



**Dek Noi Pattana**  
**FOUNDATION**  
มูลนิธิเด็กน้อยพัฒนา

## Surin Early Childhood Development Pilot Project



**Progress Report for Third Phase**  
**2017-2018**

## Introduction

Following the success of the first and second phases of the pilot project, the third phase of the pilot project focused on rolling out a similar set of activities to eleven new centers/classes from April 2017 to March 2018 as well as providing monitoring support and refresher training to the Donraed centers.

The main objectives of the third phase of the pilot project are:

- 1.) Capacity building of teachers and caretakers to implement a high quality integrated early childhood development programme;
- 2.) Ensuring that the programme helps develop the potential of all children in an integrated manner (physical, intellectual, social and emotional development)
- 3.) Contributing to the sustainability of the programme by working with all concerned stakeholders (teachers/caretakers, parents/grandparents, education committees and tambon and provincial officials) to enhance their effectiveness in monitoring and managing the centers

In order to implement the third phase of the project and achieve its objectives it was estimated that the project would need financial support of between 2 and 3 million baht. In May 2017 as the new school year and the third phase of the project were just underway, this financing was largely secured through another generous donation of 2 million baht from the CH. Karnchang Public Private Company Limited. With further donations during the course of the year this has meant that the total resources available the project for the period April 2017 to March 2018 were 2.6 million baht (see Table 1).

The remainder of this report focuses on the progress made between April 2017 and March 2018 with respect to the implementation of the project, the results of the third phase as reflected in the development of the children's physical, emotional, social and intellectual skills and the allocation of technical and financial resources. It concludes with a brief discussion of the establishment of the Dek Noi Pattana Foundation.

Table 1: Surin Early Childhood Development Pilot Project

**Financial Report (as of March 31, 2018)**

Date	Funding Source	Amount (THB)
17-Jan-17	Opening Balance as of April 1, 2017	561,705.83
29-May-17	Contribution from CK	2,000,000.00
16-Jun-17	Interest Earned	1,987.43
14-Jul-17	Donation	16,735.00
15-Dec-17	Interest Earned	3,801.34
03-Jan-18	Donation	35,000.00
08-Jan-18	Interest Earned	299.20
<b>Total Funding Source</b>		<b>2,619,528.80</b>
Date	Expenditures	Amount (THB)
05-Mar-17	Operating Expenses: April 2017	203,146.00
01-Jun-17	Operating Expenses: May 2017	172,701.00
01-Jul-17	Operating Expenses: June 2017	347,772.85
01-Aug-17	Operating Expenses: July 2017	173,900.00
30-Aug-17	Operating Expenses: August 2017	191,109.00
29-Sep-17	Operating Expenses: September 2017	180,641.00
30-Oct-17	Operating Expenses: October 2017	153,300.00
30-Nov-17	Operating Expenses: November 2017	146,600.00
25-12-17	Operating Expenses: December 2017	269,470.00
31-Jan-18	Operating Expenses: January 2018	134,621.09
28-Feb-18	Operating Expenses: February 2018	125,619.90
31-Mar-18	Operating Expenses: March 2018	219,347.08
<b>Total Expenditures</b>		<b>2,318,227.92</b>
<b>Funding Balance</b>		<b>301,300.88</b>

**Activities implemented:**

Four project components were included to achieve the objectives set for the third phase.

**1) Teachers' development**

Teachers' development continued to be the key component in the third phase of the pilot project. This involved providing all teachers and caretakers with a solid foundation and understanding of theoretical perspectives of the cognitive, emotional and social development of children aged 2-4. Teachers/caretakers were trained in 12 different modules:

- Discipline in early childhood
- Designing learning activities
- Morning and outdoor activities
- Music and movement activities
- Extra-curricular activities
- Art and craft activities
- Educational games
- Free play
- Writing lesson plans
- Language skills development

- Helping slow-learning children or children with learning disabilities
- Working with parents and grandparents in child development.

Formal training which included bi- annual five-day workshops was provided to teachers and caretakers in April and October 2017. Teachers/caretakers were provided with a solid foundation and understanding of the theoretical perspectives of the cognitive, emotional and social development of children aged 2-4 and now have a higher capacity and ability to do their jobs. The formal training was followed by on-the-job coaching and mentoring by the project team through visits to the centers as well as regular interactions on the internet. Because not all teachers/caretakers have the same level of background knowledge and capacity, the project experts tailored their support to the specific needs of each teacher/caretaker. The project team also focused on team building within and across centers and encouraging centers to network, support and learn from each other.

## **2) Lesson plans and learning materials development**

The development of lesson plans and instructional materials were built on the lesson plans and instructional materials developed under the first two phases of the project and that have been carefully designed and appropriately constructed for the age of the children.

Children were provided with lessons that enabled them to learn daily through various well-designed and structured activities such as music and performance, creative arts, recreation, and reading.

The project experts, together with teachers/caretakers, assisted in developing a year-round lessons plan as well as selecting learning materials and toys appropriate for the children. Comprehensive lesson plans and appropriate learning materials were developed for each week and used appropriately. Intensive monitoring and technical advice was provided by the project team throughout the year.

Some teachers/care takers found the development of lessons plans and learning materials to be quite a challenge. Project experts sought to address the issue by reviewing the modules and guidelines to make them more user friendly to the teachers and care takers.

## **3) Improvement of physical environment of learning centers**

It is important that the physical condition of the learning centers is conducive to children's skill development. There needs to be adequate space to accommodate all of the children.

Hygiene conditions must be satisfactory with proper sinks and functioning toilets etc. In addition, the classroom structures and arrangements must be appropriate, e.g. pictures and signs placed at eye level, toys in good condition and available to the children etc.

Project experts discussed and agreed with the new centers and the respective local administrations on the improvements to be made in the physical environment of each of the centers. These improvements were financed with budget support from the Tambon Administration as well as in-kind contributions from parents and the community.

Going forward, it will continue to be important that the quality of the physical environment is closely monitored and improvements made as needed to assure the safety of children as well as a conducive learning environment. In this regard, tambon authorities will need to ensure sufficient financial resources are put aside for maintenance of the centers.

#### **4) Management, Monitoring and Capacity Development**

To ensure good monitoring of progress made and the sustainability of the interventions supported by the project, the project team endeavored to work closely with parents and grandparents, with the education committees and with the Tambon Administration Offices as well as with the Provincial Office for Local Administration to build their capacity and strengthen their role in supporting the centers and monitoring the performance of teachers/caretakers.

The project team also worked closely with the teachers/caretakers and Tambon Administration Offices to build a stronger performance system for monitoring the children's development and to ensure that the progress made at each learning center was monitored and maintained.

The children's development progress was measured on a regular basis using a questionnaire with standard national development milestones; and monitoring and technical advice was provided by the project team throughout the year to all seventeen learning centers/classes.

Going forward to ensure the sustainability of the progress that has been made, it will be important to provide further training to teachers, education committees and tambon education officers in the implementation of the monitoring system and how to effectively use the results to enhance the performance of both the teachers and children. It will also be important that all tambons and municipalities participating in the project have full-time education officers in post.

#### **Project Results**

The pilot project continued to use the same rigorous evaluation system put in place for the first two phases of the project with the children's physical, emotional, social and intellectual skills being measured periodically throughout the year.

The results of the third phase of the pilot project continued the same very positive pattern observed during the first two phases 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 the across all four dimensions and for the seventeen centers/classes in total, the results achieved by the end of year were much above those for the control group used in the first phase of the project (see charts 3 and 4).<sup>1</sup>

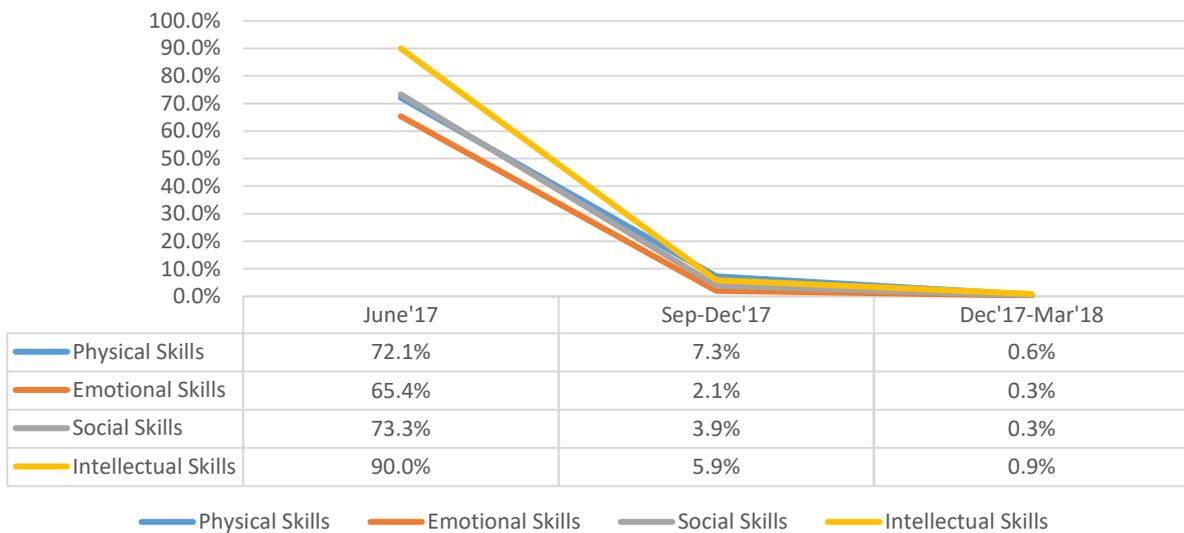
Feedback from teachers, including during a February 2018 consultation meeting, was very positive. Teachers were pleased that they had been able to apply the knowledge acquired from the training to their centers. They also gained in confidence during the course of the year and were able to attend to the individual needs of the children (including for example, children with hearing impairments or learning disabilities). They were excited by the progress of the children. Many teachers also noted that while the workload increased significantly at the start of the programme, as they and the children became more

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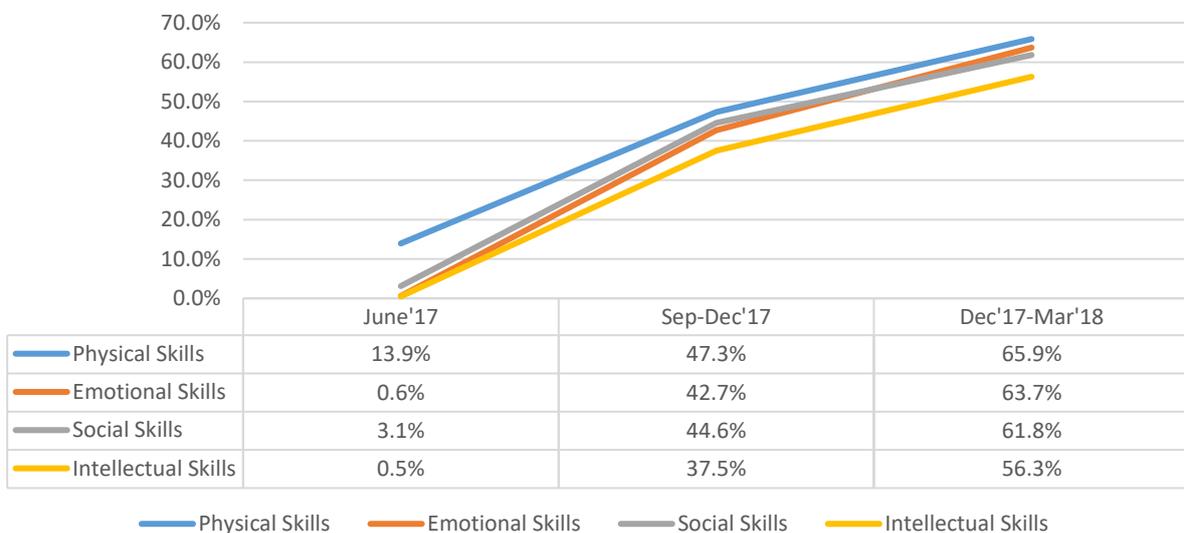
<sup>1</sup> Some refinements and improvements were made to the questionnaire between the first and second phases of the project; but these changes do not impact on the overall comparability of results across the four groups of skills between the different phases. In some cases, using average data for particular periods of the year provides a better measure of trends. It should also be noted that while the control group is probably a relevant comparator for centers in Salakdai and Nong Ruea as well as Donraed, the classes in Thatum municipality would already have been much ahead of the control group prior to the initiation of the project in those classes.

familiar with the approach and the range of activities, the children themselves provided increased support to the teachers, and the overall workload was reduced.

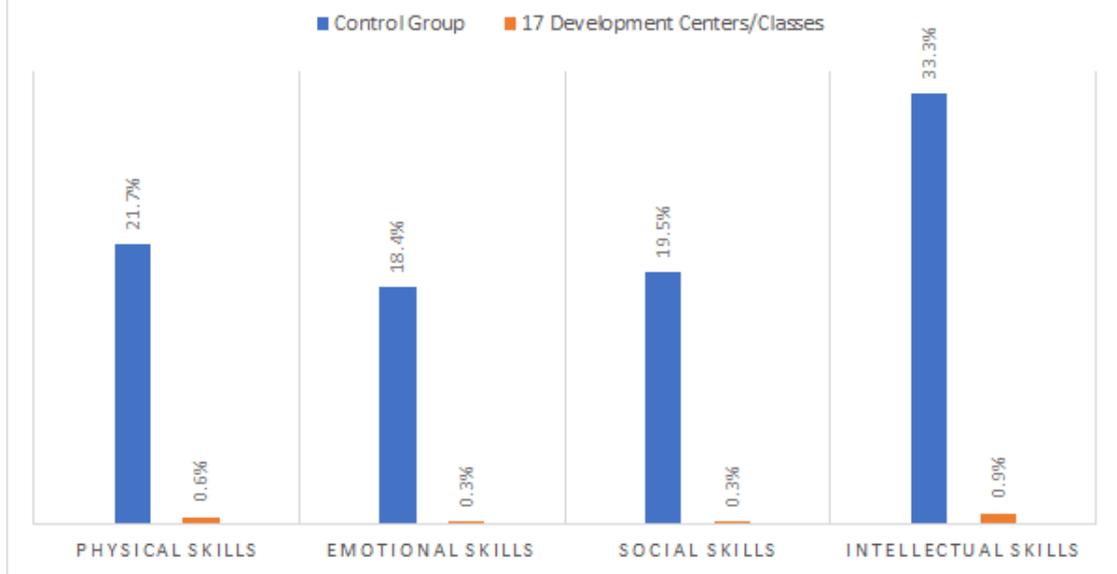
**Chart 1: Proportion of Children in 17 Development Centers/Classes Unable to Perform Key Skills**



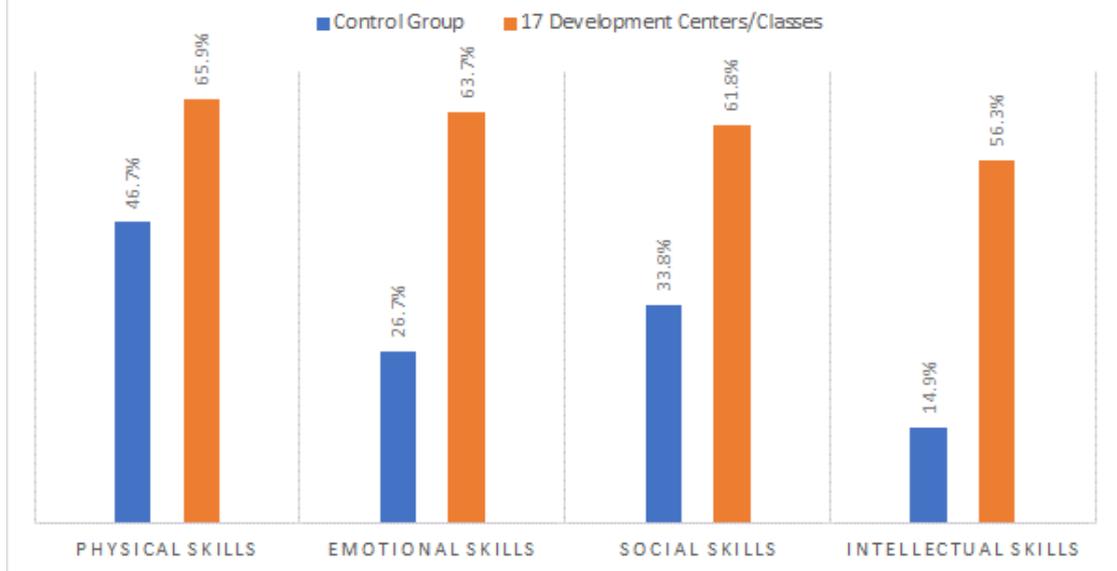
**Chart 2: Proportion of Children in 17 Development Centers/Classes Able to Independently Perform Key Skills**



**Chart 3: Proportion of Children  
Unable to Perform Key Skills  
Control Group vs. 17 Development Centers/Classes**



**Chart 4: Proportion of Children  
Able to Independently Perform Key Skills  
Control Group vs. 17 Development Centers/Classes**



However, underlying the very good overall results for the seventeen centers/classes in total, were substantial variations in results across the centers – a continuation of the same pattern observed during the second phase. In the case of the Donraed centers, for example, performance was better than in the second phase and in almost all cases well above the control group (see table 2). But there was still a very large variation in performance across the six centers and particularly with respect to the percentage of children at the end of the year able to perform key skills independently. A similar pattern of variation in results was also observed for the four centers in Salakdai (see table 3). These variations in performance across centers could be a reflection of a range of factors including variations in the commitment and capacity of the teachers, and variations in the level of engagement of parents and local government officials. Going forward it is important to better understand what is causing these variations so measures can be taken to bring all centers to a similarly high level. Accordingly, an independent evaluation of the pilot project that will look in particular into these variations in performance has been commissioned.

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

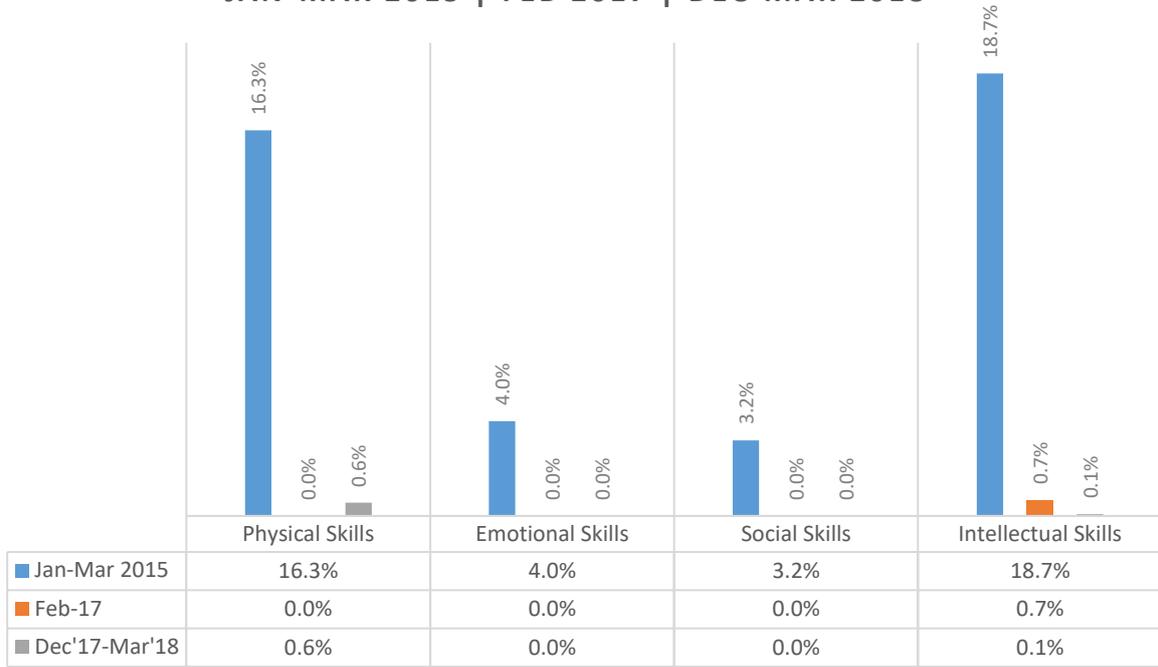
Key Skills	% of children unable to perform key skills			% of children able to independently perform key skills		
	Result for control group	Range of results for all 6 centers (Feb'17)	Range of results for all 6 centers (Dec'17-Mar'18)	Result for control group	Range of results for all 6 centers (Feb'17)	Range of results for all 6 centers (Dec'17-Mar'18)
<b>Physical Skills</b>	22	0-8	0-3	47	52-75	45-81
<b>Emotional Skills</b>	18	0-11	0-2	27	23-66	43-98
<b>Social Skills</b>	20	0-8	0-3	34	33-66	41-91
<b>Intellectual Skills</b>	33	1-31	0-3	15	21-69	31-89

**Table 3: Children's Ability to Perform Key Skills at end of school year  
Range of Results for Four Centers in Salakdai 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 4 centers (Dec'17-Mar'18)	Result for control group	Range of results for all 4 centers (Dec'17-Mar'18)
<b>Physical Skills</b>	22	0-2	47	53-83
<b>Emotional Skills</b>	18	0-0	27	46-93
<b>Social Skills</b>	20	0-0	34	42-96
<b>Intellectual Skills</b>	33	0-3	15	31-97

In the third phase of the pilot project, the Watchairisa-ard center (where the 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 both from the first to the second phase and from the second to the third phase (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 than in the first phase and still less in the third compared with the second phase. This bodes well for the sustainability of the excellent results that are being achieved. Also most impressive has been the performance of one of the centers in Salakdai as well as the four classes in Thatum (see table 4).

**CHART 5: PROPORTION OF CHILDREN  
UNABLE TO PERFORM KEY SKILLS  
 AT WATCHAISRISA-ARD DEVELOPMENT CENTER  
 JAN-MAR 2015 | FEB 2017 | DEC-MAR 2018**



**CHART 6: PROPORTION OF CHILDREN  
ABLE TO INDEPENDENTLY PERFORM KEY SKILLS  
 AT WATCHAISRISA-ARD DEVELOPMENT CENTER  
 JAN-MAR 2015 | FEB 2017 | DEC-MAR 2018**

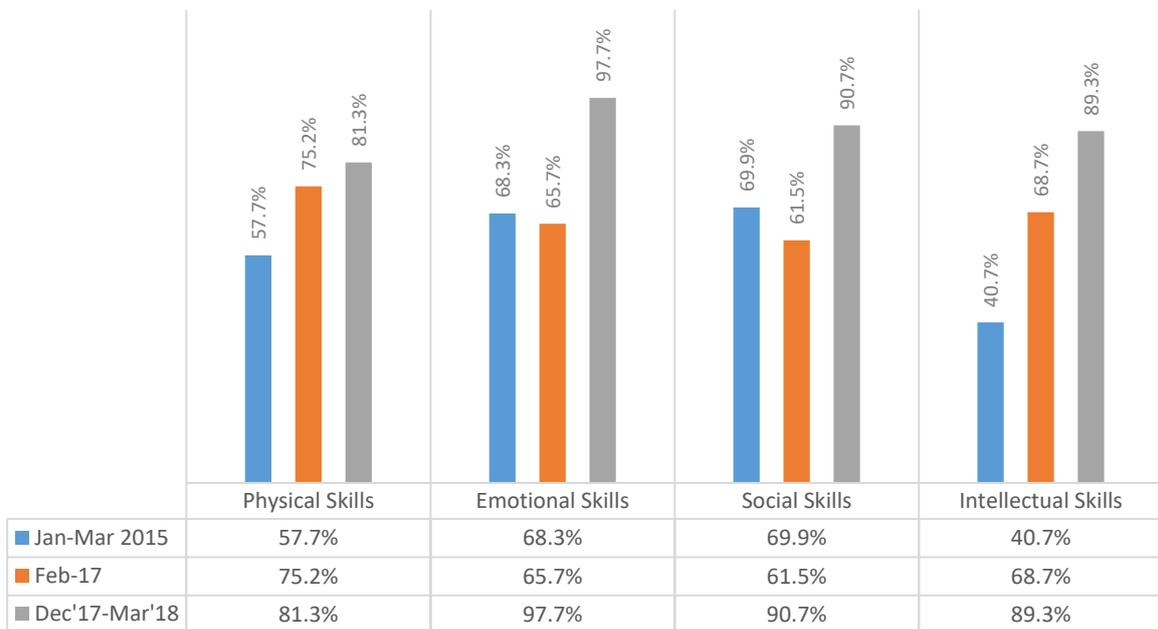


Table 4: Children's Ability to Independently Perform Key Skills at end of school year (Dec'17- Mar'18)

**Results for Top Performing Centers**

Center/Class	% of children able to independently perform key skills			
	Physical	Emotional	Social	Intellectual
Watchaisrisra-ard	81%	98%	91%	89%
Salakdai	83%	93%	96%	97%
Thatum (4 classes)	85%	96%	99%	100%

**Technical and Financial Resources**

The project team leader responsible for implementing the third phase of the pilot project was supported by two project assistants with formal training in early childhood development and by another project assistant with a background in community development as well as by a project advisor based in Bangkok. In addition, the management team (that includes experts in both education and finance who work on a volunteer basis) visited the project on a regular basis to review progress, provide guidance to the project team, and interact with tambon/municipal and provincial officials as well as teachers/caretakers, education committees, parents/grandparents and other stakeholders. The management team also met in Bangkok with officials from the Ministry of Interior as well as with officials from other provinces and interested private sector companies to discuss the progress and potential of the project. Throughout the year the management team also benefited greatly from the guidance and support of a distinguished group of advisors including Khun Kiatchai Sophastienphong, former Vice Minister of Finance, 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 during the implementation of the third phase of the project proceeded largely as expected. In the period April 2017 to March 2018 the project disbursed 2.3 million baht including for fees, travel and other expenses for the project team as well as 0.3 million baht for the bi-annual formal training events (see table 5). In addition, it should be noted that the tambon and municipal authorities have provided substantial financial support for the project, including additional resources for physical improvements to centers and purchase of teaching and other materials on top of the regular financing provided to each of the centers.

Table 5: Project Expenses (April 2017 - March 2018)

Expense Category	Apr-Dec 2017	Jan-Mar 2018	Total
Labor Costs	1,218,200.00	308,950.00	1,527,150.00
Travel Cost	312,589.00	111,890.99	424,479.99
Bi-annual Training	300,545.85	-	300,545.85
Other Expenses	7,305.00	58,747.08	66,052.08
<b>Total</b>	<b>1,838,639.85</b>	<b>479,588.07</b>	<b>2,318,227.92</b>

## Going Forward

To further institutionalize the management and other technical support as well as the financing arrangements for the project, the management team initiated the process for registering the project as a foundation; and the “Dek Noi Pattana Foundation” was formally established in November 2017. The overall objectives of the Foundation are to scale up the pilot project initiated in Surin and increase national awareness of the value of high quality ECD programs. On January 9, 2018 the balance of funds in the project account totaling a little over 780,000 baht were transferred to the Foundation’s new account. This represented the difference between the total donations provided for all three phases of the pilot project of 5.6 million baht plus interest earned (see table 6) and the total expenditures on the pilot project from its inception through to December 2017 of 4.8 million baht. With the additional expenditures between January and March 2018, total expenditures for all three phases of the project totaled 5.3 million baht and the fund balance was reduced to a little over 300,000 baht (see table7).

Table 6: Summary of Donations over all three phases of Pilot Project

From	Amount (THB)
CH Karnchang PCL	4,000,000.00
Porter Family	1,169,083.44
New Year Fund Raising Event	116,800.00
Khun Aswin Kongsiri	100,000.00
Khun Omporn Regel	100,000.00
Khun Chanin Manopiniwes	50,000.00
Various Donors	41,068.00
<b>Total</b>	<b>5,576,951.44</b>

Table 7: Summary of Revenue and Expenditures for all three phases of Pilot Project

Funding Source	Amount (THB)
Donations	5,576,951.44
Interest Earned	12,302.39
<b>Total</b>	<b>5,589,253.83</b>
Expenses	Amount (THB)
Phase 1: June 2014 - March 2016	1,261,667.68
Phase 2: April 2016 - March 2017	1,708,057.35
Phase 3: April 2017 - March 2018	2,318,227.92
<b>Total</b>	<b>5,287,952.95</b>
<b>Fund Balance</b>	<b>301,300.88</b>

## October 2018