



*Dek Noi Pattana Foundation: Continuing to
Make a Difference in Surin in 2018-19*

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Background

The Dek Noi Pattana (DNP) Foundation was established in November 2017 to support early childhood development (ECD) in Thailand. The Foundation believes that all Thai children should benefit from a high quality ECD program and that realizing such a vision is critical to Thailand moving from a middle to a high-income country.

The primary focus of the Foundation's work is to help enhance the training and support provided to ECD teachers and caretakers, mobilize the support of parents and local government officials, and help the development centers for children aged between 2 and 4 that are run by local authorities become high-quality early learning centers. It is doing so by building on a pilot project for training, coaching and mentoring teachers in high-quality ECD that was implemented in Surin between 2014 and 2018 and showed excellent results. The Foundation is also endeavoring to increase national awareness of the value of high-quality ECD programs.

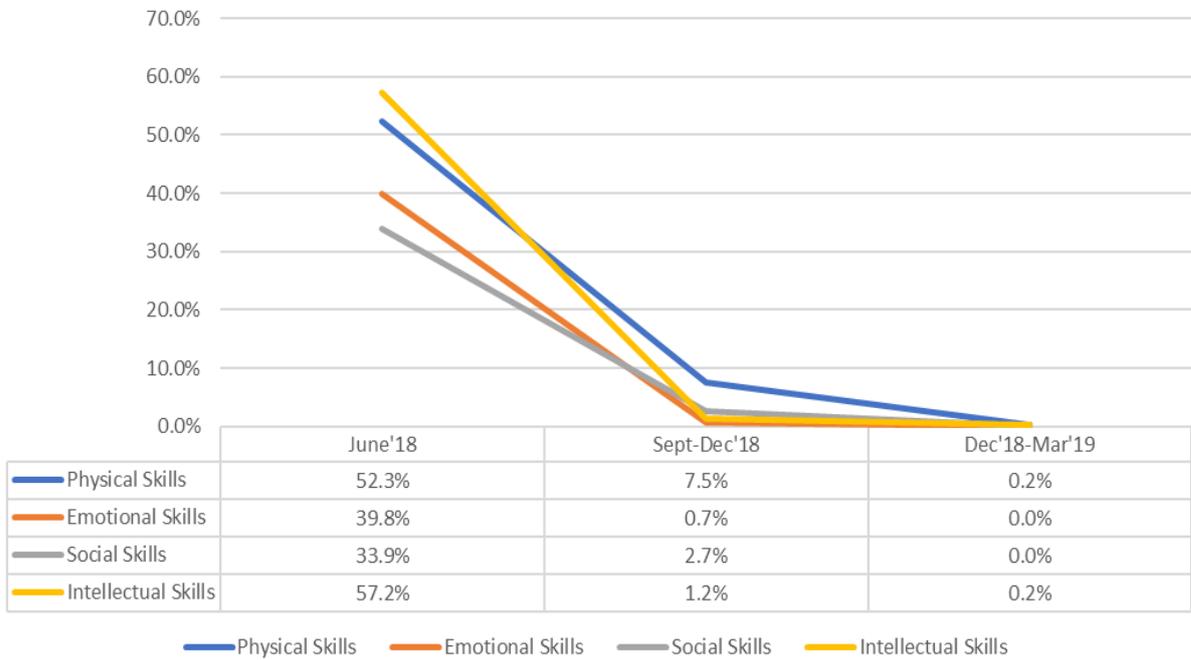
In 2018 at the end of the pilot project in Surin, eleven of the centers/classes that had participated in the pilot project requested some continued support from the Foundation including additional coaching and mentoring of the teachers and monitoring the development of the children's skills. The Foundation agreed to these requests. Coaching and mentoring included visits by the Foundation's project team to the centers (on average one visit per month per center) to provide direct support and advice to the teachers and caretakers as well as engagement on the Line Group where each center was able to share insights and experiences, ask questions, and get advice. Monitoring of the children's skills followed the same rigorous evaluation system put in place for the pilot project with children's physical, emotional, social and intellectual skills being measured periodically throughout the year.

In this context, this report documents the further progress these centers and classes were able to make during the 2018/19 school year.

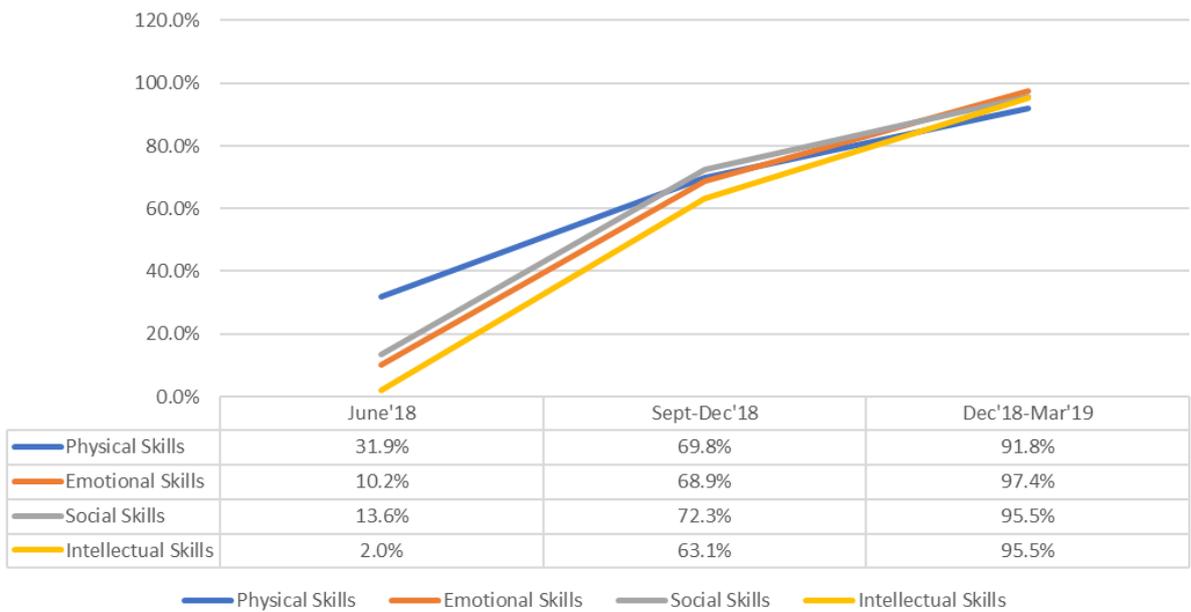
Results

The results for 2018/19 continued the same very positive pattern observed during the pilot project 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 four dimensions and for the eleven centers/classes in total, the results achieved by the end of the year were much above those for the control group used in the first phase of the pilot project (see charts 3 and 4).

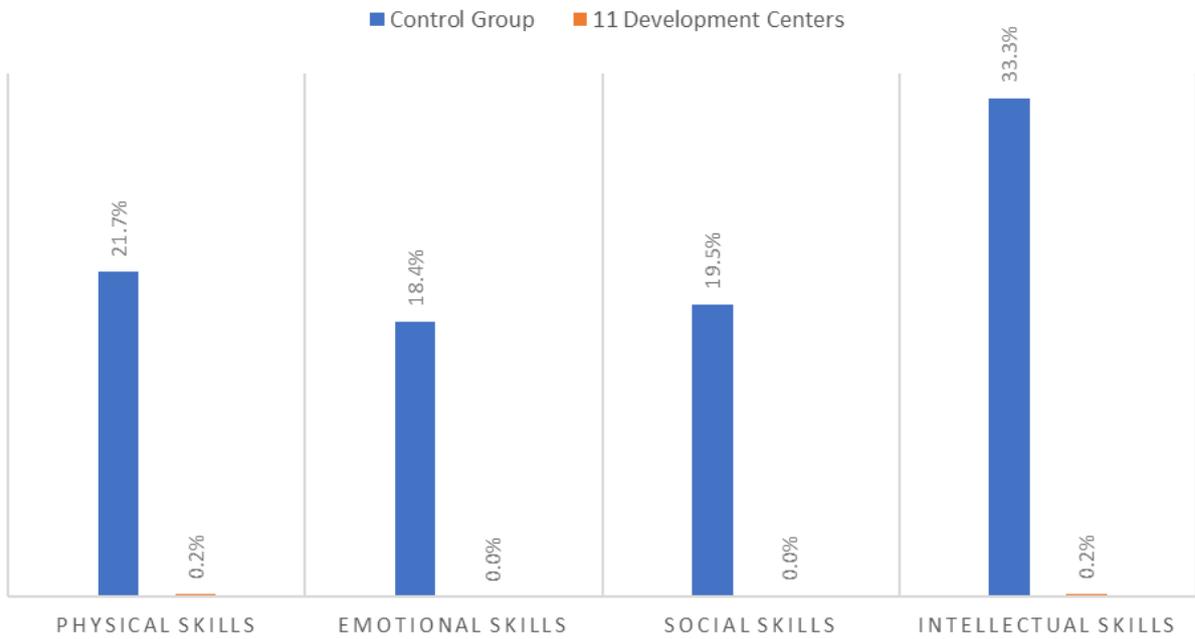
**CHART 1: PROPORTION OF CHILDREN IN 11 DEVELOPMENT CENTERS
UNABLE TO PERFORM KEY SKILLS**



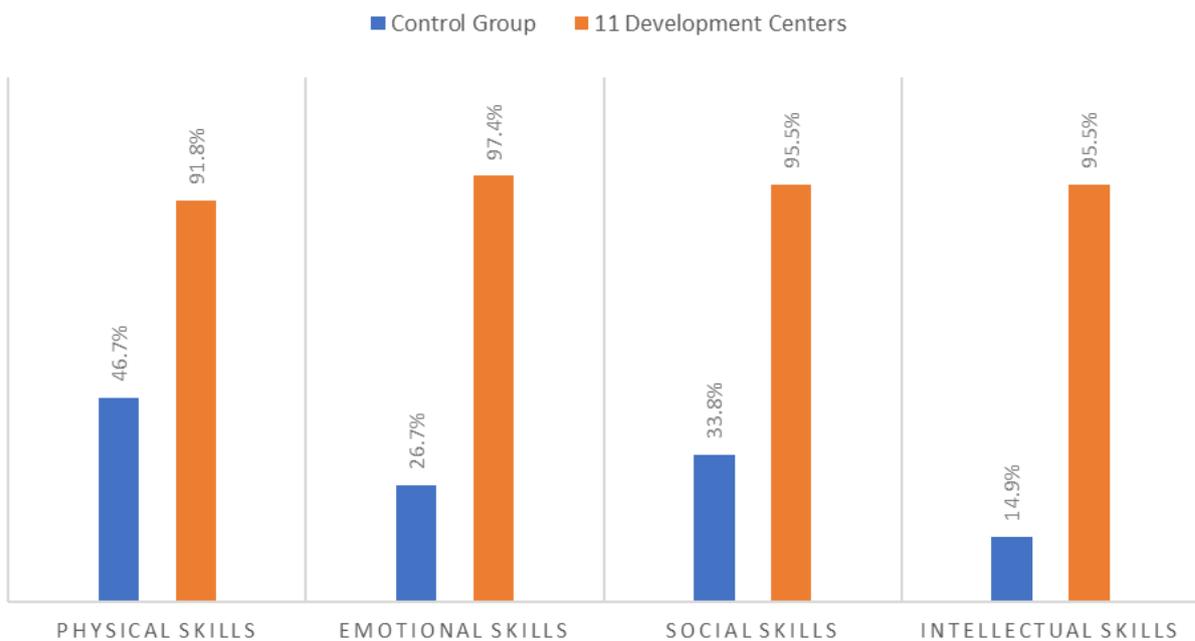
**CHART 2: PROPORTION OF CHILDREN IN 11 DEVELOPMENT CENTERS
ABLE TO INDEPENTLY PERFORM KEY SKILLS**



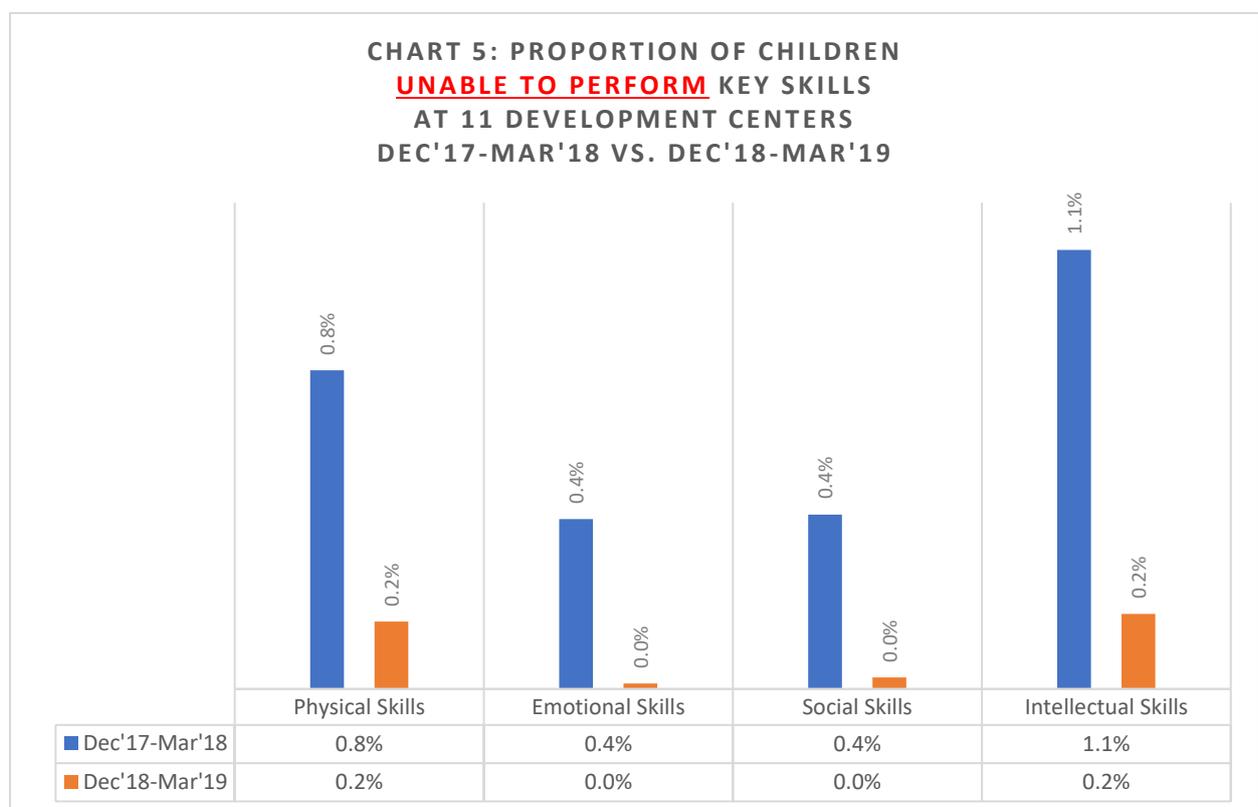
**CHART 3: PROPORTION OF CHILDREN
UNABLE TO PERFORM KEY SKILLS
 CONTROL GROUP VS. 11 DEVELOPMENT CENTERS**



**CHART 4: PROPORTION OF CHILDREN
ABLE TO INDEPENDENTLY PERFORM KEY SKILLS
 CONTROL GROUP VS. 11 DEVELOPMENT CENTERS**



Overall and across all eleven centers/classes the results for 2018/19 were better than for 2017/18 (see charts 5 and 6). In addition, the variation in results across centers was much reduced in 2018/19 compared with 2017/18 (see table 1) – a consequence of the less well performing centers in 2017/18 doing much better in 2018/19. This is a most encouraging result because it suggests that while some teachers and caretakers are able to practice what they have learnt (through in-service training and coaching and mentoring) more quickly than others, with some further coaching and mentoring and strong support from tambon authorities most of the teachers and caretakers are able to achieve similarly good results in their respective centers and classes. It also appears that the use of “LINE” chat as a platform for knowledge sharing and coaching has encouraged teachers and caretakers to be more enthusiastic in organizing the daily activities for children and maintaining the required standards.



**CHART 6: PROPORTION OF CHILDREN
ABLE TO INDEPENDENTLY PERFORM KEY SKILLS
AT 11 DEVELOPMENT CENTERS
DEC'17-MAR'18 VS. DEC'18-MAR'19**

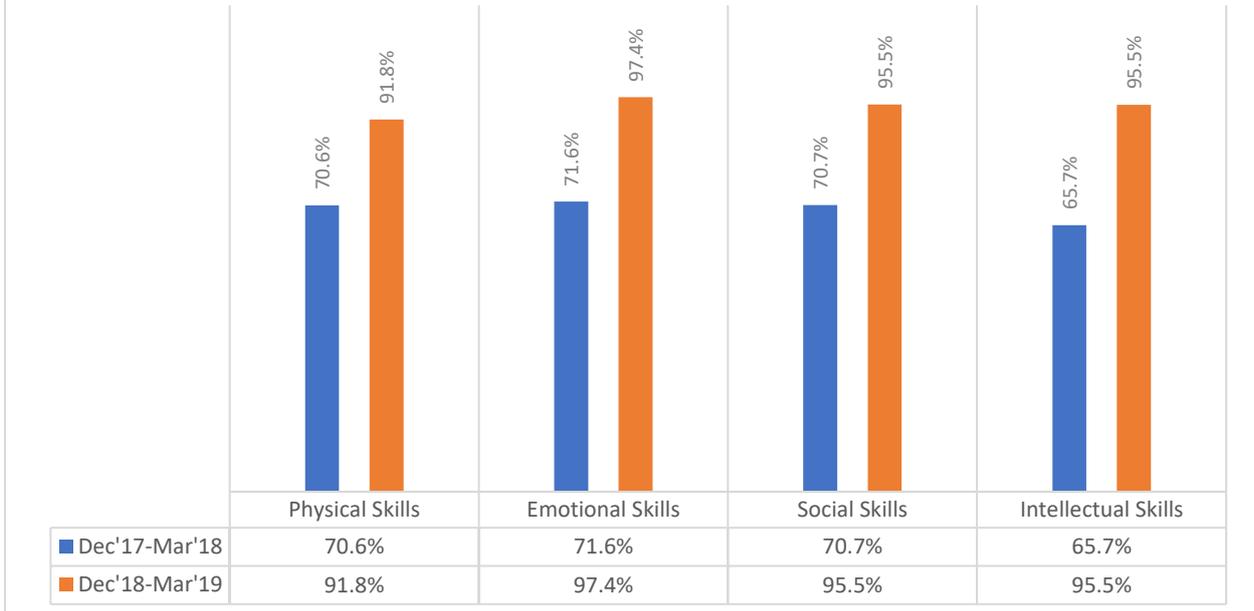
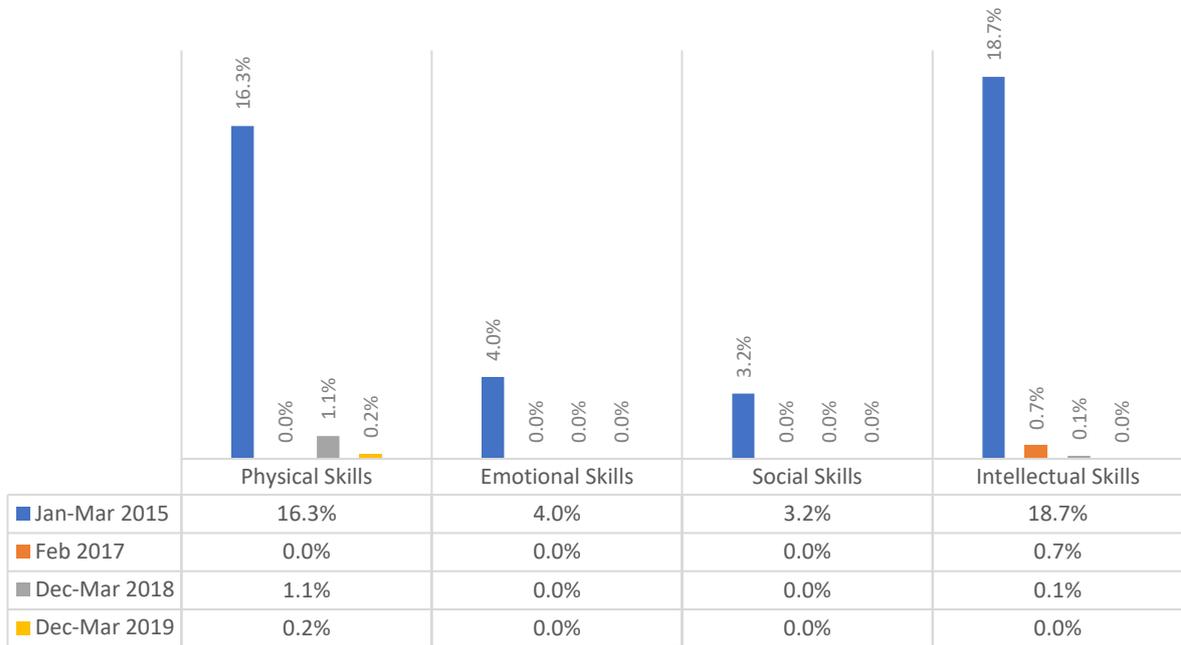


Table 1: Children’s Ability to Perform Key Skills at end of school year - Range of Results for 11 Centers vs. Control Group

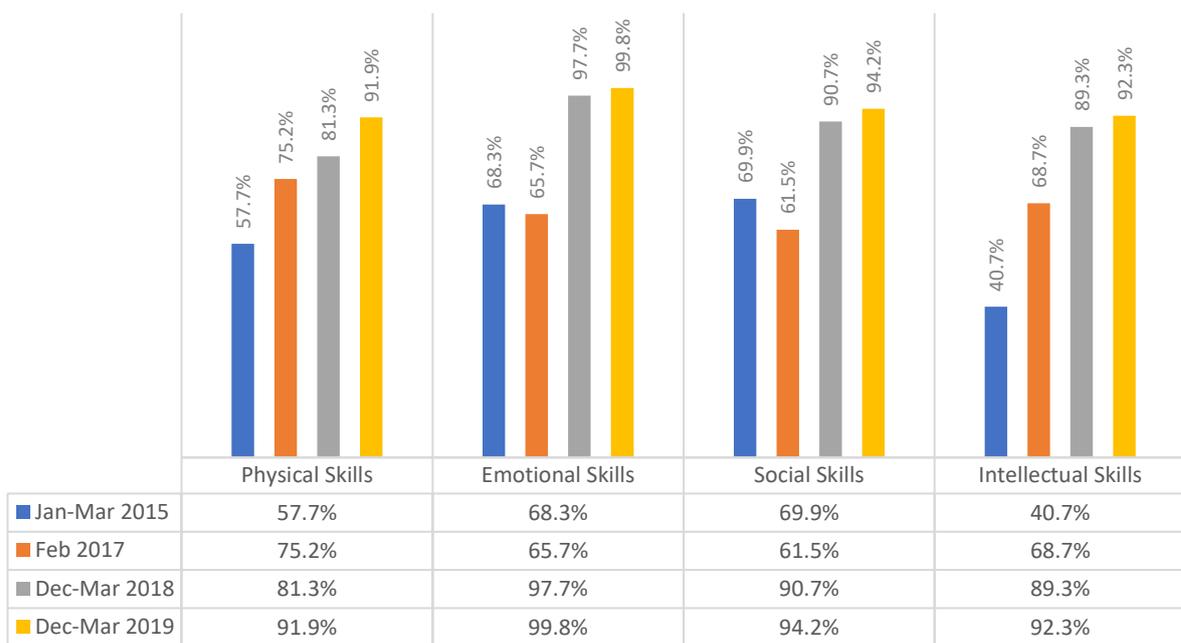
Key Skills	% of children unable to perform key skills			% of children able to independently perform key skills		
	Result for control group	Range of results for all 11 centers (Dec'17-Mar'18)	Range of results for all 11 centers (Dec'18-Mar'19)	Result for control group	Range of results for all 11 centers (Dec'17-Mar'18)	Range of results for all 11 centers (Dec'18-Mar'19)
Physical Skills	22	0-2.5	0-0.5	47	45-85	88-97
Emotional Skills	18	0-2.3	0-0.1	27	43-98	89-100
Social Skills	20	0-2.9	0-0.2	34	41-99	86-100
Intellectual Skills	33	0-3.2	0-0.9	15	31-100	86-100

During 2018/19, the Watchaisrisa-ard center (where the pilot project began) continued to be one of the best performing centers. What is especially noteworthy is that in almost all cases the results achieved improved across all three phases of the pilot project and further improved in 2018/19 (see charts 7 and 8). This is particularly encouraging because the degree of support provided by the Foundation to this center has been progressively reduced each year and strongly suggests that excellent results can be sustained. It should also be noted that the excellent results achieved by the Watchaisrisa-ard center and by other centers translate into a very high level of school readiness of the children once they enter kindergarten – a fact well recognized by the kindergarten teachers and the heads of the primary schools that the children go on to attend.

**CHART 7: PROPORTION OF CHILDREN
UNABLE TO PERFORM KEY SKILLS
AT WATCHAISRISA-ARD DEVELOPMENT CENTER
JAN-MAR 2015 | FEB 2017 | DEC-MAR 2018 | DEC-MAR 2019**



**CHART 8: PROPORTION OF CHILDREN
ABLE TO INDEPENDENTLY PERFORM KEY SKILLS
AT WATCHAISRISA-ARD DEVELOPMENT CENTER
JAN-MAR 2015 | FEB 2017 | DEC-MAR 2018 | DEC-MAR 2019**



Going Forward

The Foundation is keen to ensure that the excellent progress made in these eleven centers/classes is sustained, that further progress is made in the other centers that benefited from the pilot project and that centers in other tambons in Surin are able to benefit from similar initiatives to enhance the quality of ECD activities. In this context, the Foundation is currently implementing two important and complementary initiatives.

First, the Foundation has signed a memorandum of understanding (MOU) with the Faculty of Education of Surindra Rajhabat University (SRU) to work together in “enhancing the quality of ECD programs in the development centers run by the local authorities”. This includes supporting the further strengthening of the Faculty’s own ECD center, increasing the extent and quality of in-service training provided to teachers and caretakers, developing mechanisms for enhancing the extent and quality of coaching and mentoring options for teachers and caretakers, and strengthening the system for monitoring the development of the children’s skills in line with the new guidelines issued by the Office of Education Council (ONEC).

Second, the Foundation commissioned an independent assessment of lessons learned from the pilot project with a particular focus on how to better engage with parents, education committees and local authorities as well as with teachers in the design and implementation of project activities. This assessment was carried out by a very well-respected non-governmental organization (Friends Facilitator) with expertise in community engagement. The Foundation has now requested Friends Facilitator to work with all concerned stakeholders in two tambons that benefited from the pilot project (Donraed and Salakdai) to help implement the recommendations made in the assessment.

In closing, the Board and Management of the Foundation would like to thank its financial and technical partners for the generous support they have provided. These partners include: the CH. Karnchang Public Company; the John F. Kennedy Foundation of Thailand; the Premier Group; BETAGRO; Surindra Rajabhat University; and the New International School of Thailand (NIST); as well as individuals. The Foundation is also most grateful to the provincial and local government authorities and ECD centers in Surin for their openness and interest in working with the Foundation and for the strong partnerships that have now been established. Working together we are confident that we have achieved and will continue to achieve very good results for the small children in Surin and in other provinces.