

Early Childhood Development in Roi Et Province

Outcomes from Teacher Development, Coaching,
and Community Collaboration



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Teacher Development
Strengthening capacity
through coaching



Collaboration
Universities, local government,
foundation, and communities



Early Childhood Development
Helping children thrive
for the future



Creating better opportunities
for a brighter future for Thai children

Background and Rationale

The world is rapidly moving into the twenty-first century. The United Nations Sustainable Development Goals (SDGs), together with ASEAN cooperation in education, are important factors shaping Thailand's 20-Year National Strategy (2018-2037) and the Thailand 4.0 agenda. These frameworks guide the country in responding to rapid global change, particularly through the national strategy for developing and strengthening human-capital potential. The strategy emphasizes quality development throughout the life course - from pregnancy and early childhood through childhood, adolescence and older age - in order to build capable, ethical and high-quality human resources who are ready for life in the twenty-first century.

Achieving these goals requires reform of learning processes at every level, beginning in early childhood and continuing throughout life. Learning should equip people with the ability to continue learning and to keep pace with the future.



Sustainable human development requires a strong foundation—“**putting children on the right path from an early age**” (Put Children to the Right Start). Giving priority to children from birth until they grow into adults who contribute to the nation recognizes early childhood as the foundation of human capital development in every country. During the early years, brain development and learning progress especially rapidly. Government investment in people during this critical period therefore generates the greatest and most valuable long-term returns.

The transfer of **Mr. Preecha Somsisai**, Permanent Secretary of the Non Sa-nga Subdistrict Administrative Organization, from Surin Province brought valuable experience to Roi Et. He had seen the success of Dek Noi Pattana Foundation's (DNPF) work in Surin, where teacher development and early-childhood development were achieved through cooperation among many stakeholders. After discussions with **Mr. Khomkrit Pornwiset-sirikul**, Chief Executive of the Non Sa-nga Subdistrict Administrative Organization; **Ms. Kalyarat Thiamtri**, Director of the Education Division; and **Ms. Warassiya Pechayang**, Education Officer, the local authority agreed to strengthen early-childhood development at Ban Non Sa-nga and Ban Non-Chan Child Development Centers. The Foundation was then invited to extend its work to Roi Et Province.

Building the Partnership



To build on this initiative, DNPF and the Non Sa-nga Subdistrict Administrative Organization sought cooperation from Roi Et Rajabhat University. **Mr. Ian Porter**, Chair of Dek Noi Pattana Foundation, together with members of the management committee, **Assistant Professor Dr. Kanuong Saikaew** and DNP technical team, met with **Assistant Professor Dr. Wichit Kamantakun**, President of Roi Et Rajabhat University (RERU), the university's management team, and lecturers from the Early Childhood Education Program.

These discussions led to initial cooperation, followed by further meetings on collaboration among RERU, DNPF, the Non Sa-nga Subdistrict Administrative Organization, and local agencies in Roi Et Province. Discussions were also held with **Dr. Nuchakorn Maschamadol**, Deputy Mayor of Roi Et Municipality. Roi Et Municipality expressed its willingness to support efforts to improve teaching and learning in child development centers.

Through the cooperation of all parties, development activities were introduced at Ban Non Sa-nga and Ban Non Chan Child Development Centers, marking an important step forward.

Preparing Teachers and Coaches

After all parties agreed to work together to advance early childhood development, Dek Noi Pattana Foundation organized training for four teachers from the two early childhood development centers (ECD), together with three teachers and lecturers from Roi Et Rajabhat University. Surindra Rajabhat University provided the training venue. The initial objective was to build a shared understanding and establish common goals among all participants.

Assistant Professor Dr. Kanuong Saikaew subsequently organized a participatory-network workshop on the sustainable development of model ECD centers in Surin Province from 20–24 November 2023. Following the workshop, participants visited Plearnpattana School in Bangkok on 6–7 December 2023 to observe kindergarten teaching and learning practices and to receive training in coaching principles for administrators. On this occasion, representatives of the Non Sa-nga Subdistrict Administrative Organization (SAO), lecturers from Surindra Rajabhat University (SRRU), and lecturers from RERU learned coaching techniques from **Ajarn Tida Pitaksinsuk**, with the aim of applying the knowledge to the further development of child development centers under the Non Sa-nga SAO.

After personnel were prepared for center development, DNPF technical team enhanced the indoor and outdoor environments of the two ECD centers. These changes made the spaces more attractive and supported visible progress among both teachers and children. Assistant Professor Dr. Kanuong Saikaew then demonstrated teacher coaching for the three lecturers from RERU. The lecturers were subsequently assigned to conduct on-site coaching twice per month at each center to support the continued development of teachers and young children. This coaching process began in January 2024 and continued until September 2025.

Based on nearly two years of coaching experience, the competencies of young children improved steadily. Teachers adapted both their teaching methods and the way they communicated with children by using more encouraging language and asking questions that helped children build self-confidence. As a result, children demonstrated stronger life skills, greater discipline, an improved ability to wait, and increased independence in helping themselves and others.



In addition, a meeting was held in May 2024 for the parents of newly enrolled children to support the children's adjustment and help them live and learn together happily. The positive changes were well received and appreciated by the parents.

DNPF's work toward improving early childhood development follows a structured process and practical approach designed to build shared understanding among all stakeholders, including the Non Sa-nga SAO, SRR, and RERU. The process described above can be summarized as follows:



The process described above has led to tangible improvements at Ban Non Chan and Ban Non Sa-nga ECD centers. Each coaching session has resulted in clear, positive changes. These outcomes reflect the sincerity and shared commitment of all parties to advancing early childhood development in the same direction. This collective effort has become a driving force behind a highly valuable project that delivers lasting benefits to children and the wider community.

Structured Coaching Model

After one academic year of coaching, the team of lecturers from RERU worked with the teachers and caregivers at Ban Non Chan and Ban Non Sa-nga ECD centers using a clearly structured coaching process to strengthen the competencies of young children.

The university team conducted regular field visits four times per month, spending two days at Ban Non Chan Child Development Center and two days at Ban Non Sa-nga ECD center. The coaching process began by building trust, friendship, and a safe environment where teachers from both centers could openly discuss any issue or activity. It also encouraged knowledge sharing, strengthened professional relationships, and inspired the teachers at both centers. Once mutual understanding and trust had been established, the team worked with the teachers on lesson plans for the entire year, including 52 learning units, teaching procedures, instructional techniques, and



activities designed to strengthen Executive Functions (EF) . EF refers to the processes of the brain's frontal lobe that help people regulate their thoughts, emotions, and behavior to achieve desired outcomes and succeed in learning, work, and life.

Children were given opportunities to practice and develop these skills through planned activities that provided appropriate levels of challenge. At times, the coaching team also demonstrated teaching techniques for the teachers and introduced a variety of learning materials to strengthen teachers' instructional competencies. These efforts benefited both the children and the overall well-being of the centers, while supporting the development of each child according to their individual abilities.

The adapted coaching model consisted of five stages:

- 1 **Goal**
Define a clear and practical goal so that the coaching process has a shared direction.
- 2 **Reality**
Examine teachers' current situation and identify the main challenges and barriers.
- 3 **Options**
Generate and explore possible approaches for addressing problems or reaching the goal.
- 4 **Way Forward**
Select the most appropriate and feasible course of action.
- 5 **Follow Up**
Review implementation, assess progress and revise the plan when necessary.



Outcomes for Teachers:

- Teachers received encouragement and developed clearer goals for children's development.
- Teachers understood EF and were able to apply it in learning activities.
- Teaching skills improved, including the use of a wider range of learning materials.
- Teachers exchanged knowledge and worked with the coaching team in an atmosphere of trust, supporting continuous improvement.

Outcomes for Children

- Children adjusted to learning more quickly than in the previous year.
- Discipline improved.
- Relationships with people around them became stronger.
- Communication skills improved.
- Children were happier and more confident in expressing themselves.
- Children displaying aggressive behavior learned to live with others under classroom and social rules.



Outcomes for Parents

Parents recognized and appreciated improvements in children's life skills. They viewed the project as beneficial to both children and the community. The coaching therefore generated positive change not only for teachers and children, but also for the community.

Monitoring Children's Development

At the same time, some children at each center had reached the required age and moved on to kindergarten, while others who had not yet reached the age requirement continued attending the ECD centers. In mid-May 2024, both centers admitted new students. A systematic adjustment process was introduced to help new and continuing students adapt to one another, enabling the children to live and learn together effectively.

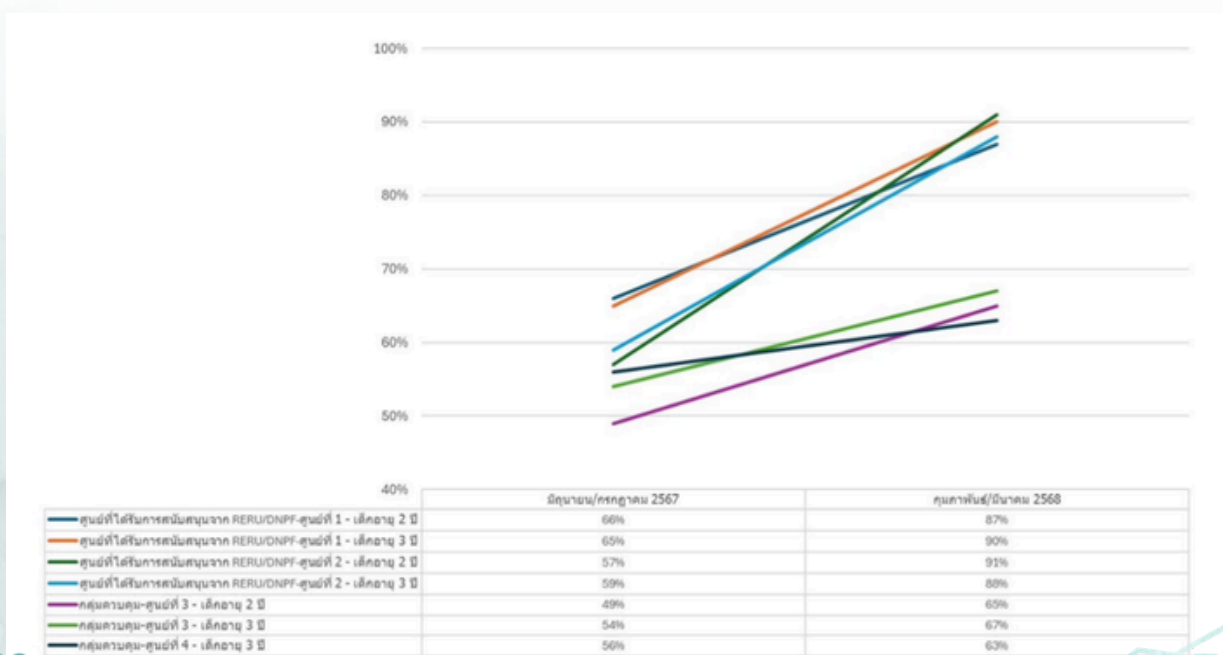
By July 2024, the children were able to participate in the various learning stations jointly planned by DNPF and the teachers. The learning plan promoted four areas of development: physical, emotional & psychological, social, and cognitive development. Children's competencies were monitored from July 2024 to March 2025 to compare their progress before and after implementation of the learning activities. The findings showed that coaching provided to the teachers contributed positively to children's development, as illustrated in the following chart.

Chart 1:

Summary of Children's Skill Development Assessment Across Four Centers in Roi Et Province

June 2024–March 2025

(Percentage of children able to demonstrate the skills independently)



Monitoring data collected by Roi Et Rajabhat University between June 2024 and March 2025 revealed significant differences in the development of early childhood skills between the child development centers that received project support and the control centers.

Early Childhood Skills Monitoring Results

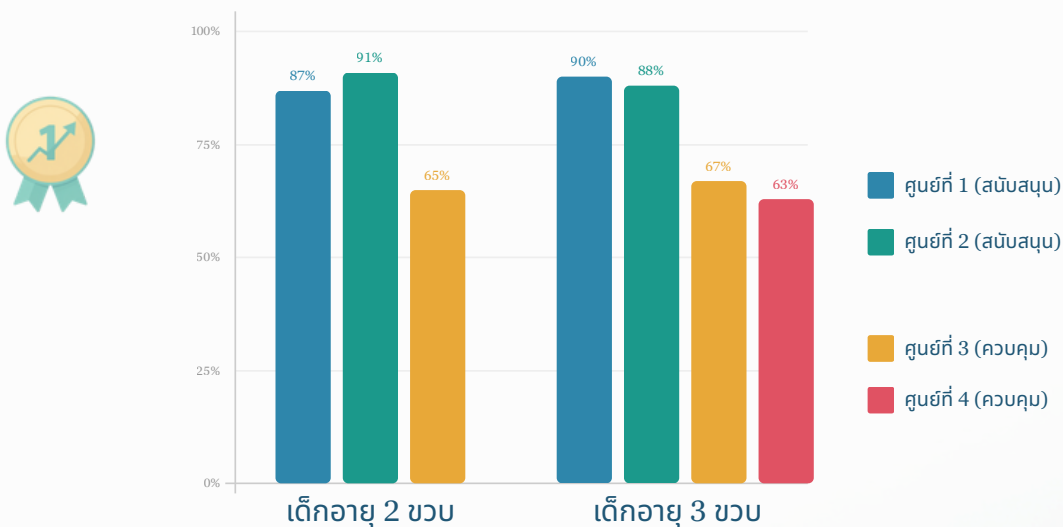
June 2024: At the beginning of the monitoring period, children in the project-supported ECD centers already demonstrated slightly higher skill-development levels than those in the control group. This may have been due to activities implemented before the formal monitoring period.

Progress Following Implementation

June 2024–March 2025: Children in the supported centers—Centers 1 and 2—showed substantial improvement in their skill development. In comparison, children in the control centers—center 3 and 4—also improved, but at a slower rate.

Final Results (March 2025)

At the end of the monitoring period, a clearly higher proportion of children in the supported centers were able to demonstrate skills independently in accordance with national standards.



- Center 1 (Supported): Two-year-olds: 87% | Three-year-olds: 90%
- Center 2 (Supported): Two-year-olds: 91% | Three-year-olds: 88%

In contrast, children in the centers that did not participate in the program (control centers) showed significantly lower levels of independence in completing activities on their own:

- Center 3 (Control): Two-year-olds: 65% | Three-year-olds: 67%
- Center 4 (Control): | Three-year-olds: 63%

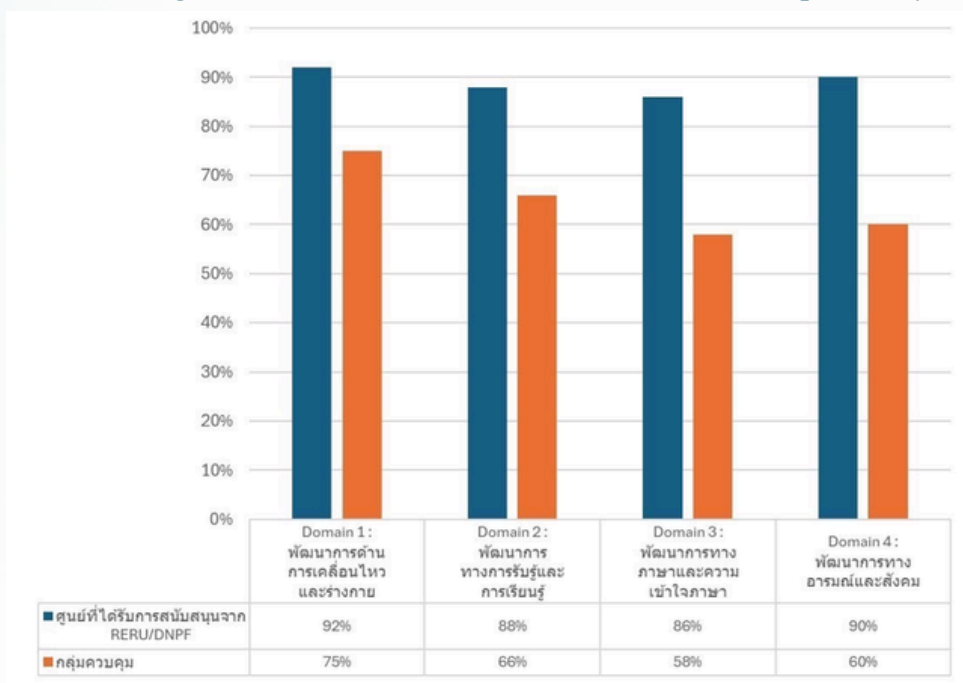
These findings demonstrate the success of the program in directly strengthening the developmental competencies of young children in the supported centers.

Chart 2

Summary of Competency Monitoring Results for Two-Year-Old Children Across Four Centers in Roi Et Province

February/March 2025

(Percentage of children able to demonstrate the skills independently)



In February/March 2025, Roi Et Rajabhat University compared children at Ban Non Sa-nga and Ban Non Chan, ECD centers which received project support, with children at two nearby centers that did not participate in the program. The average percentage scores showed clear differences:

- 1 Motor Development**
 - Supported Centers: Average score of 92%
 - Control Centers: Average score of 75%
- 2 Perception and Learning Development**
 - Supported Centers: Average score of 88%
 - Control Centers: Average score of 66%
- 3 Language Development and Comprehension**
 - Supported Centers: Average score of 86%
 - Control Centers: Average score of 58%
- 4 Emotional and Social Development**
 - Supported Centers: Average score of 90%
 - Control Centers: Average score of 60%



The assessment clearly confirms that project support was associated with stronger development in every measured area among children at Ban Non Sa-nga and Ban Non Chan.



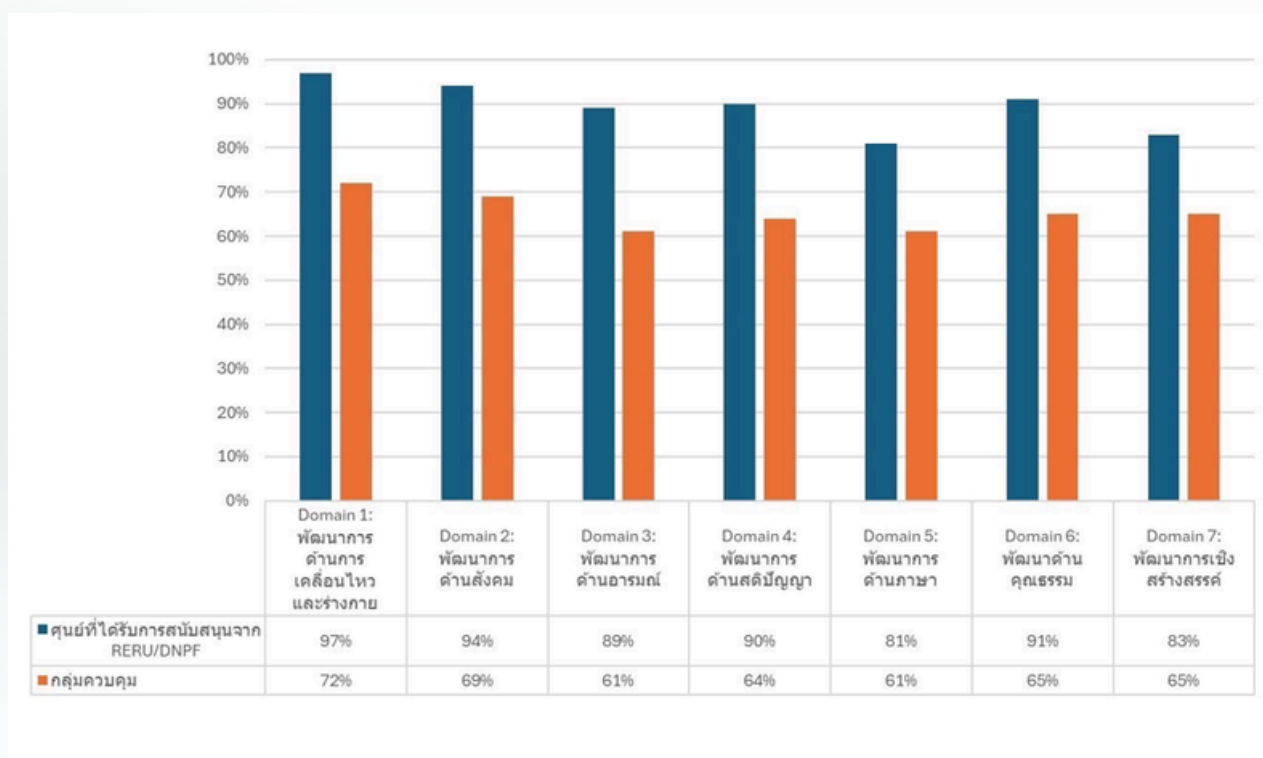
Chart 3

Summary of Competency Monitoring Results for Three-Year-Old Children

Across Four Centers in Roi Et Province

February/March 2025

(Percentage of children able to demonstrate the skills independently)



In February/March 2025, Roi Et Rajabhat University assessed the competencies of three-year-old children across four child development centers in Roi Et Province. The assessment compared Ban Non Sa-nga and Ban Non Chan ECD centers, which received project support, with two nearby centers serving as the control group. The findings showed that children in the supported centers achieved clearly higher overall developmental outcomes than those in the control group.





Early Childhood Competency Assessment Results

• Motor Development

- Supported centers: Average score of 97%
- Control group: Average score of 72%

• Perception and Learning Development

- Supported centers: Average score of 94%
- Control group: Average score of 69%

• Language Development and Comprehension

- Supported centers: Average score of 89%
- Control group: Average score of 61%

• Emotional and Social Development

- Supported centers: Average score of 90%
- Control group: Average score of 64%

• Language Development

- Supported centers: Average score of 81%
- Control group: Average score of 61%

• Moral Development

- Supported centers: Average score of 91%
- Control group: Average score of 65%

• Creative Development

- Supported centers: Average score of 83%
- Control group: Average score of 65%

The assessment results demonstrate that the project has played a highly significant role in delivering tangible improvements across all areas of early childhood development.



Summary of the Competency Assessment of Three-Year-Old Children in Roi Et Province

From February to March 2025, Roi Et Rajabhat University compared the competency assessment results of three-year-old children across four child development centers in Roi Et Province. The centers were divided into two groups: the supported centers—Ban Non Sa-nga and Ban Non Chan Child Development Centers—and the control group, consisting of two centers that did not receive project support. The assessment found that children in the supported centers achieved clearly higher overall developmental outcomes than those in the control group across all assessed areas.



Assessment Results by Developmental Domain

- **Motor Development**

- Supported centers: Average score of 97%
- Control group: Average score of 72%

- **Perception and Learning Development**

- Supported centers: Average score of 94%
- Control group: Average score of 69%

- **Language Development and Comprehension**

- Supported centers: Average score of 89%
- Control group: Average score of 61%

- **Emotional and Social Development**

- Supported centers: Average score of 90%
- Control group: Average score of 64%

- **Language Development**

- Supported centers: Average score of 81%
- Control group: Average score of 61%

- **Moral Development**

- Supported centers: Average score of 91%
- Control group: Average score of 65%

- **Creative Development**

- Supported centers: Average score of 83%
- Control group: Average score of 65%

These assessment results provide clear evidence that the project has played an important role in improving the quality of early childhood education and effectively supporting children's development.



Community Participation and Continued Development

The early-childhood competency-development project succeeded through cooperation among all sectors: the leadership of the Non Sa-nga SAO; DNPf technical team; coaches from RERU; center teachers; center management committees; community leaders; and, most importantly, parents. All parties worked in the same direction to support children's development, enabling children to meet and in many cases exceed expected competency standards.

Follow-up of Children After Graduation

Recognizing the importance of monitoring children's continued development, the Chief Administrator of the Non Sa-nga SAO assigned teachers to follow up on children who had graduated from the two centers and progressed to their respective schools. Feedback from Kindergarten 2 teachers indicated that children from the centers demonstrated notable strengths in discipline, self-confidence, and the ability to participate in activities to the best of their potential. In addition, individualized outreach was conducted to provide guidance to parents, who responded with strong cooperation.

Advancing Cooperation for the Future

Following two years of successful collaboration, all partners recognized the importance of continuous and systematic development. To strengthen this partnership, Dek Noi Pattana Foundation and Roi Et Rajabhat University signed a Memorandum of Understanding (MOU) in late 2025. The MOU reflects their shared commitment to developing children and communities sustainably.



References

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