

DONRAED EARLY CHILDHOOD DEVELOPMENT PROJECT PROGRESS REPORT

2016-2017



PROJECT BACKGROUND, OBJECTIVES AND COMPONENTS

Following successful implementation of the first phase of the early childhood development project at the Watchaisrisa-ard Child Development Center in Tambon Donraed, the project was asked by the Tambon Administration to support the other five development centers in the sub-district to reach and maintain the same quality and impact that was achieved in Watchaisrisa-ard while also ensuring that Watchaisrisa-ard was able to maintain and improve its performance. This would require the project to focus on strengthening teachers' and caretakers understanding of the new learning philosophy and approach as well as building their capacity to independently implement the learning program at their centers. The project was also asked to support the kindergarten classes at the primary school where almost all the children from Watchaisrisa-ard go when they reach age four.

In this context, the main objectives for the second phase of the project (building on the objectives of the first phase) were to:

- i) develop children's life skills through literature; and*
- ii) build teachers' and caretakers' technical capacity for sustainable development in the six learning centers and kindergarten.*

To achieve those objectives, it was agreed that the project should focus on the following five components:

- *Improvement of the overall physical environment in the development centers*
- *Teachers' and caretakers' development*
- *Lesson plan and learning materials development*
- *Management and monitoring capacity development*
- *Kindergarten learning support*

To implement the second phase of the project and achieve its objectives, it was also agreed that the project team (led by a very experienced pre-school education specialist) had to be expanded and the management team (which works on a volunteer basis and includes two retired managers with much experience in economic and social development) strengthened. It was also estimated that the second phase of the project would need financial support of at least 2 million baht. In the middle of April 2016 as the new school year and the second phase was about to begin, the financing was secured and exceeded through a generous donation of 2 million baht from the CH. Karnchang Public Company Limited and through private contributions. This brought the total resources available to the project to 2.245 million baht as of April 18, 2016 (see table 1).

**Table 1: Donraed Early Childhood Development Project
Financial Report (as at March 31, 2017)**

Date	Funding Source	Amount (THB)
01-Apr-16	Opening Balance as of April 1, 2016	245,424.93
18-Apr-16	Contribution from CK	2,000,000.00
05-May-16	Donation	3,333.00
02-Jun-16	Donation	10,000.00
17-Jun-16	Interest Earned	2,185.78
16-Dec-16	Interest Earned	3,819.47
17-Jan-17	Donation	5,000.00
Total Funding Source		2,269,763.18
Date	Expenditures	Amount (THB)
28-Apr-16	Operating Expenses: March 2016	78,492.75
20-Jun-16	Operating Expenses: April & May 2016	260,353.65
17-Aug-16	Operating Expenses: June 2016	260,003.95
30-Aug-16	Operating Expenses: July & August 2016	193,750.00
30-Sep-16	Operating Expenses: September 2016	146,200.00
31-Oct-16	Operating Expenses: October 2016	113,800.00
29-Nov-16	Operating Expenses: November 2016	170,820.00
30-12-16	Operating Expenses: December 2016	138,752.00
31-01-17	Operating Expenses: January 2017	128,302.00
28-02-17	Operating Expenses: February 2017	122,102.00
31-03-17	Operating Expenses: March 2017	245,481.00
Total Expenditures		1,858,057.35
Funding Balance		411,705.83

The December 2016 progress report on the project concluded: that good progress overall was being made in the implementation of the second phase; that disbursement of funds was proceeding largely as expected; and that preliminary assessments of children's performance suggested the project was on track to achieve some good final results. In this context and with the final results of the second phase of the project now available, the remainder of this report focuses on the progress of the project over the full school year and with respect to the implementation of the project components, the results achieved and the allocation of technical and financial resources. It concludes with a brief discussion of the way forward.

PROJECT IMPLEMENTATION

Following a stakeholder workshop in April 2016 involving the tambon administration, learning committees and parents where the project team presented results of the first phase and received feedback on the second phase, implementation of all the various components of the second phase of the project got underway.

Physical Environment of the Development Centers: the project team visited all development centers and confirmed a strong and immediate need for improvement in the physical condition of the remaining five centers (improvements in the Watchaisrisa-ard center were made under the first phase of the project). Children were faced with poor hygiene conditions i.e. without proper sinks to wash their hands, dirty toilets, worn-out classrooms etc. In addition, classroom structures and arrangements were inappropriate e.g. pictures and signs placed above eye level, good toys kept in storage, toys in poor condition etc. Accordingly, the project team worked with tambon authorities and the

teachers/caretakers in the five development centers (plus Watchaisrisa-ard where some additional improvements were identified) to finalize renovation plans. These included improvement of kitchens, toilets, washing areas, playgrounds and the overall environment of the centers as well as improvements in classroom structures. The required budgets to undertake such renovations and improvements were provided by the tambon and all the renovation and improvement plans were implemented resulting in a much-improved learning environment.

Teachers' and Caretakers' Development: this was a critical component of the second phase of the project and involved providing all teachers and caretakers with a solid foundation and understanding of the theoretical perspectives of the physical, cognitive, emotional and social development of children aged 2-4 – with training (that builds on the Basic Education Curriculum issued by the Ministry of Education, see Annex 1) in twelve different modules: writing lesson plans; designing learning activities; morning activities for children; outdoor activities; music and movement; experience enhancement activities; arts and crafts activities development; fundamentals of free-play; educational games; language skills development; building children disciplines; and development of teacher competence in working with parents and parent organizations. In June and October 2016, the project team undertook intensive off-site training of the teachers and caretakers in all of these modules followed by on-the-job coaching and mentoring on a regular basis. As a result, teachers and caretakers were able to develop a higher capacity and ability to do their jobs. The project team also endeavored to ensure that teachers and caretakers used those increased capacities every day and in a consistent manner.



Lesson Plan and Learning Materials Development: under this component it was agreed that learning plans would follow the same pattern as in the first phase of the project where children's literature was used as a tool for their development. Children were given lessons that enabled them to learn daily through various well-designed and structured activities such as music and performance, creative arts, recreation and reading. At the start of the school year the project team provided guidance on the overall learning environment for the new academic year, adjusted and harmonized the learning plans for all six centers, prepared a master copy of learning materials, and finalized a selection of children's literature.



During the rest of the year, the project team worked with the teachers/caretakers to develop the necessary skills in drafting comprehensive lesson plans for each week and producing the appropriate learning materials. The project team also worked with the teachers/caretakers to systematically implement the lesson plans and use the learning materials and noted good progress overall in five of the six centers (in the other center it was only towards the end of the school year that the project was able to record more systematic use of lesson plans and learning materials).

Management and Monitoring Capacity Development: to ensure the sustainable development and monitoring of progress made, it was agreed that the project team should work closely with the tambon administration office to build a stronger performance monitoring and evaluation system, better oversee teachers/caretakers performance, and strengthen the role of parents/education committees. In this regard, the project team was able to put in place a similar monitoring system for all the centers to the one for the Watchaisrisa-ard center (see Annex 1) and worked closely with both the head of the tambon and the tambon administrative officer to monitor the overall progress of the project and take action when necessary. Unfortunately, the position of tambon education officer remained vacant throughout the year (it is expected to be filled before the end of 2017). The project team also worked with the education committees for the centers including conducting evaluations of the progress made at each learning

center and reporting on overall progress. Further support to the tambon administration office and the development center committees will be needed to enhance their capacity and effectiveness in ensuring the longer-term sustainability of the project.

Kindergarten Learning Support: to help build on the progress made in the first phase, the project was requested by the principal of the primary school serving most of the children from the Watchaisrisa-ard center to support its kindergarten (K1 and K2) in achieving higher education standards. In this regard, the project team leader provided informal advice to the two kindergarten teachers (particularly on song and dance activities, and physical development activities) and with some positive results. The project team has also worked with all the primary schools that have kindergartens attended by children from the Donraed centers to ensure as smooth a transition as possible for the children from the child development centers to the kindergartens.

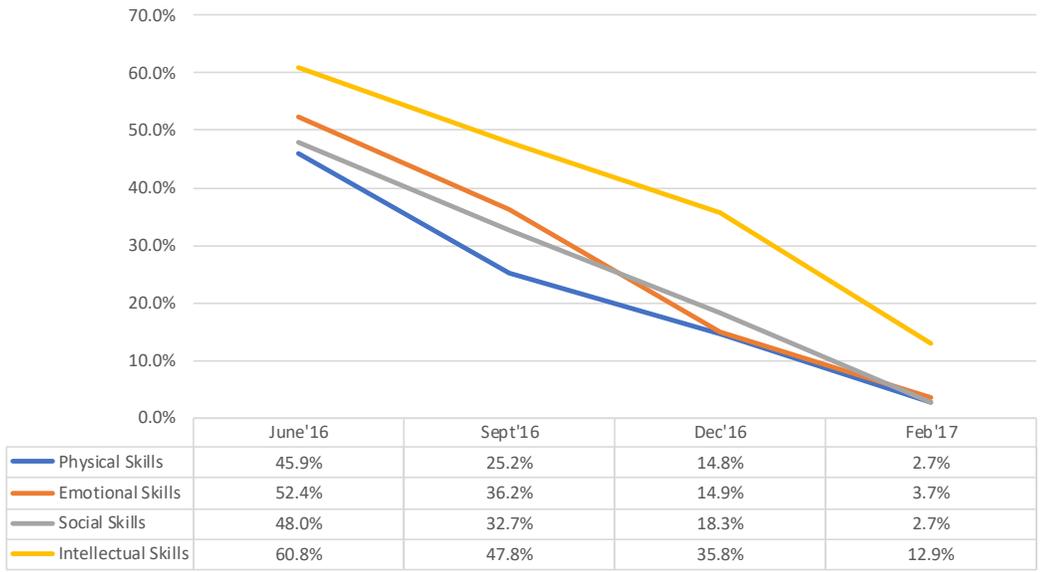
PROJECT RESULTS

The project has continued to use the same rigorous evaluation system put in place for the first phase of the project with the children's physical, emotional, social and intellectual skills being measured in June 2016, September 2016, December 2016 and February 2017.

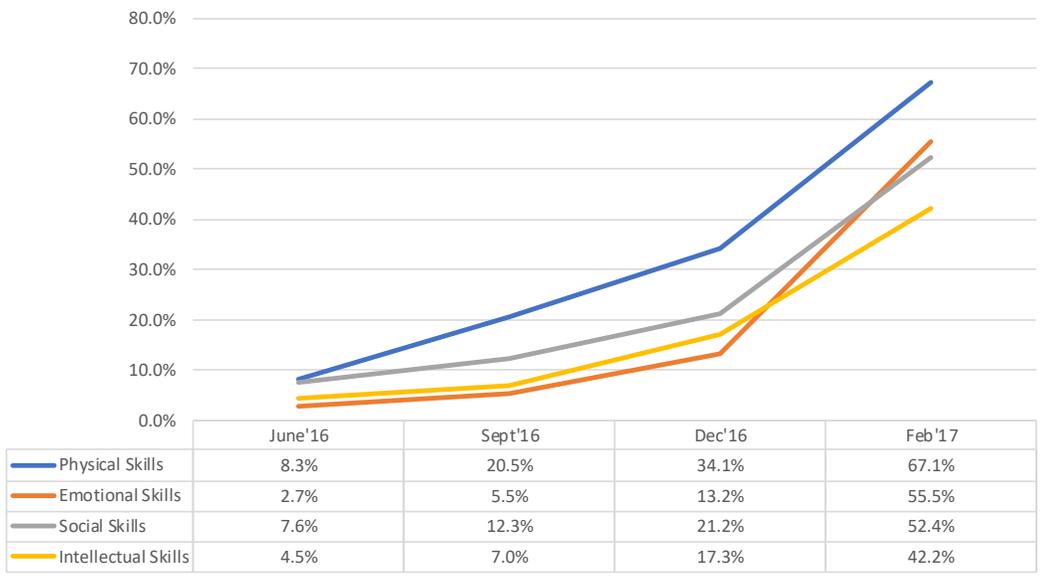
Across all four of these dimensions and for the six centers in total the children showed huge improvements over the year with the proportion of children unable to perform key skills falling dramatically over the course of the year and the proportion of children able to perform key skills independently rising very substantially (see charts 1 and 2; the remaining proportion of children were able to perform key skills with some help). It should also be noted that across all dimensions and for the six centers in total, the results achieved at the end of the year were much above those for the control group used in the first phase of the project (see charts 3 and 4)¹.

¹ Some refinements and improvements were made to the questionnaire between the first and second phases of the project; but these changes do not impact on the overall comparability of results across the four groups of skills between the two phases

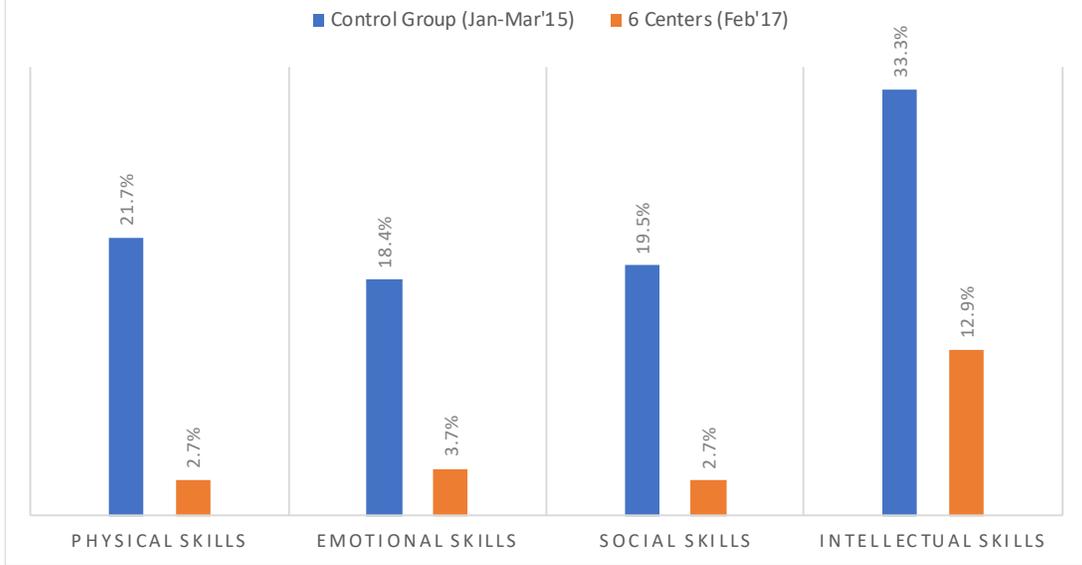
**Chart 1: Average Proportion of Children in 6 Development Centers
Unable to Perform Key Skills**



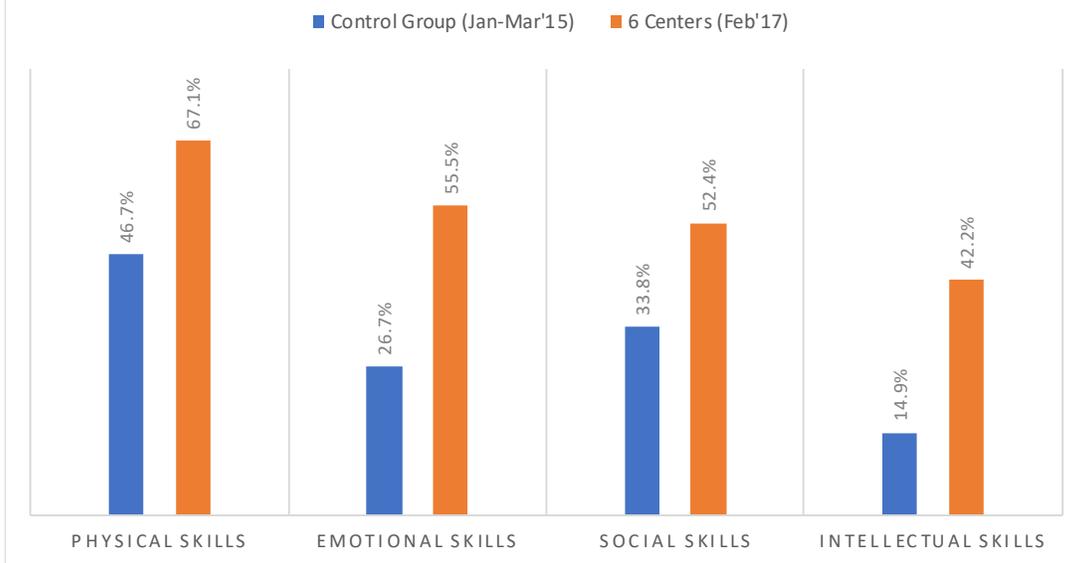
**Chart 2: Average Proportion of Children in 6 Development Centers
Able to Independently Perform Key Skills**



**Chart 3: Proportion of Children
Unable to Perform Key Skills
Control Group vs. 6 Development Centers**



**Chart 4: Proportion of Children
Able to Independently Perform Key Skills
Control Group vs. 6 Development Centers**



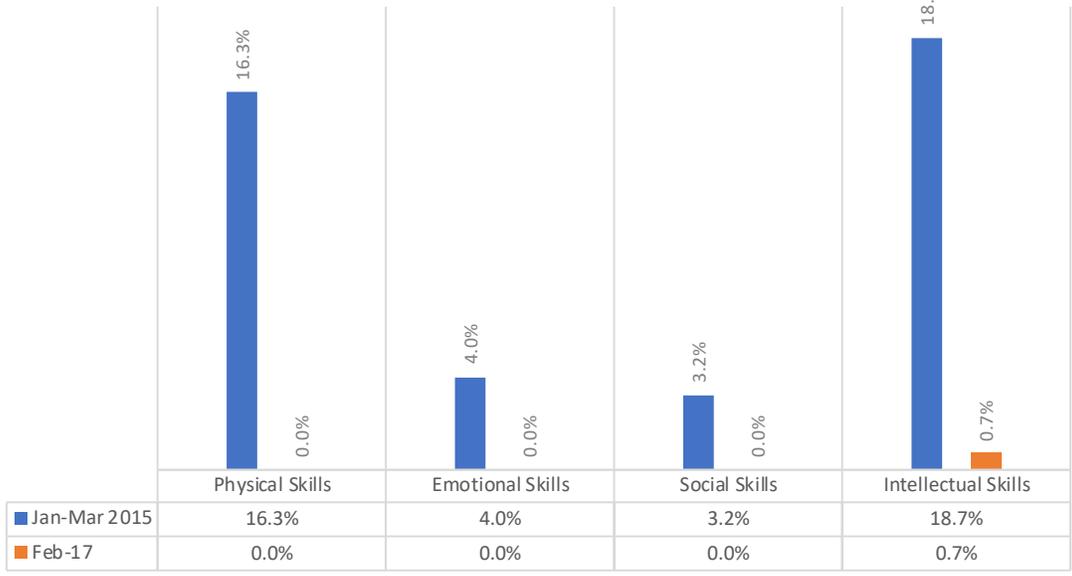
Underlying the very good results for the six centers in total are substantial variations in results across the centers (see table 2). All six centers were able to reduce the percentage of children unable to perform physical, emotional and social skills to well below the control group percentage and four of the six centers achieved similarly good results with respect to intellectual skills. But in the case of the other two centers the percentage of children unable to perform the skills was only a little lower than the control group. Similarly, with respect to the percentage of children able to perform skills independently four (and in the case of intellectual skills five) of the centers achieved results much better than the control group while the other one or two centers achieved results only a little above that of the control group (in the case of emotional skills and in the case of social skills one center actually performed below the control group). These variations in performance across the centers are a reflection in part at least of the variation in the interest, commitment and capacity of the teachers and caretakers and strongly suggest that there is scope for further improvement. Going forward, provision of adequate monitoring and support will be critical to achieving such improvements and to ensuring the sustainability of the very good results achieved overall.

**Table 2: Children's Ability to Perform Key Skills at end of school year
Range of Results for all Six Centers vs Control Group**

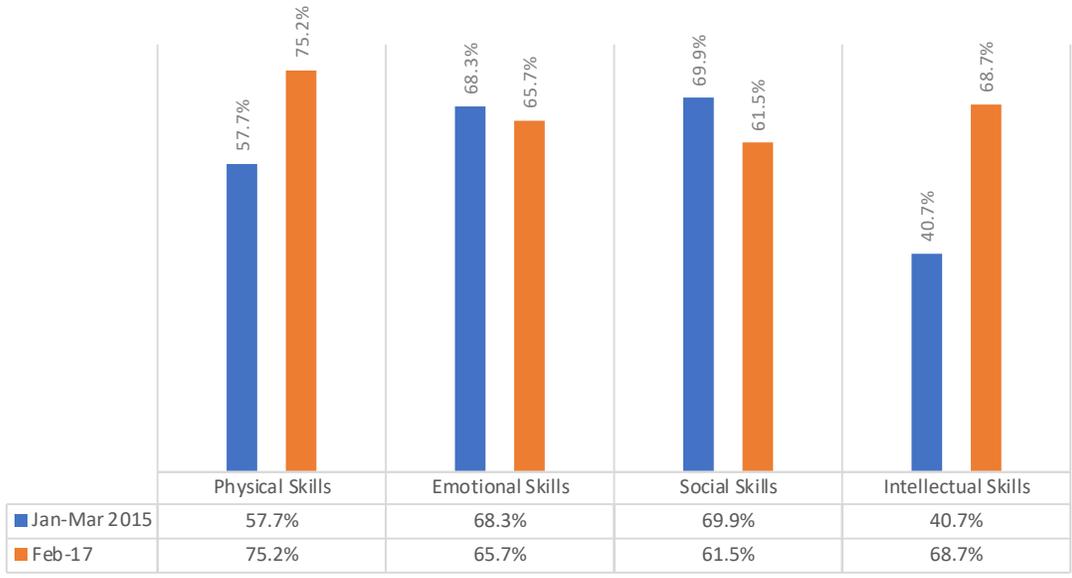
Key Skills	% of children unable to perform key skills		% of children able to independently perform key skills	
	Range of results for all 6 centers	Result for control group	Range of results for all 6 centers	Result for control group
Physical Skills	0-8	22	52-75	47
Emotional Skills	0-11	18	23-66	27
Social Skills	0-8	20	33-66	34
Intellectual Skills	1-31	33	21-69	15

Perhaps not surprisingly the best performing of the six centers in this second phase of the project was the Watchaisrisa-ard center (where the project began). What is especially noteworthy is that in almost all cases the results achieved by the Watchaisrisa-ard center at the end of the second phase of the project exceeded the results achieved by the center at the end of the first phase of the project (see charts 5 and 6). This is particularly encouraging because the degree of support provided by the project team to this center was much less in the second phase of the project than in the first and suggests that with an appropriate level of monitoring and support excellent results can be sustained.

**CHART 5: PROPORTION OF CHILDREN
UNABLE TO PERFORM KEY SKILLS
 AT WATCHAISRISA-ARD DEVELOPMENT CENTER
 JANUARY-MARCH 2015 VS FEBRUARY 2017**



**CHART 6: PROPORTION OF CHILDREN
ABLE TO INDEPENDENTLY PERFORM KEY SKILLS
 AT WATCHAISRISA-ARD DEVELOPMENT CENTER
 JANUARY-MARCH 2015 VS FEBRUARY 2017**



TECHNICAL AND FINANCIAL RESOURCES

To effectively undertake the second phase of the project, the project team was expanded to include in addition to the project team leader two project assistants with a background in early childhood education, another project assistant with a background in community development and a project advisor based in Bangkok. In addition, the management team (which now includes experts in both education and finance and works on a volunteer basis) visited the project regularly throughout the year to review progress, provide guidance to the project team and interact with tambon and provincial officials and parents/grandparents and other stakeholders. The management team also met with national officials in Bangkok to discuss the progress and potential of the project and benefited greatly from the support of a distinguished group of advisors including Khunying Kasama Varavarn, Former Permanent Secretary of the Ministry of Education and Dr Juree Vichit-Vadakan, Advisor to the National Institute of Development Administration and a Member of the Constitution Drafting Committee.

Disbursement of funds for the implementation of the second phase of the project proceeded largely as expected. In the period March 2016 to March 2017 the project disbursed 1.85 million baht for fees, travel and other expenses for the project team (see table 3). As a result, the balance in the project account at the end of March 2017 was 411,705.83 baht (see table 1). In addition, it should be noted that the tambon authorities provided substantial financial support for the project, including 448,000 baht for the reconstruction of the centers and additional resources for purchase of teaching and other materials. Additional playground equipment for one of the centers was also kindly provided by Procter and Gamble Manufacturing (Thailand).

To further institutionalize the management and other technical support as well as the financing arrangements, the management team decided to register the project as a national foundation. This process was completed in November 2017 with the registration of the “Dek-Noi Pattana Foundation”.

Table 3: Summary of Actual Expenses (March 2016 - March 2017)

Expense Category	Expense Sub-Category	Actual Expenses (2016)												Actual Expenses (2017)			YTD Actual
		Mar	Apr-May	Jun	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar				
1 Labor Cost	Project Expert	50,000.00	97,500.00	97,500.00	39,000.00	81,250.00	65,000.00	65,000.00	84,500.00	71,500.00	65,000.00	65,000.00	35,750.00	817,000.00			
	Project Adviser	-	17,500.00	60,000.00	-	-	-	-	-	-	-	-	-	77,500.00			
	Project Assistant	4,800.00	42,400.00	40,000.00	60,000.00	60,000.00	60,000.00	30,000.00	45,000.00	45,000.00	45,000.00	45,000.00	45,000.00	522,200.00			
	Administrative Assistant	900.00	3,000.00	-	-	-	-	-	-	-	-	-	-	3,900.00			
	Temporary Assistant	900.00	7,000.00	-	-	-	-	-	-	-	-	-	-	7,900.00			
Labor Cost Total		56,600.00	167,400.00	197,500.00	99,000.00	141,250.00	125,000.00	95,000.00	129,500.00	116,500.00	110,000.00	110,000.00	80,750.00	1,428,500.00			
2 Travel Cost	Travel Subsistence	3,500.00	18,500.00	14,000.00	3,500.00	7,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	88,500.00			
	Transportation	18,092.75	33,853.65	26,654.00	4,000.00	18,700.00	15,200.00	12,800.00	27,820.00	16,252.00	12,302.00	6,102.00	8,731.00	200,507.40			
	Travel Other	300.00	600.00	600.00	-	300.00	-	-	-	-	-	-	-	1,800.00			
Travel Cost Total		21,892.75	52,953.65	41,254.00	7,500.00	26,000.00	21,200.00	18,800.00	33,820.00	22,252.00	18,302.00	12,102.00	14,731.00	290,807.40			
3 Other Expenses	Supplies/Printing	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Meeting Expense	-	-	1,500.00	-	-	-	-	-	-	-	-	-	1,500.00			
	Communications	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Other incidentals	-	-	-	-	-	-	-	7,500.00	-	-	-	-	7,500.00			
	Advanced Expenses	-	40,000.00	20,000.00	-	80,000.00	-	-	-	-	-	-	150,000.00	130,000.00			
Adjustment (over/under payment)	-	-	250.05	-	-	-	-	-	-	-	-	-	250.05				
Other Expenses Total		-	40,000.00	21,249.95	-	80,000.00	-	-	7,500.00	-	-	-	150,000.00	138,749.95			
Expense Total		78,492.75	260,353.65	260,003.95	106,500.00	87,250.00	146,200.00	113,800.00	170,820.00	138,752.00	128,302.00	122,102.00	245,481.00	1,858,057.35			

GOING FORWARD

The success of the first and second phases of the project in Tambon Donraed has demonstrated the huge potential for similar early childhood development programs in other centers and tambons in Surin and in Thailand. In this context, the management team agreed with provincial and tambon officials in Surin on a further roll-out of the project in the 2017/18 school year to include eleven new centers/classes in Tambons Salak Dai and Nong Ruea and Tha Tum Municipality in addition to some continued monitoring and support to the six centers in Tambon Donraed. To help ensure the success of this next phase of the project, the management team is most grateful for the additional technical support to be provided by the New International School of Thailand (NIST) and the further financial support of 2 million baht that is being provided by CH. Karnchang.

The management team is also in discussion with officials in Tambon Chong Sarika, Lop Buri and in Tambon Kok Klang, Buri Ram on the potential for rolling out the project to centers in those two tambons with support from BETAGRO for the centers in Chong Sarika and support from PDA and the Bamboo School for the center in Kok Klang. In addition, the management team is discussing with Khun Kiatchai Sophastienphong, Deputy Minister of Finance and officials from the Department of Local Administration, Ministry of Interior and other stakeholders and partners (including UNICEF) the potential for scaling up the project to include additional centers and tambons in Thailand.

ANNEX 1

DONRAED EARLY CHILDHOOD DEVELOPMENT PROJECT

TEACHER TRAINING, LEARNING PLAN DEVELOPMENT AND IMPLEMENTATION AND MONITORING OF CHILDREN'S PROGRESS

BACKGROUND

In 2001, the Ministry of Education issued the Basic Education Curriculum to serve as the core curriculum for national education at the basic level and including at the pre-school level. The curriculum provided a framework and orientation for enhancing the quality of education provided to learners and prescribed goals and learning standards. The curriculum was also harmonized with the objectives of the National Education Act 1999 which placed emphasis on decentralization of educational authority to local communities and schools, which are expected to play significant roles and actively participate in preparing curriculums suitable to actual situations and serving their real needs. In 2008 the Basic Education Core Curriculum was updated and continues to provide local communities and schools with a framework and orientation for preparing more detailed school curriculums. Teaching-learning activities organized for all Thai children at the basic education level are aimed at enhancing the knowledge and skills that learners require for their lives in an ever-changing society and empowering them to seek further knowledge for continuous lifelong learning and self-development. The learning standards and indicators prescribed in the Basic Core Curriculum also enable agencies concerned at all levels to clearly visualize expected learning outcomes throughout the entire course of study.

THE PROJECT

To support local authorities, teachers and caretakers in effectively implementing the above general outline of the core curriculum set by the Ministry of Education, the project team of early childhood development experts has developed an **approach** which focuses on three elements in particular:

- ***Intensive teacher training followed by in-center support***
- ***Lesson plan development and implementation***
- ***Regular monitoring of children's progress***

The approach starts with the core curriculum and draws on the Two Dee education philosophy's focus on the need to guide children through the various stages of social, emotional, physical, and intellectual development. It expects children to be "good students and good citizens". Children need to be exposed to a learning environment which helps them reach their fullest potential. Classroom activities should be designed to promote the development of social skills, emotional growth, physical coordination, as well as cognitive preparation. The approach also takes into account international best practices/experience/lessons learned as well as the Surin local/cultural context and ensures that children are provided with fun filled activities that stimulate learning and empower the children.

The approach focuses on:

- an enhanced learning and developmental process for 2-4 year old children;
- providing a safe and nurturing learning environment and activities;

- adhering to the child-centered learning principle, and considering the children’s individual differences;
- instilling local cultural appreciation;
- development of self-discipline, independence and responsibility,
- development of children’s holistic skills through play and age- appropriate activities;
- creating an experience from which children can learn to do daily life tasks on their own, with the guidance of adults

The subject areas are inter-woven and repeated through songs, nursery rhymes, riddles and stories to allow children to make connections across different activities. The activities are fun for the children and at the same time help them learn about hygiene, discipline, and responsibility.

TEACHER TRAINING AND SUPPORT

Teaching training and support is clearly critical to the effective implementation of the above-mentioned approach. In this regard two steps are followed:

Intensive Teacher Training: Teachers and caretakers attend intensive training sessions provided by the early childhood specialist team to gain better understanding of how to effectively teach 2-4 year old children, combining child psychology, music, literature; hands-on classroom teaching practice; and close guidance and monitoring by the specialist team.

During the training, a lesson plan for the year is jointly prepared by teachers and caretakers from participating centers and teachers and caretakers are also taught how to prepare weekly lesson plans. Team work is core to the success of the training. The work load is shared during the training and once back at their respective centers, consultation and knowledge sharing continue to take place through “Line” and other social media.

In-Center Support: Under the guidance of the specialist team, teachers and caretakers continue to receive technical support throughout the year on all key areas covered during the training. The specialist team also provides detail advice on the physical layout and organization of the center since these are critical for effective teaching and learning. The team also provides guidance to teachers and caretakers on how to promote closer collaboration with families and communities to promote local accountability and ensure long-term sustainability.

LESSON PLAN DEVELOPMENT AND IMPLEMENTATION

Effective implementation of the project team’s overall approach is also very much dependent on the development and implementation of good lesson plans and the use of appropriate learning materials. This is a particular focus of the intensive teacher training sessions as well as the in-center support provided throughout the year. The lesson plans follow the daily schedule of the centers which includes the following broad sets of activities (see attachment 1 for a sample daily center schedule).

Physical Education

Research supports the relationship between physical education programs and the development of social skills, academic performance, and increased attendance, and a reduction in discipline referrals. The project fully recognizes the important correlation between physical activities and developing the whole child; therefore, all children are engaged in a total of 30 minutes song and dance activity each day. The 30 minutes of structured physical activity is led by the teachers and the caretakers on the center's playground and/or inside their school building.



On rainy days, children are engaged in structured indoor physical activities with classmates. On sunny bright days, they are engaged in structured outdoor physical activities. These activities range from whole group activities to small group activities.

Activities to promote hygiene

Maintaining personal hygiene is of utmost importance for children and needs to be approached with the right teaching tools and methods. Personal hygiene is much more than just keeping your hands clean. It is also about keeping your entire body clean and not infecting others around you. Children get in touch with dirt, dust, and bacteria when they are outside. Whether they go to the school or any other places, they touch things that have bacteria, which get transferred to their hands. When the bacteria find their way into a child's body, he/she is prone to diseases and illnesses.



Good personal hygiene habits enable children to: a) stay healthy and free from illnesses and diseases; b) feel good about themselves and able to maintain and enjoy a healthy body image – people with poor personal hygiene have a negative body image which can disrupt their social life; and c) develop a healthy personality – being clean, well-dressed and well-represented boosts one's self-image, which in turn increases their confidence and their chances of success in their professional as well as their social lives.

Children do not have the knowledge or skills to take care of their personal hygiene. Therefore, parents and schools need to oversee their habits. The best way to teach children about hygiene is to start early, with simple practices at home and school.

Snack

The children are offered a nutritious snack each morning and they take turns sitting at the table and helping themselves to the snack set out by the center. It is normally a box of milk and a banana. Children follow the routine of removing the food covers, placing them in the proper place and passing both milk and bananas to each other at the assigned tables.



Activities to promote songs and rhythm

Singing nursery rhymes and songs to children as young can help develop their language and communication skills from an early age. There are so many different ways of making this type of learning fun, through the use of props, music or musical instruments. Creating a fun experience for children will help engage them and they are more likely to sit and participate in the songs.



Singing nursery rhymes can also help develop children's social skills as it is a great opportunity for children to get to know their peers. Sitting next to one another and holding hands during the song is ideal for helping develop those social skills. As children develop at different rates, using nursery rhymes will support children's communication and language development at whatever stage they are at for example, older children may be beginning to learn to rhyme, whereas younger children may still be at the stage of learning new words.

Introducing children to a variety of nursery rhymes can help them understand and learn about different sounds. This is an important part of developing those early literacy skills. Listening to different sounds in the environment as well as in nursery rhymes provides children with the foundations in helping them to read and write.

As nursery rhymes are fun and full of sounds, children will tune into these sounds. Older children will experiment in combining sounds and blend them together to form a word.

Nursery rhymes and songs have a huge impact on children's language and communication development. Children relish in listening to songs full of rhyming, rhythm and repetition. By singing songs containing these core elements it is helping boost children's language, communications and literacy development.

Activities to promote experience

Storytelling is one of the most important activities to promote experience. Storytelling forms a crucial part in developing a child's overall personality.

Children have an innate love of stories. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves and about others. Storytelling is a unique way for children to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions.



Stories also:

- Promote a feeling of well-being and relaxation
- Increase children's willingness to communicate thoughts and feelings
- Encourage active participation
- Increase verbal proficiency
- Encourage use of imagination and creativity
- Encourage cooperation between children
- Enhance listening skills

Independent activities

Independent activities allow children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Such activities are important to healthy brain development. It is through being engaged in independent activities that children at a very early age engage and interact in the world around them. If we want to create happy children who love learning, forcing them to sit at desks or tables through early childhood is just not going to do it. They need to engage in independent activities, as well as play, explore, use their motor skills, and learn how to work with others.



Lunch

Lunch is a social occasion for children. It is a time for them to learn proper hygiene, dining etiquette and manners in a family setting. Lunch is provided by the center. Children of mixed ages are seated at assigned tables, with older children taking the responsibility of serving rice and other dishes to younger ones.



Quiet/Rest Time

After lunch, children brush their teeth and have about 2 hours to rest. This allows children to rejuvenate and prepare them for ending their school day. During this time, the teacher is engaged in guided group prayer and in comforting children while they rest.



MONITORING OF CHILDREN'S PROGRESS

The project undertakes regular monitoring of children's progress and development milestones. Children are assessed in four key skills, i.e. physical, emotional, social, and intellectual skills, using the national quality standards. A set of measurement questions (see attachment 2) are used during each assessment and are answered through both observation and the use of designed activities.

The assessments are undertaken systematically and rigorously by the project's pre-school education specialist together with the three project assistants and can take up to three days, depending on the size of the center and the number of children to be assessed. Ahead of the assessments the team meets to go over the questions and make sure there is a common understanding on the definition of each question and milestone. Each member of the team then assesses each child independently, and scores are averaged after discussing any significant differences in the initial scoring. In some cases, the questions can be answered based on observations of the children during regular activities; in other cases, specific additional activities are included for the days when the assessment is being undertaken; and in yet other cases (e.g. questions such as helping each other or love of animals), the assessment may draw on the team's observation and knowledge of the children over a more extended time period.

Drawing on the results of the assessments, the project team works with the teachers and caretakers to make appropriate adjustments to the learning plans. The results for individual children are also reviewed with a view to determining what additional help and support particular children may need.

ANNEX 1, ATTACHMENT 1

SAMPLE CENTER SCHEDULE FOR TEACHERS, CARETAKERS AND MAIDS

Review cleanliness and safety (7:00 a.m. -8:00 a.m.)

1. Open the center and the classroom
2. Prepare teaching/learning materials
3. Review the cleanliness and safety of the center
4. Review the cleanliness of the classroom, the toys, the dining area and the toilets
5. Review the cleanliness of the storage room, the playground, the sand box, the water activity area and the shoe racks
6. Review the cleanliness of the kitchen, the dining area and the hand washing area

Welcome children to the center and observe children's health, inspect playground equipment, sand box and water activity (8:00 a.m. – 8:20 a.m.)

1. Welcome parents and children and request parents to sign in (during the sign in period, teachers assess children's health – if a child has a temperature, the teacher is expected to request that the child be taken back home, get treatment and rest before returning to the center).
2. Ask children to remove their shoes and place them properly on the shoes racks
3. Ask children to put their bag packs on their assigned racks (Monday – put clean beddings and hand towels in assigned areas)
4. Promote physical development by encouraging children to play in the playground, the sand box and the water activity
5. Supervise children to ensure safety while playing on the playground, in the sand box and the water activity.

Prepare children to clean up play equipment and to line up (8:20 a.m. - 8:30 a.m.)

1. Play "line up" song 2-3 times
2. National anthem
3. Morning prayer

Outdoor activities (8:30 a.m. -9:05 a.m.)

1. Physical exercise with music
Song _____
Song _____
2. Outdoor games / Thai traditional games
- Introduce outdoor activities/ traditional games

Activities to promote proper hygiene (9:05 a.m. -9:15 a.m.)

1. Encourage children to clean off sand on their arms, legs and bodies
2. Encourage children to wash their feet and legs
3. Encourage children to get liquid hand soap from the "daily champion"
4. Encourage children to properly wash their hands by using the "hand washing" song to promote correct hand washing technique.

5. Remind children not to waste water and properly wipe their hands.
6. Supervise children to put on their bibs and sit quietly at their respective tables for milk to be served.

Morning Snack: Milk and bananas (milk drinking song) (9:15 a.m. - 9:30 a.m.)

1. The "table leader" removes food cover
2. The "deputy table leader" starts by passing out bananas and milk cups. Each child is expected to pass bananas and milk cups to other friends at the table.
3. The "table leader" tells members to start eating the bananas and drink the milk – table members say thank you.
4. Drink the milk and eat the bananas (children carefully peel the bananas without getting their hands dirty).
5. Children rinse their mouths.
6. Children rinse the milk cups, paying special attention to the rim area and carefully putting the cups away.
7. Children find their assigned seats with their symbols.

Activities to promote movement and rhythm (9:45 a.m. – 10:10 a.m.)

1. Read aloud the lyrics of the songs
2. Sing and tap
3. Sing, tap and other movements

Activities to promote experience (9:45 a.m. – 10:10 a.m.)

1. Riddles
2. Storytelling
3. Educational games
4. Rhymes
5. Educational games
6. Creative Arts
7. Demonstrate steps which need to be followed

Independent Activities (10:10 a.m. – 11:10 a.m. with music - independent play (song __))

1. Assemble floor foam puzzles - 4-6 children
2. Select toys - representatives select toys and explain the reason for the choice of toys selected
3. Select educational games – put down floor mat - 5 children
4. Select independent activities which include creative arts, educational games, read materials from related lesson or playing with play dough
5. Play with creative toys

Pick up toys/ hand washing/ bib (11:10 a.m. – 11:25 a.m.)

1. Turn on the "pick up toy" music (song number 2) – make sure children help each other pick up and put away the toys, the floor foam puzzle and activity tables.
2. "Selected leader of the day" helps the teachers dispense liquid hand soap to friends
3. Turn on the "hand washing" song (song number __)
4. Observe children washing their hands
5. Children get liquid hand soap (ensure that the faucet is tuned on low, children not pressing on the faucet, tightly turn off the faucet and wipe their hands dry)
6. Children put on their bibs and sit that the assigned tables

Lunch (11:25 a.m. – 11:55 a.m.)

1. Turn on "lunch" song (song number 6)
2. Teacher or student representative announce the lunch menu and ask all the children to repeat after.
3. The "table leader" removes the food cover.
4. The "table leader" serves rice.
5. The "deputy table leader" serves other dishes to go with the rice
6. The child sitting next to the "deputy table leader" put spoons on individual plates. and passes the plates to all children seated at the table.
7. The "table leader" tells everyone to start lunch.
8. All the children at the table say thank you and start eating.
9. Teachers encourage children to eat appropriate amount of vegetable and meat.
10. If children need more food, the "table leader" serves more food. If the food on the table is not enough, the "table leader" puts up his/ her hand to ask the teachers to for more.

Clean up after lunch/brushing teeth/washing face and removing bibs (11:55 a.m. 12:20 pm)

1. Once children finish their food, they are expected to put their plates and utensils in the assigned areas.
2. Children drink the water, wash their mugs and put their mugs away.
3. Children brush their teeth, wash their faces and remove their bibs.
4. Teachers remind the children to use the toilet before taking the afternoon nap.
5. Children change into their napping outfits.

Lullaby for the afternoon nap (12: 20 p.m. – 14:20 p.m.)

1. Children take turn picking up their own beddings, with some support from the teachers when needed.
2. Turn on the lullaby (song number 12) until most of the children are asleep.

Put away the beddings/ change/ freshen up (14:20 p.m. – 14:35 p.m.)

1. Turn on the "get up" song (song number ___) 3-5 times to wake up the children and guide them to put their beddings away.
2. Oversee that the children are awake and properly put their beddings away.
3. Supervise children as they change their outfits.
4. Turn on the "face washing" song 3-5 times.
5. Comb children's hair using individual comb, put talcum powder and guide them to sit down for milk.

Drink milk (snacks) and rinse mouth (14:35 p.m. – 14:55 p.m.)

1. Teacher or student representative announce the names of the snacks.
2. Children eat their afternoon snacks and the teachers ensure that they finish their snacks.
3. Children wash their mugs/ rise their mouths/ wipe their mouths and put their mugs in an assigned area.
4. Children return to the classroom and wait for their teachers.

Activities before going home (15:00 p.m.)

1. Turn on the "going home" song (song number___)
2. Remind children to take their bag packs home. If it is Friday, teachers and caretakers remind children to take their hand towels, bibs and beddings home to be clean and to bring them back on Monday.
3. Parents or guardians sign their names before taking children home.
4. When majority of the children are picked up, teachers and caretakers need to
 - o Carry out extra activities with the remaining children
 - o Clean the dining area
 - o Clean the classroom
 - o Clean the toilets, the hand washing area and the kitchen

ANNEX 1, ATTACHMENT 2

CHILDREN'S PHYSICAL, EMOTIONAL, SOCIAL AND INTELLECTUAL SKILLS: MEASUREMENT QUESTIONS

Physical Development Skills
Healthy physical growth
1.1 Eating healthy food
1.2 Washing hands
1.3 Washing feet
1.4 Able to tell when one needs to go to the toilet
1.5 Behaving in a safety way
1.6 Interested in and having fun exercising
Gross and Fine Motor Skills
1.7 Climbing play ground equipment
1.8 Walking on a flat bar
1.9 Walking upstairs with hands assisted
1.10 Moving body with songs
1.11 Running and stopping
1.12 Jumping with two legs
1.13 Jumping with one leg
1.14 Throwing ball
1.15 Catching ball
1.16 Molding playdough into a long line, round shape, or round flat surface
1.17 Threading beads
1.18 Cutting paper with scissors
1.19 Stacking 5 blocks vertically
1.20 Drawing picture from imagination
Psychological Health
1.21 Cheerful and delightful with compliments and rewards
1.22 Expressing content upon successful completion of task

Emotional Development kills

Ethics

- 2.1 Helping and sharing with others when requested
- 2.2 Showing love to friends, animals, and environment
- 2.3 Putting toys back in place after use; taking care of his/her belongings
- 2.4 Patient and able to wait upon teacher's instruction
- 2.5 Completing tasks with some assistance

Appreciation of Arts and Musics

- 2.6 Participating in riddles and able to sing
- 2.7 Dancing along according to a demonstrated pattern

Social Development Skills

Self-Help

- 3.1 Telling own's name and surname as well as sex
- 3.2 Having a safety awareness
- 3.3 Ability to solve problems appropriately
- 3.4 Eating lunch without help
- 3.5 Cleaning his/her cup
- 3.6 Washing face and brushing teeth
- 3.7 Having a toilet skills
- 3.8 Putting shoes on

Loving of Nature, Environment, and Local Traditions

- 3.9 Do not destroy public goods and nature
- 3.10 Putting trash in the right place
- 3.11 Taking care of trees/plants
- 3.12 Paying respect to older people
- 3.13 Listening and speaking appropriately
- 3.14 Using kind words
- 3.15 Having appropriate eating etiquette

Living Happily and Hamoniuosly in Community

- 3.16 Participating in group activities
- 3.14 Respecting other people's rights
- 3.15 Leading and following skills
- 3.16 Giving and Taking
- 3.17 Respecting rules
- 3.18 Playing with friends

Intellectual Development Skills

Language Skills

4.1 Ability to communicate and response to questions

4.2 Writing lines or pictures to communicate feelings and demands

Critical thinking/Solving Problems

4.3 Telling relationship of objects within a group e.g. frog life cycle

4.4 Solving problems arising during play time

4.5 Classifying objects according to shapes and colors

4.6 Sorting at least 3 objects according to their position

4.7 Counting 1-10

4.8 Knowing the value of 1-3

4.9 Recognizing lesser and bigger values

4.10 Knowing positions (between in and out)

4.11 Knowing distance (between far and near)

4.12 Telling directions (between up-down; in-out)

4.13 Recognizing day and night

4.14 Telling at least 3 incidents chronologically

4.15 Ability to tell seasons with teacher's assistance

Imagination and Creativity

4.16 Participating in creative arts activities

4.17 Producing art pieces

4.18 Playing a musical instrument to create rhythm

4.19 Telling relationship between two different objects, e.g. doctor and stethoscope

4.20 Telling short stories

4.21 Drawing pictures to communicate problems

Good learning attitude and skills

4.22 Listening to short stories with pictures and able to name key characters

4.23 Listening and following instructions

4.24 Talking about short stories

4.25 Communicating his/her own needs, e.g. hungry, head ache

4.26 Able to name body parts and surrounding objects

4.27 Recognizing riddles and songs

4.28 Recognizing pictures

4.29 Opening and reading books

4.30 Writing freely (showing ability to control fine motor skills)