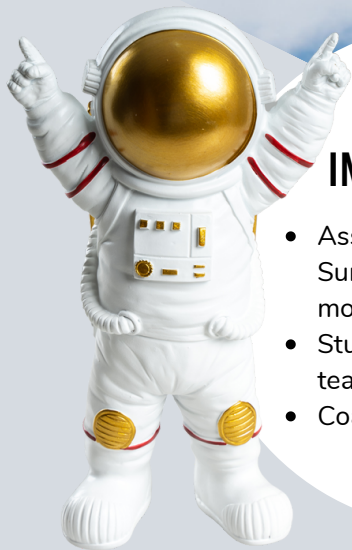




NEWSLETTER

The latest news and updates from Dek Noi Pattana Foundation

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ASSESSMENT OF ECD CENTERS IN SURIN BEING DEVELOPED AS MODEL CENTERS

In July 2023 Surindra Rajabhat University (SRRU), with support from the Department of Local Administration (DLA), the Surin Provincial Education Office and the Dek Noi Pattana Foundation (DNPF) conducted a pilot assessment of three of the eighteen early childhood development centers being developed as “model centers”, with support from both DNPF and SRRU.

The overall aim of the Surin Provincial Government is to develop at least one model center in every district in Surin Province from which other centers can learn.

The tools used in the pilot assessment were developed drawing on definition of “model centers” and on the National Standards for ECD.

1. Definition of Early Childhood Development (ECD) Model Center in Surin

“ECD model center” refers to an educational institution for children between the ages of 2-5 years that effectively nurtures and provides children with play-based learning experience by Active Learning Methods, and development of Executive Functions (EF) skills, Positive Discipline skills, Life Skills, and Self-Esteem. All of which will build and enhance the 21st century early childhood competency skills based on differences of personalities and special needs among each individual child as well as develop teacher’s capability and potential to be able to design a process of creating learning experience, organizing a safe environment consistent with local conditions relying on effective cooperation via parent, guardian, and community networks”.



2. Framework of National Early Childhood Development Center Standards.

The assessment is based on 3 standards;

1. Management of early childhood development model center consisting of 6 indicators (31 items);
2. Teachers/caretakers and play-based learning experiences of early childhood development consisting of 7 indicators (32 items) and
3. Quality of early childhood development for ages 2 to 5 years, consisting of 7 indicators (31 items).



National Standards Benchmarks

Rate	Average score	Areas of Improvement
A- very good	80% and above	No improvement needed
B- good	60-79.99%	Improvement needed from 1 to 7 areas
C- pass the preliminary criteria	40-59.99%	Improvement needed from 8-15 areas
D- needs improvement	Below 40%	

Results from assessment of the three ECD centers

Center	Rate	Score
Center 1	Very good	83%
Center 2	Good	75%
Center 3	Good	68%

The assessment concluded that one of the three centers has already achieved the status of a model center and the other two centers are close to achieving that level.

Results of SWOC Analysis

As part of the pilot assessment an analysis of strengths, weaknesses, opportunities, and challenges (SWOC) with respect to ECD center management, performance of teachers/caretakers and development of children's skills was conducted. Across the three centers, the assessment team observed the following:

Management of ECD Centers

Strengths: Having budget for building and maintaining school buildings as well as for developing a good environment inside and outside the classroom, clean and attractive to learning. In addition, there are parents and caretakers' networks to develop the potential and take care of their children.

Weaknesses: Teachers are being asked to handle financial issues in addition to handling classes.

In terms of safety, the centers are not yet safe enough due to lack of closed fences around the perimeter. Activities are not properly arranged in accordance with lesson plans. Moreover, ventilation inside the buildings is inadequate. Lack of learning resources outside classrooms. Shortage of teachers with qualifications in ECD was also noted.

Opportunities: The centers have made recruitment of new staff a priority and a budget has been granted. With support from DPNF, the environment inside classrooms has been improved and advice provided for developing an attractive environment outside the classroom. In addition, caretakers and communities have been participating in creating good experiences for children. Training and development of personnel to continue according to their qualifications. Enhancing focus on 4 core aspects of development in children will help children to develop according to their age.

Challenges: Management of the ECD centers has faced challenges assigning clear roles and responsibilities for teachers.



Performance of Teachers/Caretakers

Strengths: Teachers have developed experience in designing teaching and learning programs according to the development integration plan. Teachers have applied variable teaching media to enhance children’s potentials. The management have also supported the teacher’s potential accordingly.

Weaknesses: Insufficient child development stimulation. Less opportunities given by teachers for children to share opinions or answer questions. Teachers are sometimes impatient and lack skills and psychology to create good learning experiences. Insufficient diversified learning resources and local wisdom due to lack of understanding and lack of media.

Opportunities: There is a budget available for training to enhance the capacity of teachers. Teachers are given advice by experts for developing experiences and creating plans. In addition, there is a budget supported for developing teaching media.

Challenge: New techniques of creating experiences have been introduced to draw attention.

Development of Children:

Strengths: Children are well developed according to age. Children are able to express themselves well.

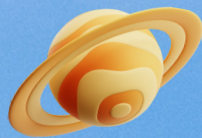
Weaknesses: Children lack systematic and logical thinking with little opportunity to share their creative thinking and imagination. Children with special needs have been given insufficient attention. Some children do not have enough nutrition of the 5 main food groups which consequently results in slow growth. According to the assessment of competency development, some children do not meet specified standards.

Opportunities: Children are given opportunities to choose and participate in activities by themselves. Provision of various activities that children can participate in; hands-on experience, activities for children to be able to think and express themselves. Children can participate in making agreements among themselves. Children having physical growth according to their age with proper proportion up to specified criteria. Enhanced development of all four aspects.

Challenges: Enhancing children’s development skill in all four core aspects. Children can adapt themselves to live happily in society. Once a week, experts are invited to share with children about local wisdom and projects based on the concept that appropriate growth and development according to age will support rapid skills development.

Conclusion

The overall results of the pilot assessment of three ECD centers are very encouraging. One center has already achieved the level of a “model center” and the other two centers are close to achieving that level. Both the process followed during the assessment and the results recorded are now being reviewed by relevant experts to determine how best to assess at the end of the school year the development of all eighteen centers proposed by the Surin Provincial Government for development as “model centers”.



Study visits of World Bank team to Surin

The World Bank team of education specialists from Afghanistan visited Surin during the second quarter of 2023. The purpose of the visit is to observe the best practices of early childhood development in Surin. The team visited Ban Sawai ECD center to observe activities to enhance children’s skills development in four core areas, namely: physical, social, emotional, and cognitive development through active learning approach.

Sharing of experience session was held after the visit at Surindra Rajabhat University (SRRU) to discuss early childhood development in Surin and Afghanistan, lessons learned and success story. The Dek Noi Pattana Foundation (DNPF) highlighted that “every child should benefit from quality education”. DNPF briefed the team DNFP mission in training teachers to strengthen the foundation of early childhood development in addition to coaching, monitoring, and working with parents and community.

Success factor for sustainability of the program through collaborative of efforts across various stakeholders was also highlighted. The World Bank team was very impressed with the program and the collaboration, and the feedback was very encouraging. The President of SRRU invited the World Bank team to visit Surin again in future with other team members.



Coaching Teachers

DNPF technical team spent most of the third quarter of 2023 coaching teachers in 15 ECD centers out of the 18 selected centers. Areas of coaching include activities to enhance children’s physical, social-emotional and cognitive development through the “Active Learning” approach. Other technical skills were also provided to teachers i.e., Executive Functions skill, designing of lesson plan, the use of media to enhance early childhood development and storytelling technique to enhance children’s cognitive and language development.

These teachers will also be sharing their experience among participants during the “show and share” session in an upcoming “Teacher Training” workshop expected to be held during the last week of November 2023, at Surindra Rajabhat University.



FOR MORE INFORMATION:

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