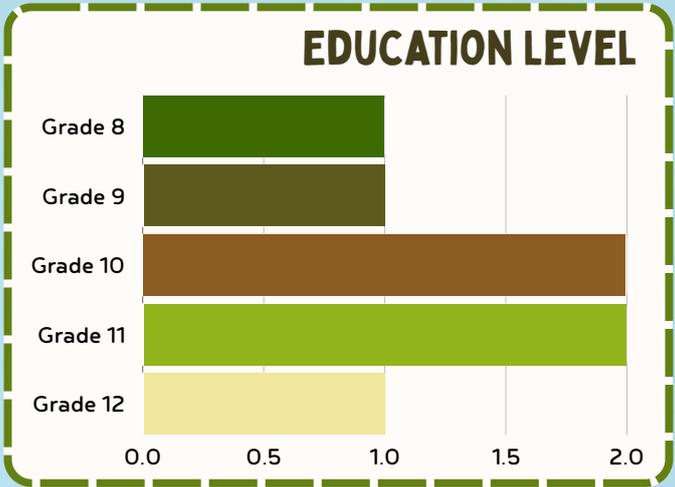
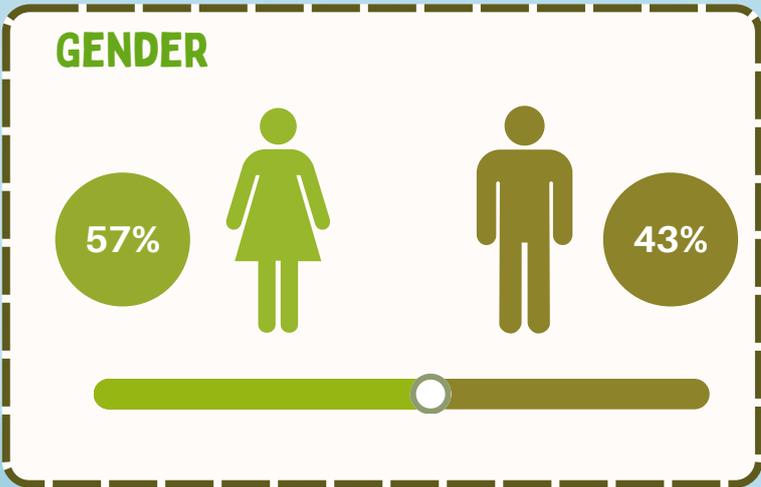


STUDENTS

DELOITTE GREEN GEN INTERVIEW

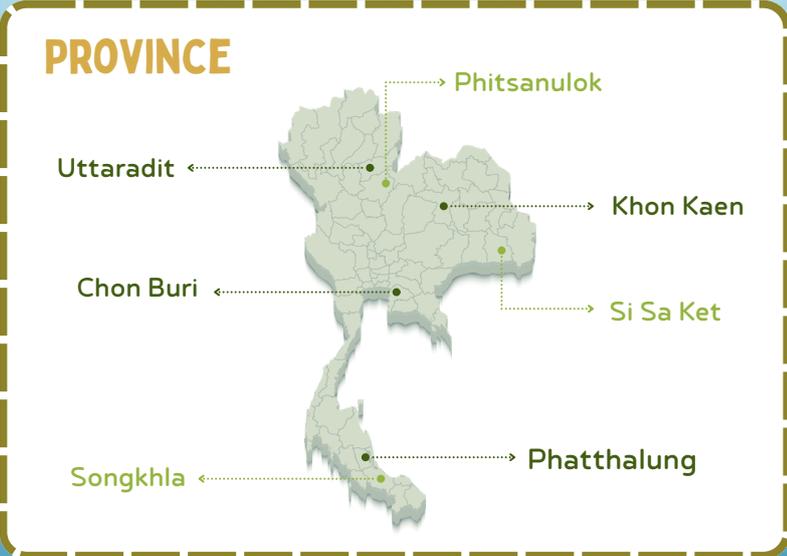
STUDENTS

DEMOGRAPHIC OF INTERVIEWEES



INTERVIEWEES

School	Education Level and School	Project Name
School 1	Grade 11, Naresuan University Demonstration School.. (NUDS)	PopPhit A gamified tree-reward challenge built on the idea "Your Score, Our Air."
School 2	Grade 11, Thaksin University Demonstration School, Secondary School Division (TSU)	AquaSense Smart Flood-Prevention Drainage System for Safer Cities.
School 3	Grade 10, Uttaradut Daruni School (UN)	Banbii KheeNok A playful awareness activity revealing health risks from pigeon droppings.
School 4	Grade 8, Chonkanyanukoon School (CN)	Green Foam A sustainable foodware "green foam" made from sweet potato starch and cellulose from bamboo fibers, corn husks, and rice straw.
School 5	Grade 10, Wittayanusorn School (PSU)	Aqua Helix Anti-Clog Shield in Drainage Systems
School 6	Grade 9, Satit Khonkaen University Demonstration School (Satit KKU)	Bio Burn Clean energy derived from biomass waste.
School 7	Grade 12, Sisaketwittayalai School (SKW)	Celluder turning discarded volcanic durian peels into nutritious low-calorie, high-fiber noodles.



STUDENTS

INSPIRATION BEHIND THE PROJECTS



Playing Game



Hometown Issues



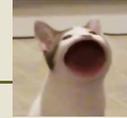
School Life



Chats with Loved Ones



Daily Journey



“

I WAS INSPIRED BY POPCAT, THE VIRAL GAME FROM 2022, AND CREATED MY OWN VERSION CALLED POPPHIT-NAMED AFTER PHITSANULOK.

”

Unique Ideas, One Environmental Focus

Each project presents a unique idea, yet they all share three key environmental themes:



Flood Mitigation

The students' project addresses flooding by improving drainage systems. They incorporate sensors and filters to keep drains clear and provide alerts, helping to prevent and reduce flood risks.



Sustainable Waste

The students transform waste into useful products. This approach supports local businesses and communities, promoting both environmental sustainability and economic development.



Air Pollution

The students aim to reduce air pollution by raising awareness through games and interactive activities.



Key Insights from students' perspectives

HOW EFFECTIVE DO YOU PERCEIVE THE CAMPAIGN TO BE?

AVERAGE RATING: 7.42 / 10

- Students generally perceive the campaign as moderately to highly effective.

STUDENTS

STRENGTHS & CHALLENGES OF THE PROJECTS

<p>1 Problem-Focused They focus on real issues in their daily lives and hometowns, offering potential solutions to genuine problems.</p>	<p>The scale of the problems is too large for students to tackle alone; multiple organisations, especially government agencies, are needed to provide support.</p> <p>1</p>
<p>2 Game-Based They use games to attract attention to environmental issues, making the topic more engaging, enjoyable, and accessible.</p>	<p>Participants may focus more on the game itself rather than the environmental purpose behind it, leading to reduced attention on the actual issue.</p> <p>2</p>
<p>3 Unique Their innovative ideas are distinctive and offer originality that is rarely seen.</p>	<p>Although the projects are unique, they may be difficult to implement due to budget limitations, structural requirements, and production processes.</p> <p>3</p>

SKILLS AND INSIGHTS GAINED

Students provided their insights during interviews on the skills gained from participating in the Green Gen Project. The key skills and insights are as follows:

▶ Hands-on experience
Applying what they have learned at school to real-life projects.

"I FOUND THIS PROJECT VERY NEW AND EXCITING BECAUSE I GOT HANDS-ON EXPERIENCE WRITING CODE..."
SCHOOL 1

▶ Exploration and reflection
Reflecting on personal interests and future goals while gaining new inspiration and broader perspectives.

"MADE ME REFLECT ON MYSELF WHAT I GENUINELY LIKE AND WHAT I REALLY WANT TO DO"
SCHOOL 2

▶ Teamwork
Learning to work with others and to listen to different ideas.

"THE MAIN THING I LEARNED IS TEAMWORK — WORKING WITH FRIENDS"
SCHOOL 5

▶ Opportunities
Sharing their projects with others, leading to opportunities on other platforms and receiving feedback for further project improvement.

"I ENJOYED THE OPPORTUNITY TO PRESENT MY INNOVATION AND EXCHANGE IDEAS WITH STUDENTS FROM DIFFERENT REGIONS"
SCHOOL 7

▶ Knowledge and awareness
Gaining better knowledge and increasing awareness of environmental issues.

"THROUGH THIS PROJECT, I GAINED KNOWLEDGE AND AWARENESS ABOUT FOAM. FOAM CAN HAVE NEGATIVE IMPACTS ON THE ECOSYSTEM, WATER, AND EVEN HUMAN HEALTH"
SCHOOL 4

STUDENTS

CLIMATE EDUCATION: WHAT STUDENTS WANT TO LEARN?

They shared their ideas on climate education topics they would like to learn, which can help improve green education in line with global issues and better prepare students for the PISA 2029 test.

100% OF STUDENTS THINK THAT LEARNING ABOUT CLIMATE CHANGE IN SCHOOL IS VERY IMPORTANT

- 1 INNOVATION AND TECHNOLOGY**

Students want to learn how technology can help address climate change and how they can contribute to creating a better world.
- 2 IMPACT AND ORIGIN OF CLIMATE CHANGE**

Learning about the impact of climate change may raise awareness of its urgency and inspire people to take action. Students are also keen to understand its causes as a foundation for deeper learning.
- 3 INTEGRATION OF CLIMATE CHANGE INTO ACTIVITIES**

Students suggest incorporating climate change topics into classroom activities, such as discussing real-world news events. This approach helps students gain knowledge while making lessons more engaging.
- 4 SPECIFIC CLIMATE CHANGE ISSUES**

Students are interested in topics that relate to their personal interests and daily life, including trending issues. Examples include coral bleaching, marine environments, air pollution and contamination, clean energy, and how industrial factories can achieve zero emissions.



STUDENTS' EXPERIENCES OF CLIMATE CHANGE

“  WHEN I WAS YOUNGER, THE COLD SEASON IN SISAKET WAS TRULY COLD, ESPECIALLY IN THE MORNINGS, BUT NOW THE WEATHER IS NOTICEABLY WARMER. ”

“ FROM MY PERSONAL EXPERIENCE, I RECENTLY ESCAPED FLOODING IN HAT YAI TO COME HERE AND PRESENT MY PROJECT. I WADED THROUGH WATER, USED A MILITARY TRUCK, AND LUCKILY THE AIRPORT WAS NOT FLOODED SO I COULD LEAVE. AUTHORITIES DECLARED THAT HAT YAI DISTRICT REQUIRED A FULL EVACUATION BECAUSE WATER LEVELS REACHED ALMOST 2 METRES. ”



FUTURE RECOMMENDATIONS



Strengthening Teacher Capacity through Sustained, Practice-Focused Professional Development

Teachers require deeper support in advanced instructional methods. Future programs should allocate sufficient time for PD, embed coaching cycles, and ensure teachers have access to expert consultation.



Localised, Context-Based Problem Solving to Increase Relevance, Motivation, & Community Engagement

Future programmes should encourage more schools and students' participation to identify problems grounded in their own context, integrate local stories into lessons, and connect students with local stakeholders.



Strengthening Partnerships to Support Hands-On Learning, Access to Data, & Technical Expertise

Partnerships with schools, local government, universities, energy centers, and community stakeholders were critical in overcoming challenges related to data access, scientific accuracy, field visits, and technical skill gaps.



Enhancing Project Integration through Planning & Alignment with Curriculum

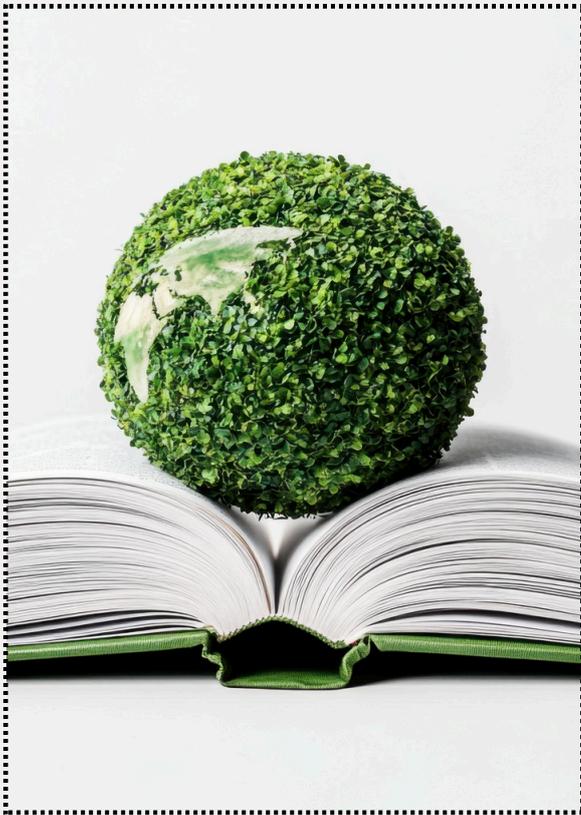
Future initiatives should set clear project objectives, provide early notification, and support schools in blending *Green Gen* activities into existing subjects, clubs, or project work.



Building Student Agency on Research Skills, Communication Training, & Resilience Development

Future programmes should incorporate more explicit instruction on research methods, scientific inquiry, digital communication, and public presentation.

SUMMARY & CONCLUSION



SUMMARY



DELOITTE GREEN GEN RESEARCH

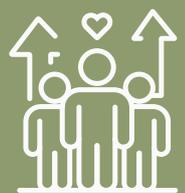
The *Deloitte Green Gen* research assessed how universities, teachers, and students collaborated to advance green education through an awareness campaign project, utilising a project-based learning model implemented across multiple institutions. Through semi-structured interviews with university representatives, teachers, and students participated in the project, the study explored their roles, strategies, challenges, and reflections. Universities acted as research leaders and mentors, leveraging their existing networks with schools to recruit participants and adapt learning materials for their use.

The participants have been provided with extensive support through teacher-focused professional development, the translation of materials, hands-on student workshops in scientific modeling, data skills, and digital communication, as well as logistical and financial assistance.

Despite these strengths, the project faced challenges such as language barriers, time constraints, varying student skill levels, and confusion between the expectations of scientific investigation and communication campaigns. Nevertheless, the initiative promoted strong engagement, particularly when students worked on locally relevant issues such as waste, flooding, or environmental issues related.

SUSTAINABILITY

The study highlighted the importance of integrating green and climate education into everyday learning, reinforcing Sustainable Development Goals (SDG) 4 (Quality Education) and emphasising shared responsibility for greening education development and climate action initiatives among teachers, students, and communities.



COLLABORATION & PARTNERSHIP

Partnerships with local organisations, community members, and external experts were crucial in enabling site visits, access to data, and real-world problem-solving. Students gained confidence in research, data collection, interviewing, and presentation, often overcoming technical and logistical challenges with support from teachers and university mentors.

EVIDENCE-BASED RESEARCH PRACTICES

The research concludes that effective implementation of *Green Gen* requires sustained teacher capacity-building, clearer project objectives, earlier planning, community-embedded problem selection, and strengthened partnerships. Overall, the initiative demonstrated promising outcomes in fostering student agency, scientific literacy, and community-centered green initiatives for sustainability and green education.

ACKNOWLEDGEMENT

GREEN EDUCATION INITIATIVE

Deloitte Green Gen Research Project

*Strengthening Green Education
Through University–School
Collaboration*

“...We extend our sincere appreciation to all participating universities, teachers, students, and community partners whose time, insights, and collaboration made this research possible. We are deeply grateful to the interviewees for sharing their experiences, and to the *Deloitte Green Gen* initiative for providing the framework, resources, and support that enabled a rich exploration of green and climate education in practice. Their collective contributions greatly strengthened the depth, relevance, and quality of this research...”

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APPENDICES & REFERENCES

▶ CONCEPT NOTE

https://drive.google.com/drive/folders/1t-oGa-ls87UALcUF6s8IADRN1ldZWELT?usp=drive_link

▶ INTERVIEW GUIDELINES

https://drive.google.com/drive/folders/1eb7M4XQMxtub9kGCCGqpGGRrfEReyfzVq?usp=drive_link

▶ CONSENT FORM TEMPLATE

https://drive.google.com/drive/folders/1eb7M4XQMxtub9kGCCGqpGGRrfEReyfzVq?usp=drive_link

▶ TENTATIVE PROGRAMME

https://drive.google.com/drive/folders/1eb7M4XQMxtub9kGCCGqpGGRrfEReyfzVq?usp=drive_link

▶ ADDITIONAL INFORMATION



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