



# Annual Report 2025

The Fellowship Foundation for Child and Youth Development



## 11th Anniversary of Operation

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**The FCYD Foundation has been certified as a charitable organization listed No. 940 by the Ministry of Finance in 2017 and awarded an Outstanding Organization for Rural Development of Thailand in 2021 by the Ministry of Interior.**





**Color for Children  
At Baan Nong Kaew Childcare Center, Nong Khai Province**



## 11th Anniversary of Operation

The Fellowship Foundation for Child and Youth Development is entering its 11th year of operation, with 4 key development projects including Early Childhood Care and Development (ECCD), Teach Thai Students (TTS), Child Development in Orphanages, and Assistance for Children and Families in Difficult Circumstances (CDC).

Over the past 10 years, if we count the total number of beneficiaries from various projects, the FCYD Foundation has provided knowledge and information on early childhood development to over 6,500 ECCD teachers from child development centers, taught parents and guardians how to raise young children correctly, developed over 5,000 students from small rural primary schools, assisted over 1,000 disadvantaged children and families, renovated 20 child development center buildings, and continuously developed children in orphanages thru various activities.

The main project is ECCD because the crucial foundation of human life is the early childhood period, which is like a building's foundation. If this early childhood foundation is strong and stable, it can be assured that the primary and secondary education periods will also be strong and grow toward life goals step by step. Conversely, if early childhood is not properly nurtured according to the principles of prefrontal cortex skills development or Executive Function (EF) principles, especially in terms of self-identity and self-regulation in children, there is a risk that children – with weak self-identity and an inability to self-regulate – will exhibit deviant behaviors, such as going to school but not reaching it, and ultimately being unable to study in secondary school. The lifestyle of early adolescence will then drift along according to fate, which is a common occurrence in rural villages in the Northeast.

In 2025, the collaboration on the child development project at the Sarnelli House Nong Khai orphanage revealed that there were 0-6 years old children whose parents, due to various reasons, were unable to care for them. More preschool children entered to the orphanage than in any other year (28 children). Family is the first answer in the lives of preschool children, but if family is not the right answer and puts children at risk and danger to their lives, the children's orphanage is the supporting answer, under the management of alternative care.

The mission of the FCYD Foundation is to protect and safeguard children, ensuring they receive proper treatment in accordance with their rights and human dignity. This is because the limitations and obstacles faced by rural families, such as poverty, ignorance, and the advanced age of grandparents, all impact how they raise their children. However, it is believed that parents and guardians want to see a good future for their children. The question is, how much can families fulfill their roles as "good parents" within these limitations? In protecting and safeguarding children, the FCYD Foundation is responsible for providing knowledge and facts about correct parenting methods to parents and guardians, as well as teachers and personnel involved in early childhood development and primary school student development activities.

The results of the operations in 2025 have been summarized and presented in this report. The FCYD Foundation would like to express our gratitude for the benefits that have accrued to the children and their families, and we would also like to thank you for your kindness, support and donation to help disadvantaged children in rural areas of Esaan region.

**Neramit Vichienkrua (Kru Neh)**  
**The FCYD Foundation Chairman**



## Program Locations



The infrastructure of the Northeast region (Esaan) includes the development of roads and public services by local government agencies. Today, it is considered to have made significant progress. However, one thing that the FCYD Foundation observed in every village where we organized activities is that the children's biological parents are not the ones raising them daily. Instead, it is the grandparents. Many biological parents are forced to seek work elsewhere to send money back to their families, but there are also many who disappear and cannot be contacted. This phenomenon has been occurring in rural villages in the Northeast for a long time and continues to this day. It is a grassroots problem related to multiple contexts, including poverty, the local economy, and society. The chairman of the FCYD Foundation, "Teacher Neh," is from the Northeast and grew up in a poor family in a rural village in the Northeast. When life's opportunities allowed him to work in social development, Teacher Neh chose to work to help children in the upper Northeast, based on the foundation's potential and human resources.

## Program Target Groups



Village public health volunteers for organizing capacity development activities for ECCD teachers and parents/guardians to raise and care for early childhood children to ensure good growth according to Ministry of Public Health standards, as well as correct parenting methods based on the principles of good frontal lobe development (EF-Executive Function).



**Elementary school children aged 7-12 years:** The FCYD Foundation conducts various activities directly aimed at child development, in collaboration with the teaching staff of small rural primary schools, as well as the involvement of the school board, village committee members, and leaders. This ensures that parents and the community as a whole understand the information and facts about child development, based on the principles of age-appropriate growth and the standards of the Ministry of Education, providing a common foundation. Additionally, the FCYD Foundation provides parents and guardians of students with information and knowledge on primary school parenting methods based on the principles of good frontal lobe development



Happy Family Camp at Nongwaen School, Phonpisai, Nongkhai province

### Development Programs in 2025

The activities in 2025 will continue the core development programs that were initiated from the beginning, extending their reach to new areas. The four core development programs are:

1. Early Childhood Care and Development – ECCD
2. Teach Thai Students – TTS
3. Assistance to Children and Families in Difficult Circumstances – CDC
4. Development of Children in Orphanages

Core Development Program	Activity
1. Early Childhood Care and Development – ECCD	<ul style="list-style-type: none"> <li>▪ Educational meeting for parent development</li> <li>▪ Review meeting for ECCD teacher development</li> <li>▪ Renovation of childcare centers</li> </ul>
2. Teach Thai Students – TTS	<ul style="list-style-type: none"> <li>▪ Happy family camp</li> </ul>
3. Assistance to Children and Families in Difficult Circumstances – CDC	<ul style="list-style-type: none"> <li>▪ Home visits and distribution of welfare grants to support families with disadvantaged children and children with disabilities</li> </ul>
4. Development of Children in Orphanages	<ul style="list-style-type: none"> <li>▪ National children day</li> <li>▪ Adventure camp</li> <li>▪ Practical training for child caregivers</li> <li>▪ Adolescent training; Mind-mapping</li> <li>▪ Sport day 2025</li> <li>▪ Open House to MMS University</li> </ul>



## Problems Facing Thai Children Today

The FCYD Foundation has researched the problems faced by Thai children using data from research and surveys conducted by various agencies, such as the Thai Health Promotion Foundation (ThaiHealth), Office of the Health Promotion Fund, The Office of the Education Equality Fund, Department of Mental Health, Ministry of Public Health, etc. If we categorize children's problems academically from a mental health perspective, it will be as follows:

Developmental Delay	Mental Health	Behaviors	Behavior on Technology Use
<ul style="list-style-type: none"> <li>Approximately 1 in 14 children are found to have developmental delays, ADHD, intellectual disabilities, and learning disorders</li> </ul>	<ul style="list-style-type: none"> <li>Depression: Common in children and adolescents, with factors including stress, family relationships, and bullying</li> <li>Anxiety: Found in various forms, including generalized anxiety, specific phobias, and social anxiety</li> <li>Stress: It was found that adolescents experienced significantly higher levels of stress</li> <li>Self-harm: Some groups of children are at risk of self-harm</li> </ul>	<ul style="list-style-type: none"> <li>Aggressive and defiant behavior: This can result from violent or inappropriate punishment</li> <li>Bullying: Both in person and online</li> </ul>	<ul style="list-style-type: none"> <li>Screen addiction and online gaming: Reduces social interaction and may pose a high risk of online bullying</li> </ul>

And when classifying problems in children by age group, including preschool children, elementary school children, and high school children

0-6 years old	7-12 years old	13 years old - up
<p><b>Behavioral and Emotional Aspects</b> =&gt; Stubborn, mischievous, self-centered, irritable, quick-tempered, aggressive, harms others, lacks concentration, doesn't play with anyone</p> <p><b>Developmental Issues</b> =&gt; Slow speech, unintelligible speech, or no speech; physical, intellectual, emotional, and learning development not meeting criteria.</p> <p><b>Health problems</b> =&gt; Tooth decay, malnutrition, being underweight, being overweight, weak body, frequent illness.</p>	<p><b>Learning</b> =&gt; Low academic performance, short attention span, learning disabilities (reading, writing, arithmetic), intellectual disability (low IQ).</p> <p><b>Behavioral and Emotional Aspects</b> =&gt; Defiant, disobedient, mood swings, easily angered and irritable, unable to control emotions, impatient, cannot wait, aggressive, uses violence, bullies and harms others, initiates substance use (e-cigarettes).</p> <p><b>Health</b> =&gt; Tooth decay, toothache, vision and hearing problems</p>	<p><b>Mental and health</b> =&gt; Stress and depression, lack of self-confidence, and inability to self-regulate.</p> <p><b>Learning</b> =&gt; Lack of interest in learning, low academic performance, stress and anxiety in life.</p> <p><b>Behavioral Issues</b> =&gt; Addicted to games and social media, aggressive and uses substances (alcohol, beer, e-cigarettes, kratom, etc.)</p> <p><b>Social</b> =&gt; Fighting with family members, having problems with friends, being bullied and compared, keeping bad company, hanging out with the wrong crowd, falling in love and getting pregnant in school -&gt; entering a vicious cycle</p>



## ECCD - Early Childhood Care and Development

The Early Childhood Development Project or ECCD is a core development project of the FCYD Foundation, which has been implemented since its inception. This is due to a crucial reason: early childhood is the most important period in human life. It is like building a house, a church, or a temple building. Early childhood is the first foundation pile. If this pile is strong, the second and third piles in primary and secondary school will also be strong and can continue to develop well at a high level.

Are preschool children in rural Esaan Northeast Thailand different from preschool children in urban areas? In the context or dimension of upbringing, they are certainly different. Over the past 10 years of operation, the FCYD Foundation has organized meetings to develop parents and guardians of preschool children in various rural villages in the upper Northeast region. The fact is that in every village, at least 50% of the daily caregivers of preschool children are not the biological parents, but grandparents. Due to this, combined with poverty and traditional methods of raising preschool children – the same methods used to raise the children's parents who have left – preschool children in rural Northeast Thailand are at risk of growing up in a fragmented manner, including being disadvantaged in terms of health and hygiene and educational opportunities.

Reference from “25 Most Frequently Asked Questions” by Doctor Prasert; well-known psychiatrist



"Today, parents, and even grandparents, may need to understand child psychology. The reason is that the world is changing rapidly. We entered the IT era about ten years ago, just before the new millennium, without realizing it. And today, we are truly entering the age of disruptive technology and global warming without being aware of it. Simply put, common sense alone may not be enough to care for children, especially young children."

Reference data from the Education Equity Fund Office or EEFO. It was found that;



In 2022, over 1 million Thai children aged 3-18 were out of the basic education system and at high risk of being drawn into dangerous cycles such as child labor, child prostitution, theft, drug abuse, and juvenile delinquency.

More than 200,000 children in the Northeast, or 20% of the region's children, are out of school. Nong Khai province, unfortunately has the highest number of out-of-school children. What are the real reasons why children drop out of school? The Equitable Education Fund Office-EEFO Three main causes were explored and studied: not wanting to study, wanting to work, teenage pregnancy, secondary reasons, and drug use and disability.



**The only answer to prevent risks and dangers to children is proper and appropriate parenting.** Within the context of rural village society in the Northeast, how many parents and guardians are aware of and understand the principles of correct child-rearing? This is based on the findings of the Equitable Education Fund (EEF). The above is a very sad answer, as the dropout rate for children in the Northeast is higher than in other regions. The reasons for dropping out of school, whether it's not wanting to study, wanting to work, teenage pregnancy, drug use or other obstacles are all negative consequences of incorrect parenting. In particular, when examining and comparing the parenting styles and methods of parents in rural areas with the principles of age-appropriate growth and frontal lobe development according to EF-Executive Function principles.

In the ECCD Program, regarding the standards of early childhood development, Thailand has relevant government agencies including the Ministry of Public Health, the Ministry of Education, and the Ministry of Interior. The Ministry of Public Health serves as the central body for setting standards and assessing the development of early childhood. At the village level, the key agencies providing health and hygiene services and knowledge on early childhood care are the Subdistrict Health Promotion Hospitals, ECCD teachers from the Early Childhood Development Center and a team of village health volunteers. Whether these village-level primary health volunteers and mechanisms are sufficient in number or provide good quality service is a matter for the government to manage, improve, and develop further according to the system.

The parenting tips on the right side of this page are provided by Dr. Prasert, a child and adolescent development specialist and a key figure in introducing knowledge of executive function (EF) to early childhood development in Thailand. In this annual report summary, the FCYD Foundation, which has previously compiled a summary of this knowledge, will revisit the topic to clearly illustrate the origins of problems faced by children in rural areas and why these issues continue to recur...



Reference from “25 Most Frequently Asked Questions” by Doctor Prasert;

**25 คำตอบ  
ตอบบ่อยที่สุด**

**เลี้ยงลูกให้ได้ดี**

1. Parents always say the same thing: grandparents should honor their parents first. This will make many things much easier.
2. If you're tired and the other person doesn't help at all, instead of complaining or trying to change their habits, you could use the time each day to exercise and raise the children on your own. Things would be much easier and less tiring.
3. If you hire a nanny, the nanny should do laundry, grocery shopping, or other errands. The most physical contact with the child should be our job.
4. If you're going to break up, don't say you're staying for the sake of the children. Tell them clearly that we are friends but will no longer be husband and wife and will not live together. We will always love our children, and under no circumstances should you speak ill of each other in front of them.
5. If nothing else works, exercise for 30 minutes every day. If you don't have time, exercise late at night. Don't say you don't have time when you have time to complain. And if you're not going to do it anyway, modern psychiatric medication can help better.



In 2025, the ECCD Program in rural areas of the Upper Northeast Region, implemented by the FCYD Foundation, will continue the activities that we have been carried out consistently. This will involve expanding the project to various villages. The main activities include:

- Educational meeting for parent development
- Review meeting for ECCD teacher development
- Renovation of childcare centers



### Activity 1

#### Educational Meeting for Parent Development

As mentioned above, those who raise young children in rural daily life are mostly grandparents. Dr. Prasert has explained that "the first year (of an infant's life) is the most important. Don't leave your child far away during the first year because it's a golden opportunity for the infant to build trust in the world and their mother. If this trust is lacking, the infant cannot develop further. If a child lacks parents, the daily caregivers are the real parents. Whether they are grandparents, foster parents, or nannies, they are all sources of stable attachment."

In 2025, the FCYD Foundation organized an educational meeting for parents and grandparents of preschool children at the local administrative organization level. Local administrative organizations held a combined meeting at the sub-district level, which included;

1. Nongkhai Municipality, Sri-boonreung, Nongbua-lampoo
2. Nongnang Sub-district, Thabor, Nongkhai
3. Namai Sub-district, Bandung, Udonthani
4. Ban Muang Sub-district, Sangkom, Nongkhai
5. See-kai Sub-district, Muang, Nongkhai



Reference from "25 Most Frequently Asked Questions" by Doctor Prasert;

25 คำตอบ  
ตอบบ่อยที่สุด

เลี้ยงลูกให้ได้ดี

6. The first year: carrying, hugging, breastfeeding, breastfeeding in the middle of the nite, sleeping together—none of these are excessive. If there are problems, the answer is that we are giving too little.
7. Read bedtime stories from birth, avoid all screens before 2 years old, and practice self-feeding before 2 years old.
8. Play with him/her as much as possible. Play with him/her yourself the most.
9. Do household chores with him/her when he/she can balance and use his hands, using the principle of showing, holding hands, doing together, and letting him/her do it.
10. Scream, hit people, pinch, scratch, thrash, lie on the floor, chase people, throw tantrums, be stubborn, suck fingers, play with genitals, throw food, etc. Various behaviors that cannot be controlled. Take them away from the area, sit together calmly, briefly explain "not allowed," and repeat the process. Don't forget to praise them on days when they don't exhibit such behaviors.
11. You should try to go to school after the age of 3. If you have to go, choose a school that focuses more on play and less on teaching.



### The main knowledge of the meeting to develop parents and according to the guidelines for developing good brain skills (EF-Executive Function)

The development of early childhood in Thailand is centered around the Ministry of Public Health, which provides services thru the mechanism of maternal and child health services, including provincial hospitals, district hospitals, and sub-district health promotion hospitals, as well as the network of village health volunteers (VHV). The core information and knowledge for early childhood development include;

1. Mother and Child Health Record Book (Pink Cover)
2. Early Childhood Development Monitoring and Promotion Guide (White cover book known by the English abbreviation DSPM)

The pink notebook must be strictly followed by the mother, the one who gives birth to the preschool child (or the primary caregiver in daily life). It contains comprehensive content from pregnancy preparation to childbirth, newborn care up to 6 years old, health check-ups, and child development assessments, providing knowledge for practice to ensure the health of both mother and child.



While the monitoring manual (white cover-DSPM) will delve into the content of assessments, monitoring, and various skill training methods for preschool children (0-6 years) for parents, guardians, and hospital staff, ECCD teachers and caregivers of the early childhood development center



Reference from “25 Most Frequently Asked Questions” by Doctor Prasert;

### 25 คำตอบตอบบ่อยที่สุด

12. If they go to school and regress, their behavior changes, pick them up in the evening at the earliest. When they come home, let them play as much as possible to vent and compensate for the emotional damage.
13. Praise the child's behavior, not just their academic performance, so they can develop.
14. Many things can wait, such as being fearful, not expressing oneself, not sharing toys, being possessive, snatching friends' toys, disliking strangers, not liking to socialize, being shy, not being brave, etc. These behaviors vary in children. There's no rush; we can teach them, but be patient.
15. Always show respect to your older sibling. Give importance to them. Let them know that they are important and can help the mother take care of the younger sibling. This way, they will love the younger sibling, not separate the bedroom, and not give them away to anyone on the day the younger sibling is born.
16. Being bullied by older kids, we must protect them; it's not the time to practice resilience.
17. Siblings fighting should always be separated without judgment. Tell them to make up and continue playing. Wait for them to learn and love each other.
18. Give the child the green light to defend themselves at school, with the condition that green light for the child



**EF-Executive Function: What is the development of frontal lobe skills? Why is there still a need for EF? Isn't the information in the pink-covered book and the white-covered manual on monitoring and promoting early childhood development enough?**

Knowledge about EF Executive Function and the development of prefrontal cortex skills has been researched internationally for over 20 years. In Thailand, key figures who took the initiative to introduce this EF knowledge over 10 years ago include the Rukluk Group, which later collaborated with doctors specializing in brain and child psychology, such as Dr. Prasert Phalitphonkanpim and Associate Professor Dr. Dr. Adisak Pholthong, Ph.D. Nualjan Chuthapakkadikul, Ph.D. Panadda Thanathakorn, among others, to unite efforts in understanding and developing the EF framework into a concrete form that can be practically applied in the Thai context. This collaboration is called the 'Thailand EF Partnership.' Currently, this EF knowledge has been developed and promoted across various sectors, including the Ministry of Public Health, the Ministry of Interior, and the Ministry of Education, to enhance and develop the quality of life for Thai preschool children.



Pink cover notebook, white cover manual - DSPM, is there any information or knowledge that is still insufficient? The main components of good parenting are the parents and the child, under the love and compassion that desire to see the child grow and have a good future according to the different stages of life: early childhood, primary, secondary, and higher education, before stepping into adulthood in society. The information and knowledge contained in the pink cover notebook and the white cover manual are comprehensive in every aspect of raising and caring for a child, both physically and mentally, including intellectual development. However, the information and knowledge of EF, according to the 7-step ladder principle mentioned above, delve into the details of brain cell development in the body. Why is it necessary to have a mother (and father)? Why is it important to have good relationships? How can a child's good identity be built, and what does it mean for the child's future? EF has the answers to these questions.

Reference from “25 Most Frequently Asked Questions” by Doctor Prasert;

**25 คำตอบ  
ตอบบ่อยที่สุด**

18. The child must always tell us what they have done, and we will help them think. This way, the child will develop.
19. Twins spend the most time with us and find opportunities to have personal time individually.
20. Lie, tell him that we know what happened. As for the thief, take the stolen items back immediately, no matter how late it is. Then sit down and openly discuss giving and spending money with the child.
21. Slow children, slow learners: create a routine schedule and always supervise or do it together. Praise them when they succeed, don't just give verbal commands.
22. Special children, children who are not good at studying, love them as they are. Look for their strengths, their interests, and fully support them. Don't just play in a field where we are sure to lose, which is the Thai education system.
23. For the troublesome teenagers, make the home a pleasant place, refrain from speaking, and wait.
24. Always speak the truth. He is not our biological child; we are his second home. His father is in prison, his mother has cancer, etc. Children learn these things late. The damage is greater. The sooner they know, the less painful it is. The sooner they adapt, the better.
25. Don't know what to do - Read, play, work more than before, which is EF.



Group of daily caregivers who raise preschool children

1. The majority group consists of the child's grandparents.
2. Central group: biological parents
3. Minor groups include other relatives, uncles, aunts, and cousins.

Which group is the most concerning? The answer is groups 1 and 3 because there is a high risk that these children will not receive developmental assessments according to the pink book and the white cover manual. Many villages are located far from health centers. Or hospital. Caregivers without vehicles are not interested to go for their children.

### Risks and obstacles to the development of executive function (EF) skills in preschool children

Because the **EF principle** will develop good prefrontal cortex skills for preschool children, the four areas of development—physical, emotional and mental, social, and intellectual—must first be strong as a foundation. According to the realities of preschool children in rural Esaan, the primary caregivers are mostly grandparents. For this reason, there is a high risk that preschool children in rural Esaan will be developmentally unprepared in terms of physical, mental, and intellectual aspects, especially the group of children aged 0-2 years who have not yet entered early childhood development centers.

**Step 1: Create a real mother** - When there is no mother, there is no breast milk. Breast milk has many benefits and is the foundation for giving life to the child. To create a "real mother" and a "bond," grandparents can help, but not as much as a mother can.

**Step 2: Create a bond or attachment** – To make the mother a source of warmth in the child's heart, allowing the little one to "trust the world." This word is important because it represents the child's emotional stability, a crucial element in forming their "identity." Without the mother, the child does not trust anyone and is left with only fragility in building their identity to protect and safeguard their own life.

#### Step 3: Create 'Self'

Self in EF does not refer only to the physical identity of the child but also includes having good mental health, being happy according to their age, and feeling safe and cheerful. This strong self, based on these fundamental characteristics, will serve as the foundation for the next step, which is building self-esteem thru practicing various activities, including play and learning that they can do this and that, and they will continue to develop and do things correctly and appropriately. – The question is, how many preschool children in rural Esaan have the opportunity and proper practices like this?

**นมแม่... ยิ่งให้ ยิ่งได้**

- 1. เพิ่มระดับฮอร์โมนโปรแลคติน และออกซิโทซิน\***
  - กระตุ้นมดลูกหดตัว ลดการตกเลือดหลังคลอด
  - กระตุ้นการสร้างและหลั่งน้ำนม
  - ฮอร์โมนแห่งความรัก ช่วยเสริมสร้างตัวตนของลูก\*
- 2. สร้างสมอง-สภาวะที่ดีตลอดชีวิต**
  - กลไกดูดนมแม่ : กระตุ้นสมองเติบโต
  - ส่งเสริมขอบข่ายการเป็นสมอง (neuroplasticity) การเติบโตของเซลล์สมองและจุดเชื่อมต่อ
- 3. ภูมิคุ้มกันแข็งแรง ไม่ป่วยบ่อย**
  - สารภูมิคุ้มกัน : แอนติบอดี ฮอร์โมน สารต้านอนุมูลอิสระ\*
  - จุลินทรีย์สุขภาพประจำถิ่น
  - ช่วยป้องกันโรคต่างๆ ของทารกเจริญเติบโต
- 4. ดีต่อสุขภาพแม่**
  - รูปร่างสมส่วนเร็ว
  - ลดเสี่ยงเบาหวาน โรคหัวใจและหลอดเลือด มะเร็งเต้านม มะเร็งรังไข่ ภาวะอ้วน
  - คุณค่าดีต่ออารมณ์สุขภาพ

**สสส. และมูลนิธิศูนย์นมแม่แห่งประเทศไทย สนับสนุนนมแม่ถึง 6 เดือนแรกไม่ทิ้งกันให้น้ำ ต่อด้วยอาหารตามวัยควบคู่กันแม่ จนลูกอายุ 2 ปี**

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#### Step 4 Create 'Self-esteem'

Preschool children aged 3-5 years need to explore a new world, a world where they have just discovered they can walk, run, and grasp objects. Children should be given the opportunity to play and engage fully under the supervision of their parents. They can play freely, bathe, wash their faces, brush their teeth, eat, dress themselves, make their beds, and help with household chores. They are so capable! – But the reality for preschool children in rural areas is different. The image we see is of children playing with phones all day. Parents rarely regulate their playtime. The negative consequences before entering the village's early childhood development center include children having attention deficit issues, not speaking, being unable to communicate, and experiencing developmental regression in all areas. Some children, whose parents do not pay attention to these drawbacks, think, "When they grow up, they will manage on their own." They experience cognitive decline, exhibit severe disruptive behavior, and cannot control themselves, including being unable to attend primary school. We have encountered this too.



#### Step 5 Self-control in Children

Teaching children to self-regulate and control themselves is not an easy task. On the contrary, if parents adopt an authoritarian or neglectful parenting style, children are at a high risk of being unable to manage their emotions, feelings, and needs. When preschoolers start running and playing, parents need to establish rules and discipline—what is allowed, what should be done, and what is absolutely forbidden. In terms of Executive Function (EF) skills, preschoolers look to their parents as role models for behavior. Therefore, the first rule in teaching children self-regulation is that parents must be good role models. They should communicate and teach their children mindfully to understand various emotions and needs, create a discipline of waiting, set household rules, and praise their children's achievements. All of these are positive behaviors that preschoolers should be taught and practiced thoroughly before entering first grade.

#### Steps 6 and 7 involve developing EF brain skills and 21st-century skills.

If the first five steps are successfully completed, the sixth and seventh steps will not be difficult. This is because early childhood education has prepared children for development in all aspects. They can manage and direct their thoughts and emotions toward their goals, especially in the 21st century, a world without limitations due to the internet and online communication.



### Activity 2 Knowledge Sharing Session for ECCD Teacher Development

The FCYD Foundation, as the chair of the Upper Northeastern ECCD Teacher Network, has initiated early childhood teacher development projects since 2015. Practical training workshops were conducted at the provincial level in all 7 upper northeastern provinces: Nong Khai, Loei, Udornthani, Buengkan, Nongbua Lamphu, Sakonakhon, and Nakhonphanom. Additionally, knowledge sharing sessions were organized at the district and sub-district levels in various areas to provide opportunities for early childhood teachers and caregivers at rural community child development centers to develop themselves and learn new information on early childhood development. This was in accordance with the principles of developing executive function (EF) skills to be integrated into curriculum and play-based learning activities as per the established standards.



The ECCD Program in the activity of ECCD teacher development, the FCYD Foundation, has collaborated with Udonthani Rajabhat University, Faculty of Education, Early Childhood Education Program. Over the past 10 years of organizing training and knowledge exchange meetings, a total of 3,152 preschool teachers and caregivers from various childcare centers in the upper northeastern region have participated in the activities, benefiting 56,428 preschool children under their supervision.

The ECCD Program has been successfully completed, receiving excellent cooperation from all involved parties, including the network of early childhood teachers in the upper northeastern region, local administrative organizations, and municipalities in various areas. Therefore, the FCYD Foundation would like to conclude the ECCD program in the upper northeastern region. However, within the context of early childhood development under the main responsibility of the Ministry of the Interior, the Ministry continues to develop personnel at childcare centers nationwide, ensuring they possess modern knowledge and skills in early childhood development. For example, in 2025, the Ministry implemented the "3 Accelerate, 3 Reduce, 3 Increase" policy to advance early childhood development further than ever before—within the foundational context of the three-dimensional approach to developing the prefrontal cortex, children's identity, and four aspects of development. This policy has been a core part of the content exchanged and learned with early childhood teachers by the FCYD Foundation since 2015.

**"3 เร่ง 3 ลด 3 เพิ่ม"**  
 เพื่อพัฒนาเด็กปฐมวัยให้ไปไกลกว่าที่เคย

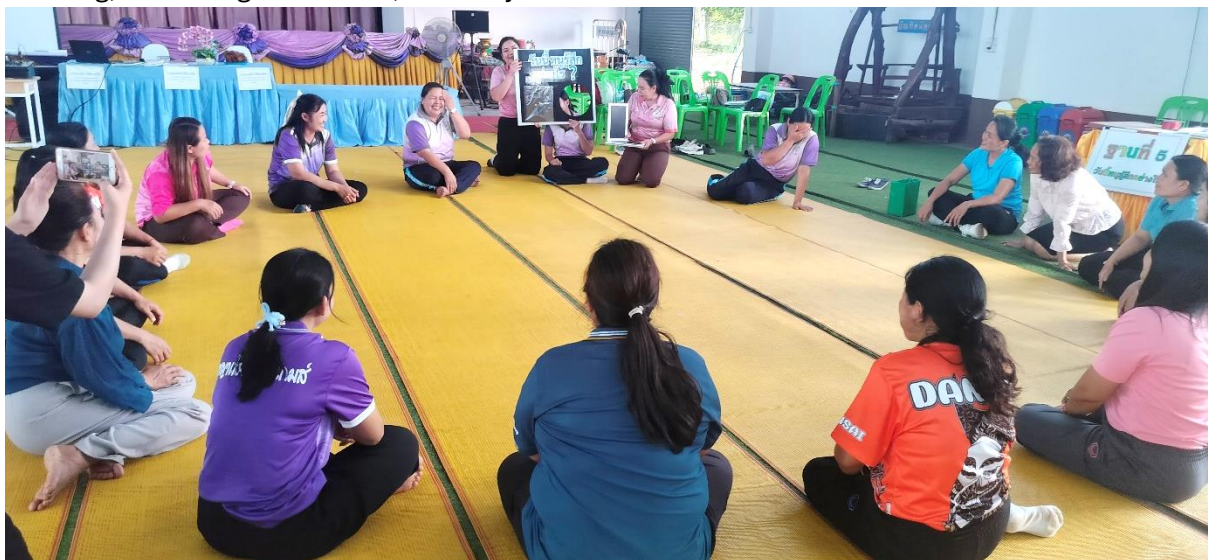
- 3 เร่ง**
  - เร่ง ให้ความรู้ความเข้าใจ แก่ผู้ปกครอง ครู ผู้ดูแลเด็ก ชุมชน และสังคม
  - เร่ง จัดสวัสดิการเด็กเล็กก่อนหน้า
  - เร่ง เสริมศักยภาพ องค์กรปกครองส่วนท้องถิ่น ชุมชน และกลไกระดับพื้นที่ใกล้ตัวเด็ก
- 3 ลด**
  - ลด การใช้สื่อหน้าจอในเด็กปฐมวัยก่อนวัย 2 ขวบ
  - ลด ความเครียด สัมความทุกข์แก่เด็กปฐมวัย
  - ลด การใช้ความรุนแรงต่อเด็กปฐมวัยทั้งทางร่างกายและจิตใจ
- 3 เพิ่ม**
  - เพิ่ม ศักยภาพส่งเสริมพัฒนาการ และการเรียนรู้ผ่านการเล่นหลากหลาย
  - เพิ่ม การเล่าและอ่านนิทานสม่ำเสมอ
  - เพิ่ม ความรัก ความใส่ใจและส่งเสริมเวลาคุณภาพของครอบครัว



However, even the FCYD Foundation has already closed the ECCD teacher development activity, but for the benefit of preschool children in rural Esaan, within the context of the local administrative organization's childcare centers, the FCYD Foundation, also provides opportunities for knowledge exchange meetings or review meetings according to the Ministry of Interior's policy on the development of ECCD teachers in local administrative organizations located various areas within the operational zone of the FCYD Foundation in the upper northeastern region.



In 2025, the FCYD Foundation organized a review meeting at the request of teachers in Loei Province. Some early childhood educators from Loei had attended an academic conference organized by the Department of Local Administration, Ministry of Interior, in Bangkok on the topic of the "3 Accelerate, 3 Reduce, 3 Increase Policy for Early Childhood Development" under the context of the three-dimensional foundational approach to developing executive function skills, identity, and four areas of development. They found that the knowledge and academic content were consistent with what the FCYD Foundation has been implementing. Therefore, the ECCD teacher network in Loei Province requested the FCYD Foundation to hold a review meeting to provide in-depth knowledge and understanding of the new information and knowledge on developing executive function skills. This would enable early childhood educators who had not attended the central Ministry of Interior meeting to apply this knowledge in organizing play-based learning activities for early childhood development in accordance with the current curriculum. This time, 145 early childhood educators from various districts in Loei Province attended the meeting, benefiting a total of 1,354 early childhood beneficiaries.





### 3 Accelerate, 3 Reduce, 3 Increase Policy

#### 3 Accelerate (accelerate the process)

1. **Accelerate education:** Accelerate education: Create understanding among parents, teachers, communities, and society about early childhood development.
2. **Accelerate the provision of welfare:** Accelerate the provision of welfare: Provide comprehensive services for young children, along with the necessary resources.
3. **Acceleration of capacity building:** Accelerate capacity building: Develop local administrative organizations, communities, and agencies close to children

#### 3 Reduce (reduce unnecessary things)

1. **Reduce screen time:** Avoid use in children under 2 years old and limit in older children.
2. **Reduce stress:** Focus on learning thru play, don't rush to learn too quickly.
3. **Reduce violence:** Refrain from physical and psychological punishment.

#### 3 Add (add what is necessary)

1. **Add developmental promotion activities:** Thru various activities such as music and sports.
2. **Add storytelling:** Always encourage reading and storytelling to children.
3. **Increase quality family time:** Increase love, care, play, and positive nurturing.



### Why 3A, 3R, 3I Policy?

**Source:** Office of the Permanent Secretary for Ministry of Education

#### 3A, 3R, 3I Policy;

Due to the past crisis from the COVID-19 pandemic, childcare centers had to cease operations, and children had to stay at home with their parents or guardians. However, the guardians were not prepared and could not take care of the children 24 hours a day. Additionally, it has been found that the duration of electronic media use among children has increased every year, resulting in preschool children being in a critical situation due to the increased use of screen media.

Furthermore, the crisis of inequality in Thailand has been continuously increasing. It has been found that Thailand is facing a growing problem of inequality in accessing educational services for preschool children. The access to educational opportunities for children aged 3-5 years from 2019 to 2021 has been continuously decreasing. Additionally, there is a social and family crisis, as reported in the survey on the situation of children and women in Thailand. In 2023, it was found that 17% of women aged 20-24 were married before the age of 18. 25% of children aged 17 and under did not live with their parents because the parents often migrated for work. 71% of children aged 0-17 lived with their grandparents, etc. Therefore, due to various crises that have occurred, there have been both direct and indirect impacts on early childhood, such as stagnation in early childhood development and severe, continuous learning regression. The Cabinet's approval of the plan to promote early childhood development this time will lead to a serious, continuous, tangible, clear, and effective promotion of early childhood development across the entire system. It will also result in early childhood receiving comprehensive rehabilitation and development promotion, fostering basic lifelong learning skills.



### Format of the Review Meeting

Consists of a review lecture on academic content, including

- The origin of the three-dimensional foundation for early childhood development and key terms
- 3 Accelerate, 3 Reduce, 3 Increase Policy
- Review the four areas of development and desirable characteristics
- Summary of the Early Childhood Education Curriculum B.E. 2568
- 3D foundation on EF, self and development in 4 aspects



Brainstorming and exchanging experiences in managing their own childcare centers—what actions can be taken under the current available resources to respond to the 3 Accelerate, 3 Reduce, 3 Increase policy

กลุ่ม กล้วย	
นโยบาย 3 เร่ง 3 ลด 3 เพิ่ม	ในฐานะครูปฐมวัยของ ศพด. เราจะนำนโยบายนี้ไปสู่การปฏิบัติจริงได้อย่างไร
1. เร่งให้ความรู้ ความเข้าใจ แก่ ผ.ศ. ครู ผ.ด. ชุมชน และ สังคม	1. ประชุมผู้ปกครอง จัดอบรมครู 2. จัดทำแผนเพื่อของบประมาณ
2. เร่ง จัดสวัสดิการเด็กกลางวัน	3. จัดโครงการส่งเสริมสุขภาพกับอันสงักัดและ รพสต. ในชุมชน
3. เร่ง เสริมศักยภาพ	1. นำสื่อการสอนเข้ามาให้เด็กมีส่วนร่วม/แนะนำ ผ.ด. พากิจกรรมทำร่วมกับเด็ก มากขึ้น
1. ลดการใช้สื่อหน้าจอของเด็ก	2. ทำกิจกรรมที่ส่งเสริมพัฒนาการด้านอารมณ์และสร้างบรรยากาศในห้องเรียน
2. ลดความเครียด คึ้นความสุขแก่เด็ก	3. การสร้างความเข้าใจเกี่ยวกับผลกระทบของควมรุนแรงต่อเด็ก และสร้างบรรยากาศให้เด็กรู้สึกปลอดภัยทั้งในบ้านและในห้องเรียน/โรงเรียน
3. ลดการใช้ควมรุนแรงกับเด็ก	เพิ่ม 1. ครูจัดมุมให้เด็กเล่นอย่างเสรี
1. เพิ่มกิจกรรมส่งเสริมพัฒนาการและการเรียนรู้ ผ่านการเล่นกลางแจ้ง	2. ให้เด็กมีส่วนร่วมในการเล่นบทบาทสมมุติในนิทานที่ครูเล่า
2. เพิ่มการเก้หวืออานหนักานกับเด็กอย่างสม่ำเสมอ	3. จัดกิจกรรมให้ผู้ปกครองดูแลนิทานก่อนนอน
3. เพิ่ม ความเร็ว ความเข้าใจ และเวลาคุณภาพของครอบครัว	





In the afternoon, there will be a lecture reviewing the main topics of early childhood development under the principles of developing executive function (EF), which is a crucial aspect of healthy age-appropriate growth. It includes

- Overview: What is EF?
- How is EF important for preschool children?
- How can EF in preschool children be enhanced for teachers and parents?
- EF and the 7-Step Ladder
- 21st Century Skills



Content and details related to EF-Executive Function, as well as various contexts related to early childhood development in rural Esaan, can be read further in parent development activities or in the annual report summaries of the foundation from previous years at the following link: <http://www.fcyd-thaichild.org/>

**The goals for early childhood development according to the established standards for early childhood include**

<b>Early Childhood Education Curriculum 2017 Four areas of development, seven desirable characteristics (Children under 3 years old)</b>	<b>Developmental Surveillance and Promotion Manual (DSPM)</b>
<p><b>Desirable Characteristics</b></p> <ol style="list-style-type: none"> <li>1. Physical development           <ul style="list-style-type: none"> <li>▪ The body grows according to age and is healthy.</li> <li>▪ Use the body's organs in a coordinated manner</li> </ul> </li> <li>1. Emotional and mental development           <ul style="list-style-type: none"> <li>▪ Happy and able to express emotions appropriately for their age</li> </ul> </li> <li>2. Social development           <ul style="list-style-type: none"> <li>▪ Recognize and interact with individuals and the environment. Around them</li> <li>▪ Can help themselves appropriately for their age</li> </ul> </li> <li>3. Cognitive development           <ul style="list-style-type: none"> <li>▪ Conveys meaning and uses language appropriately for their age</li> <li>▪ Interested in learning about the things around them.</li> </ul> </li> </ol>	<p><b>Five Development Aspects</b></p> <ol style="list-style-type: none"> <li>1. GM- Gross Motor Movement</li> <li>2. FM- Fine Motor Skills and Cognition</li> <li>3. RL- Understanding language Receptive Language Skills</li> <li>4. EL- Expressive Language</li> <li>5. PS - Personal and Social interaction</li> </ol>

To allow ECCD teachers to practice designing play-learn activities to develop preschool children in a good and standard-compliant manner, a review meeting was held to create play-learn activity bases. This enables participating teachers to practice and apply them with preschool children in their own childcare centers. The play-learn activity bases demonstrated and practiced this time consist of a total of 5 bases, which include



Base	Goal
Balloon Race	<ul style="list-style-type: none"> <li>Physical development, large muscle groups, and movement</li> </ul> 
Where is my fruit? (Fruit category)	<ul style="list-style-type: none"> <li>Intellectual development, communication, and language use</li> </ul> 
Ball of Unity (Team work)	<ul style="list-style-type: none"> <li>Development in physical and social aspects, fine motor skills</li> </ul> 
Pass the Love Forward	<ul style="list-style-type: none"> <li>Emotional, mental, and social development: understanding and empathizing with others</li> </ul> 
How are you today?	<ul style="list-style-type: none"> <li>Emotional and mental development: understanding and being able to regulate one's own emotions</li> </ul> 



Base of Ball Race  
Review Meeting at Napong Kindergarten School, Muang District, Loei Province

### **Early childhood development in rural Esaan and the roles of preschool teachers**

Rural childcare centers are extremely important to the way of life and overall development of the community. Not only do they assist parents in taking care of their children in daily life, but early childhood educators also represent the community's hope in preparing preschool children for kindergarten and primary school.

However, there are still many individuals and groups who lack knowledge about early childhood development, leading them to believe that childcare centers and preschool teachers are merely places where children are cared for, play, eat, sleep, and then go home. This is a significant misunderstanding. If this misconception occurs among the management of local administrative organizations; municipalities and sub-district administrative organizations, it would pose a major obstacle in managing childcare centers. It will be a significant obstacle in managing the childcare centers, whether it is budget allocation or the development of the knowledge and skills of early childhood teachers and caregivers.

Another goal of the knowledge exchange meeting is to encourage all teachers to perform their duties according to the profession and ethics of early childhood education. Even though some childcare centers still have shortcomings in terms of facilities or do not receive adequate support from their supervising agencies, the FCYD Foundation urges the teachers to remain steadfast in their commitment to this noble profession, which is crucial for the development of rural children, who are the future of Thailand and deserve to grow up well.












### Activity 3 Renovation of Childcare Centers

Over the past 11 years up to present, the FCYD Foundation has successfully renovated 21 dilapidated rural childcare centers. This was achieved thru cooperation with local agencies and volunteer labor from the community and parents. In addition to saving costs by avoiding hiring contractors, the collective effort of volunteers to develop the community's children has greatly promoted unity among community members. The successes achieved from the beginning to the present are as follows:

No.	Year/Location	Renovation	Picture of Success
1	2014 Nongkaew village, Rattana-wapi, Nongkhai province	Extend the washing area, renovate the bathroom, and install a sink and toothbrush holder	
2	2015 Donmuang village, Tha-bor, Nongkhai province	Extension of the dining hall building, renovation of the bathroom, and installation of washbasins and toothbrush holders	
3	2016 Dongdan village, Rattana-wapi, Nongkhai province	Constructing a new building to replace the old one, which is in very poor condition	
4	2017 Wangpha village, Pakchom, Loei province	Renovate the existing building, construct new restrooms, a playground, and a fence	
5	2018 Nongkaew village, Rattana-wapi, Nongkhai province	Construction of a playground and a galvanized steel roof	
6	2018 Nong Swan village, Rattana-wapi, Nongkhai province	Elevate the building area (to prevent flooding) and construct new restrooms	



No.	Year/Location	Renovation	Picture of Success
7	2018 Nonphuthong village, Rattanawapi, Nongkhai province	Construct a new bathroom and renovate the surrounding area	
8	2018 Non-doo village, Rattanawapi, Nongkhai province	Renovate a bathroom and surrounding area	
9	2019 Huay-kor village, Sangkom, Nongkhai province	Extension of the building for dining area and play equipment	
10	2020 Pha-klangdong village, Chiangkan, Loei province	Construct a new building to replace the old, severely dilapidated community hall	
11	2021 Vivek-thammakoon center, Muang, Loei province	Construct a new building to replace the old, dilapidated monk's quarters and use it as the childcare center	
12	2021 Baan Baeng, Fao-rai, Nongkhai province	Construct an additional building to accommodate the increasing number of children	
13	2022 Dong Swang village, Seka, Beungkan province	Renovate all parts of the existing building (house)	



No.	Year/Location	Renovation	Picture of Success
14	2022 Borphana village, Seka, Beungkan province	Construct a new building to replace the old, severely dilapidated community hall	
15	2024 Sokkaam village, Seka, Beungkan province	Constructing a new building to replace the old one, and there is a risk of damage from termites	
16	2024 Chompoo-pon village, Rattanawapi, Nongkhai province	Install mosquito and insect screens due to the location near a rubber plantation. Improve the entire surrounding landscape	
17	2024 Nayang village, Rattanawapi, Nongkhai province	Landscape improvement, repainting the fence, and creating creative artwork for preschool children	
18	2024 Ban Chiang village, Nongharn, Udonthani province	Landscape improvement and creative media illustrations for preschool children	
19	2024 Prathat Bangpuan village, Muang, Nongkhai province	Paint the building, fence, and improve the surrounding landscape completely	

In 2025, the FCYD Foundation improved three childcare centers under the "Coloring for the Little Ones" activity, in collaboration with students from the Faculty of Fine Arts, Udonthani Rajabhat University, under the Arts Club. This involved repainting buildings and fences, enhancing the landscape of the childcare centers, and creating various forms of creative artwork to promote play-based learning activities for preschool children. The "Coloring for the Little Ones" activity was completed at three childcare centers as follows.



### Nongkaew Childcare Center, RattanaWapi, Nongkhai province



Parents and guardians volunteered together to improve the playground





### Kudleuk Childcare Center, Rattana-wapi, Nongkhai province



The volunteer team is working together to improve the village's childcare center.





### Napong Kindergarten School, Muang, Loei province





## Teach Thai Students - TTS

In 2025, the Teach Thai Students – TTS Program conducted its main activity, which was the Happy Family Camp - strengthening parent-child relationships for two small primary schools in rural villages.

1. Nongwaen School, Phonphisai, Nongkhai province
2. Nongjik School, Sri-wilai, Beungkan province



The goal of the family camp is to build good relationships and understanding between the school's teachers, parents, and the community, with a shared focus on the holistic development of primary school students. **The role of primary schools** is to provide basic education to develop students into well-rounded individuals in terms of academics, morals, ethics, life skills, and social coexistence. This is achieved thru quality curriculum and teaching management, school administration in accordance with the law, and collaboration with the community to instill knowledge, skills, and desirable characteristics in children during this crucial stage of life.

**The duty of parents and guardians** is to provide care, love, warmth, and education to their children, so they grow up to be good, quality individuals in terms of physical, mental, and social aspects. They should have the knowledge and ability to live independently and take care of themselves. Parents must continuously look after, advise, guide, and set a good example for their children, as well as provide basic necessities and promote development in all areas, as stipulated by law and ethical principles.

However, the development of primary school children aged 6-12 living in rural villages of Esaan faces several challenges, which are influenced by social changes (small schools) and economic factors (family poverty). The main issues with small schools in Thailand include low educational quality due to a lack of resources and teachers not being fully qualified or specialized, insufficient budgets, management difficulties, unclear policies, resistance to school mergers, as well as educational disparities with larger schools and problems with children's access to educational opportunities.





In the context of families and rural village communities in the Esaan region, as presented at the beginning of this report, it was found that the majority of those raising children are grandparents. From conducting activities in various villages, it was observed that, on average, the number of grandparents raising children in each village is no less than 50%, with some villages having as high as 80%, such as Ban Na Dee, Bang Dung district, Udonthani province.



The main reason that the biological parents do not live in the village and raise their children themselves is due to poverty, which necessitates them seeking work elsewhere. For example, in Ban Na Dee, these parents work in sugarcane farming in Kanchanaburi province and send money back to their grandparents. They can only return home to visit their children during the New Year or Songkran festivals.

#### Question

When small rural schools are still in a state of deprivation, and at the same time, family situations have limitations in upbringing, these elementary school children, whose biological parents are not the ones raising them, will receive comprehensive development in physical, mental, intellectual, and essential life skills that will serve as a good foundation for their secondary school years. How is it possible, especially in a digital world dominated by mobile phones?

#### Answer

**Every primary school in Thailand**, under the supervision of the Ministry of Education, must manage school development and student development according to the basic education standards, which have three main standards focusing on student quality, management, and teaching processes. Each part has its own procedures and methods of operation according to various systems. However, the most challenging aspect for schools is admitting students from the age of 3-4 years into kindergarten. The readiness of children in terms of physical, mental, intellectual, and behavioral aspects varies. Schools are required to accept all children into the educational institution, unless the child's condition may pose a danger to themselves or others, such as severe autism or multiple disabilities.

**Family**, including parents or grandparents who raise children in daily life, understand and practice child-rearing methods correctly and appropriately according to the family's circumstances and the community's society. If children are not raised correctly from birth to early childhood, they will accumulate "incorrectness" that affects their body, mind, intellect, and behavior until they reach primary school level, leading to significant problems in learning various subjects. We have encountered many primary school students in rural schools who exhibit brain deficiencies, cannot control themselves, do not speak or communicate, cannot sit in class, and walk around the school all day. All of these are the consequences of family upbringing.



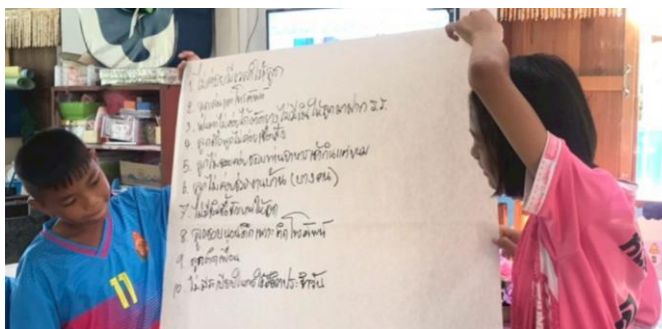
### What does the family camp teach?

The ultimate goal of the FCYD Foundation in organizing the "Happy Family Camp... "Building Parent-Child Relationships" means having a correct and mutual understanding between schools, which act as educators providing knowledge and skills, and parents, who act as caregivers and moral guides. It involves a correct and mutual understanding of information and facts for the proper development of children in primary school, aged 6-12 years, divided into two levels: Level 1 (Grade 1-3, ages 6-9) and Level 2 (Grade 4-6, ages 10-12).



The early primary school years are a period when children transition from early childhood to primary education. Parents and teachers must continue to focus on developing the four areas of growth, not just teaching children to sit and learn to read and write. When children reach grades 4-6 or the upper primary level, they enter another transitional phase into early adolescence. Adults must change their approach to child development; they cannot use the same methods as when the child was in early primary school. This transition between different developmental stages is something that parents and teachers must also consider.

According to the principles of developing executive function (EF) skills, preschool children are self-centered. It is only when they enter primary school that they begin to understand the importance of society and living with others. In grades 4-6, friends play a more significant role, whereas teachers previously had a more dominant role in children's lives. This period becomes more challenging as children approach adolescence. Therefore, in primary school, parents and teachers need to focus on socialization to prepare children for adolescence. In practice, most parents and teachers do not understand this and still emphasize cognitive development, over-assessing children's intelligence, without giving importance to emotional, social, or even physical development, thinking that the children are already grown.





## Listen to the Voice of Children

If we listen to our children from a young age, listening to everything, whether it's small things or big ones, good and bad things about them, and even things we are tired of hearing, they will dare to talk and share everything. By the time they reach their teenage years, at least they will know that we are a safe space always ready to listen to them. Even if they talk less and share shorter stories, if something is important, they will dare to tell us. Good listening is not just about hearing with our ears, but about being there with our children, sitting at their eye level, looking into their eyes, and then opening our hearts to hear their heartbeats.



The community plays a crucial role in child development by serving as a learning base thru local culture and lifestyle. It helps build intellectual immunity and life skills such as problem-solving, adaptation, and cohabitation. Promoting quality growth in children requires cooperation from all sectors of the community, including families, local organizations, and relevant agencies, to develop models that fit the community's context. This emphasizes participation and activities that align with the real needs of children and the community.



### The role of the community in child development

- Enhancing learning and development: Children learn thru hands-on activities, exploration, and interaction with peers and adults in the community, which fosters social skills, sharing, and self-confidence.
- Transmitting local wisdom: Experiences and knowledge passed down thru generations become a cultural heritage that helps children understand themselves and adapt to the world.
- Cultivating basic skills: Community involvement, such as the "Play, Read, Shape Children" project, helps enhance literacy and learning skills in primary school children
- Create a safe and supportive environment: A community that serves as a "home" that is warm and safe for children helps promote their natural development.



### Family Relationship Building



Making 'Tung Esaan' for religious ceremony



Learn how to make a broom from recycled plastic bottles



Learn and practice making woven plastic bags



Fun Games



## Child Development in Shelters

In addition to the Sarnelli House Nong Khai and the Mitmuandek House Nongkhai, with which we have collaborated since the establishment of the FCYD Foundation. In 2025, the FCYD Foundation has expanded its cooperation in child development work to other children's shelters, both state-run and private, in the upper northeastern region. This is to integrate and exchange various knowledge in child development within shelters.

Currently, the situation of children in Thai orphanages is more complex than in the past. Many of these children are not true orphans but come from poor families and lack opportunities. This includes the irresponsibility of their parents or guardians, which leads these children to enter orphanages. Living in orphanages poses developmental and behavioral risks, such as malnutrition, mental health issues, and aggressive or deceitful behavior. These children require close supervision from caregivers and support to return to their families or foster families for appropriate development.

The problems faced by children in orphanages are diverse, including developmental issues (lack of life skills, deprivation and absence of love), mental health issues (aggressiveness, lying, stealing, low self-esteem), and social adaptation issues (forgetting their roots, lack of self-understanding). This is due to the lack of close family-like care, limited environment, and repeated experiences of separation, which lead to long-term behavioral and emotional problems.

### Developmental and mental health issues

- Lack of life skills and learning: Children may lack proper guidance and fail to learn from a complete environment, leading to behavioral problems.
- Lack and absence of love: Repeated encounters with "goodbyes" from visitors make children learn that no one truly loves them, leading to a deep yearning for love.
- Mental health issues: Children may exhibit aggressive behavior, lie, steal, or develop inferiority complexes when compared to children with families.

### Social and adaptation issues

- Lack of roots: Children may forget the local language and culture, making it difficult to adapt when returning to the community.
- Alienation: Living in an orphanage with many children makes them feel like they are not part of a family and causes difficulties in forming deep relationships.
- Grouping by age: Separating siblings prevents older siblings from taking care of younger ones, which is different from a typical family.





## Shelter, Orphanage and Alternative Care

Caring for and raising children in orphanages is a form of alternative care. Alternative care refers to the overnight care of children by individuals who are not their biological parents, both in formal settings (such as foster families) and informal settings (such as relatives). The goal is to provide children who lack parental care with love, attention, and an environment that closely resembles a real family, in order to promote children's rights and reduce reliance on institutions. The Thai government has developed a foster family system and an alternative care action plan to promote family-based care.

### Form of Alternative Care

- Formal type under the orders of government agencies or courts, such as foster families
- Informal type: Relatives or close individuals take care of them
- Institutional type: This includes shelters, which should be the last choice

### Key objectives

- Reduce dependence on institutions, allowing children to grow in a warm environment like a real family
- Promote children's rights, allowing them the right to grow, develop, and receive protection
- Emphasize the family as the foundation, prioritizing the care of children by families and communities

### The person who plays a crucial role is the caregiver in the orphanage.

The role of a child caregiver in an orphanage involves taking care of daily life, food, hygiene, and safety. It includes promoting development thru learning and play activities, providing moral and ethical training, and being an observer who reports illnesses or behaviors to the relevant parties. This ensures that children grow up safely and with quality. The child caregiver acts as the primary caregiver, teaches basic skills, organizes activities, and serves as a good role model in daily life.

### Activity1 Knowledge Sharing Session for Child Caregiver Development

Caregivers play a crucial role as the "true mothers" in the development of children's brains, particularly in the early childhood stage. Children have the responsibility to grow according to their developmental stages to ensure good physical, mental, emotional, social, and intellectual development. The "true mother" in daily life has the duty to support and promote this nurturing to the best of her ability, so that the first foundation of life, the early childhood period of 0-6 years, is strong enough to carry children thru to primary and secondary education. However, children who enter children's shelters already have certain disadvantages and shortcomings in life stemming from their families. Therefore, nurturing in a shelter by caregivers is not an easy task. Caring for children in a shelter is a process that requires a lot of time and resources under the principle of "Alternative Care." When there are no other options for the children, alternative care becomes the inevitable final answer. The important question is: how can caregivers fulfil the role of true mothers for the children at Sarnelli House? Caregivers, as true mothers (Object Constancy), must possess knowledge, skills in nurturing and training, and how to conduct themselves in daily life with the children. All of this is called mutual interaction, which impacts the children's growth and development, especially in building a strong self-identity, serving as a good compass for life. At the same time, caregivers, with their good relationships, are like the rudder that supports and encourages children to have a good life and to aim for a bright future.



This meeting had 30 child caregivers from the children's shelter in attendance.

- |                             |               |
|-----------------------------|---------------|
| 1. Sarnelli House Nongkhai  | 20 caregivers |
| 2. Nongkhai Home for Boys   | 5 caregivers  |
| 3. Sosa Home Nongkhai       | 2 caregivers  |
| 4. Udonthani Home for Girls | 2 caregivers  |
| 5. Mitmuandek Home Nongkhai | 1 caregiver   |

The goal of the meeting is to exchange knowledge and experiences in the care and upbringing of children in the shelters they are responsible for, and to consider various strengths and weaknesses to address, prevent, improve, and develop their work as child caregivers. This aims to promote the children's growth in a quality manner and ensure a good future according to their capabilities. The main speaker and moderator is Kru Neh, the chairman of the FCYD Foundation who serves as a psychologist and social worker under the Ministry of Justice.

**The main topics and content of the meeting include**

- Examples of managing children's shelters, Udonthani Home for Girls and Sosa Home
- Problems, obstacles, and challenges in performing their duties as child caregivers.
- Review: Regulations of the Ministry of Social Development and Human Security - Concerning the operation methods of reception centers, shelters, welfare protection centers, and development and rehabilitation centers. B.E. 2547 (2004)
- Why is it necessary to provide welfare for children and the situation of children in orphanages in Thailand?
- What is alternative care?
- Speech and knowledge exchange platform with three key topics
  1. Admission of children to care facilities
  2. Life of children in a shelter
  3. Channels for releasing children from shelters (reintegration into society)
- Childcare and supervision to develop executive function skills according to the principles of EF-Executive Function and positive behavior reinforcement principles







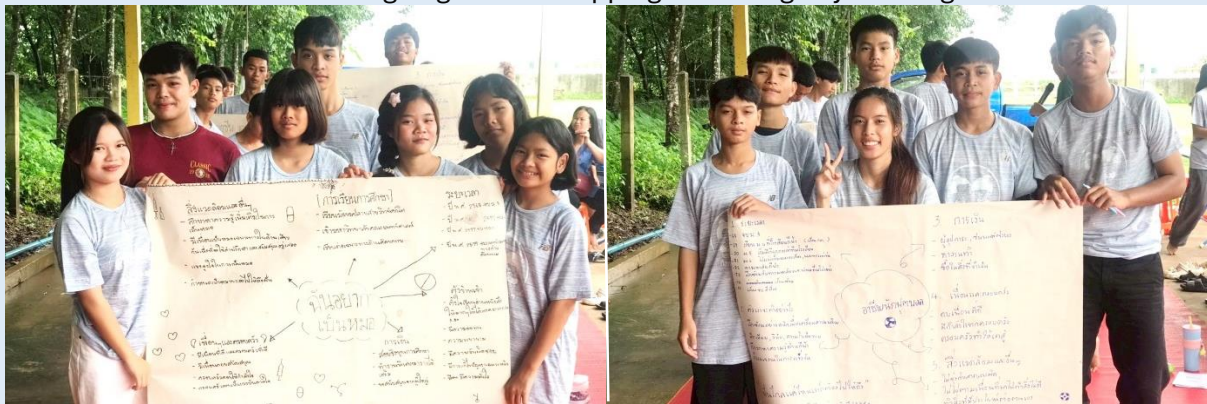
## Mind Mapping

Each person's life has a different path. Learning experiences from childhood become more complex and accumulate with age, affecting personality development and leading to different thoughts and feelings about events. A mind mapping is like a brief model of life that shows past learning up to the present and imagines future life planning. Writing a life map helps review one's life, understand oneself, and plan for the future. A personal mind mapping encourages self-reflection, communication, attentive listening, understanding, and openness to others in a trusted environment, fostering deeper mutual understanding and forming the foundation for building relationships. It also helps learn from others' life experiences. Modern children and teenagers can learn about themselves and others, helping them understand themselves and others, develop themselves, set life goals, and use their energy effectively. A good life map must also come from a good self.

Learn about yourself thru the practice of meditation, mindfulness, and wisdom



Practice designing a mind mapping according to your life goal



The FCYD Foundation, thru this practical training, aims for all teenagers to become self-aware, meaning to understand their lives and the happenings in their lives, especially the goal referred to as a good future. What factors can develop and elevate their thoughts, reading, and inspiration so that they (teenagers) have the strength to rise and move forward steadily and peacefully. Additionally, they should be able to manage various problems, both internal and those from friends and the surrounding environment, in a balanced manner... Because no one is born perfect. Those who can become perfect, whether to a greater or lesser extent, are those who can accept and change themselves to have a good set of thoughts, or what is called a good mindset. This is something we strongly desire for the teenagers of Sarnelli House and Nongkhai Home for Boys to develop themselves into individuals who can think, understand, and think well, which will lead to taking action from today for a better future.



### Activity 3 National Children Day



### Activity 4 Life Skill Development Camp





Activity 5 Sport Day





### Activity 6 Participation to Open House of Mahasarakham University



### Activity 7 Donation of clothes and supplies for children to Mitmuandek and Nongkhai Homes





## Assistance to Children and Families in Difficult Circumstances

Thailand, thru the Ministry of Social Development and Human Security (MSDHS). Has the primary direct responsibility for social development, promoting and enhancing the quality and stability of family institutions. For children, there is a child protection fund to assist children and families in distress. Basic information according to the pamphlet.

**กองทุน**  
คุ้มครองเด็กคืออะไร ?

เป็นกองทุนที่ให้การช่วยเหลือ เด็ก ที่มีอายุต่ำกว่า 18 ปี  
อยู่ในครอบครัว หรือครอบครัวอุปถัมภ์ที่ได้รับความเดือดร้อน  
และไม่ได้รับความช่วยเหลือ หรือได้รับแต่ไม่เพียงพอ เพื่อใช้เป็นค่าเลี้ยงดู  
ค่าพาหนะ ค่าใช้จ่ายทางการศึกษา ทุนประกอบอาชีพของครอบครัว  
หรือค่ารักษาพยาบาล

<b>ขอรับการสนับสนุน</b> จากกองทุนคุ้มครองเด็ก ได้ที่	<b>บริการสมทบ</b> เข้ากองทุน ได้ที่
<ul style="list-style-type: none"> <li>✓ <b>เขตกรุงเทพมหานคร</b> ยื่นที่ สำนักพัฒนาสังคม กรุงเทพมหานคร</li> <li>✓ <b>ส่วนภูมิภาค</b> ยื่นที่ สำนักงานพัฒนาสังคม และความมั่นคงของมนุษย์จังหวัด ทุกจังหวัด</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>กองคุ้มครองเด็กและเยาวชน</b> กรมกิจการเด็กและเยาวชน</li> <li>✓ <b>สำนักพัฒนาสังคม</b> กรุงเทพมหานคร</li> <li>✓ <b>สำนักงานพัฒนาสังคม และความมั่นคงของมนุษย์จังหวัด</b> ทุกจังหวัด</li> </ul>

**DCY** กรมกิจการเด็กและเยาวชน  
กระทรวงการพัฒนาสังคมและความมั่นคงของมนุษย์ 1300

The project to assist children and families in difficult circumstances by the foundation is an extension of the government's processes. On various occasions, the FCYD Foundation, in its capacity as a social worker, encounters children and families in distress in different locations. The foundation's assistance will include financial support for parents to engage in occupations or educational scholarships, along with household items, to alleviate their immediate hardships. To ensure that there are local agencies or networks that can help monitor and care for the families of the children, the foundation will work with early childhood development centers, schools, sub-district hospitals, and the village health volunteer network (VHV). Including the coordination of forwarding information to the Ministry of Social Development and Human Security (MSDHS) office. Each area should conduct visits and provide further assistance.

In 2025, the FCYD Foundation provided assistance to children and families in difficult situations in various areas of the upper northeastern region, totaling 41 families. This assistance included both direct support from the FCYD Foundation and collaboration with government agencies such as the Office of Social Development and Human Security (SDHS) and the Office of the Provincial Special Education Center. In collaboration with the Nong Khai Provincial Office of Social Development and Human Security, we provided financial assistance and supplies to families of underprivileged children on the occasion of handing over newly renovated houses that ensure the health and safety of household members in the Phonphisai District, Nong Khai Province.





Collaborating with the Nong Khai Provincial Special Education Center to visit homes and assist families of children with disabilities in various areas within Nong Khai Province



Providing assistance grants and "Happiness Bags" to families of children with disabilities



Help the boy JJ, who is suffering from eye cancer. He lives in Bueng Khong Long, Bueng Kan, but has to go for treatment at a hospital in Khon Kaen as per the doctor's appointment. The FCYD Foundation is providing assistance with travel expenses, accommodation, and food for his grandparents. Now, little JJ is fully recovered.



Visiting homes and providing financial assistance to families in various areas



**The FCYD Foundation would like to express our gratitude for the kindness and compassion that everyone has shown in helping the children on this occasion.**



## Program Beneficiaries

The beneficiaries of the project's operations and various activities are classified into two groups:

1. Those who participate in the activities of the foundation's various projects and receive assistance, referred to as direct beneficiaries, including parents, grandparents, ECCD teachers, or staff members.
2. Children who directly participate in activities or are the children of parents or guardians who participate in the foundation's activities are referred to as Ultimate Beneficiaries.

Regarding the number of children mentioned in this report, it is the guaranteed number based on registration for each activity. However, in rural family conditions, many families have more than one child. Therefore, the ultimate beneficiaries, to whom parents can apply the knowledge gained in the upbringing and care of their children, are the entire family. This leads to the belief that the number of ultimate beneficiaries is greater than what is stated in this report.

### Beneficiaries classified by children's aged groups

Aged Group	Program/Activity	Ultimate Beneficiaries	Direct Beneficiaries
Preschool children 0-6 years old	<b>ECCD Program</b>		
	1. The meeting to educate parents and guardians	336*	336
	2. Review meeting for development of ECCD teachers	1,354	115 (teachers)
	3. Renovation of childcare centers	187	15 (teachers)
	* Note: The number of children is based on the number of parents or guardians, but the actual number may be higher. This is because many families have more than one child.		
Primary school children 6-12 years old	<b>Teach Thai Students</b> Happy family camp	85	100 (teachers and parents)
Children in difficult situations 0-18 years old	<b>Assistance to children and families in difficulties</b> Small grants and scholarships	45	41 (parents)
Children in shelters 0-18 years old	<b>Development of children in shelters</b> Sarnelli House, Mitmuandek and Nongkhai Home for Boys	130	25 (caregivers)
	<b>Total</b>	<b>2,137</b>	<b>632</b>





## Summary of Annual Financial Report 2024

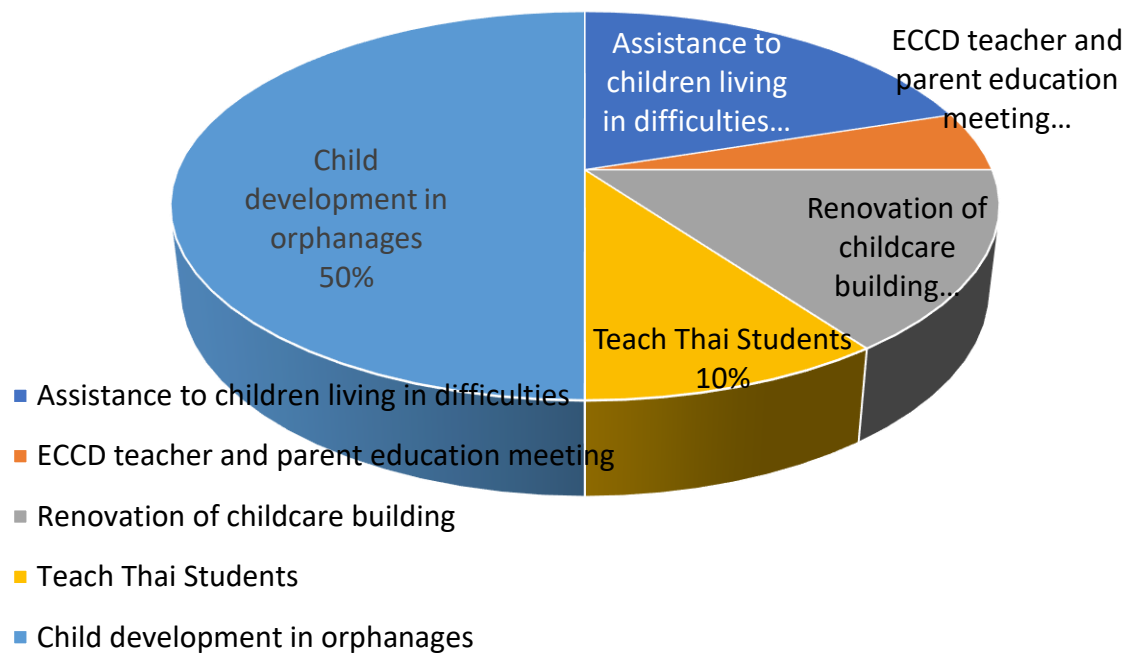
### Income

Source	Thai Baht
1. General donations	1,832,356.52
2. Received interest	4,648.16
<b>Total</b>	<b>1,837,004.68</b>

### Expenses

Category	Thai Baht
1. Administration	397,819.84
2. Program management (Summary of each development program here below table)	1,379,426.19
<b>Total</b>	<b>1,777,246.03</b>

### Expense percentage per individual development program in 2025



Verified by Ms. Sunee Phopinyo  
Certified Accountant No. 12639





## Committee and Advisor



**Mr. Neramit Vihcienkrua**  
**Chairman**  
Practitioner of  
Psychologist and Social  
Worker under the Child  
Protection Act, Thailand



**Ms. Jammaree Suwanaraj**  
**Advisor**  
Retired Teachers  
Khon Kaen Province



**Ms. Piyawadee Thai-chart**  
**Vice Chairman**  
Retired Governmental  
Officer, Nong Khai Province



**Mr. Ekkawit Vichienkrua**  
**Committee**  
Business Entrepreneur  
Udonthani Province



**Ms. Wanida Poomthamarat**  
**Committee**  
Business Entrepreneur  
Balcony Coffee & Bakery  
Bangkok



**Ms. Maliwan Wongkham**  
**Treasurer**  
Lead Caregiver, Sarnelli  
Orphanage House  
Nong Khai Province

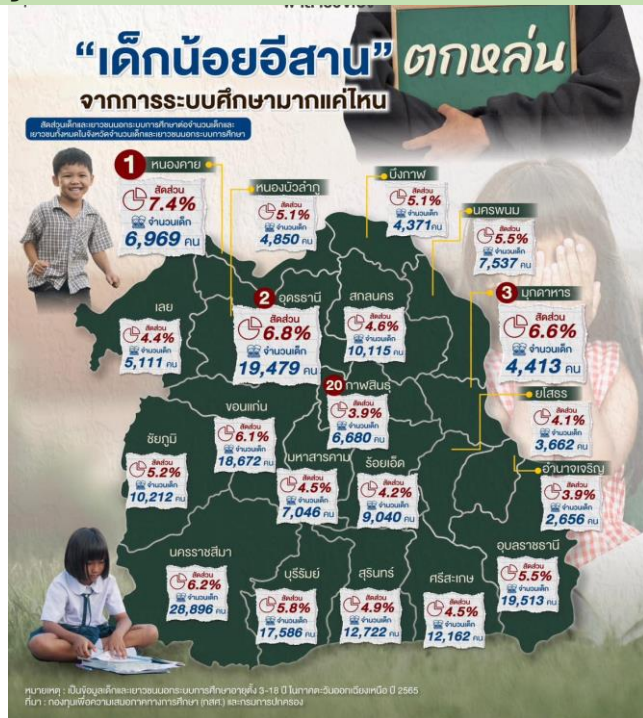


Local 'Ponglaang' folk music show by students of Baan Nongjik School



## Epilogue: Children of Esaan Today

According to data from the Office of the Fund for Education Equity (OFE), In 2022, regarding the issue of Thai children dropping out of the education system or leaving school prematurely, as presented at the beginning of this report, the summary is as follows: The highest number of dropouts is from the northeastern region, with 6 out of every 100 children dropping out. The province with the highest dropout rate is Nong Khai. The first three main reasons for children dropping out of the education system are: not wanting to study, wanting to work, and being pregnant while still in school. Negative factors include poverty, family problems, and being pushed out (violent actions by children in schools). These are the realities faced by children in Esaan.



Question: Data from 2022 to the present, is there a possibility that the dropout rate of children in the northeastern region will decrease or increase? Many people probably have similar answers. Elementary school students do not continue to the first year of middle school, middle school students drop out midway, and third-year middle school students cannot continue their studies. This is a phenomenon that the FCYD Foundation has observed in every area of villages in the upper northeastern region of Thailand, the operational area of the foundation over the past 10 years. This situation does not even include the "substance" or the quality of education in each school, whether they are educating every student well according to the ministry's standards. Because many times, the foundation, thru the Teach Thai Students-TTS program, has found that many students in grades 5 and 6 cannot read or write Thai, or can only do so with difficulty. This is believed to be the main reason why children do not continue to junior high school. Considering this, it can be seen that the groups of people who influence the development of children's quality of life include parents who raise their children in daily life and the teachers of the schools where the children receive their education, such as childcare centers, primary schools, and secondary schools.

The dropout of children from the education system is just **the tip of the iceberg**. In the TTS program, we also found preschool and primary school children who cannot self-control and have symptoms of attention deficit hyperactivity disorder (ADHD). These children cannot sit and learn in a regular classroom. The teachers can only monitor and ensure safety. **Beneath the iceberg**—before reaching the secondary school level—these children received improper and inappropriate care from their parents in daily life. In rural Esaan villages, most children are raised by their grandparents because their biological parents have to relocate for work, both in other provinces and abroad. Given the dangerous situation and reality facing Thai children in Esaan, how can we integrate knowledge from all relevant agencies to enhance the capabilities of parents who are the primary caregivers in children's daily lives, enabling them to raise and treat their children properly from early childhood? Early childhood is the crucial foundation of life. If this foundation is not stable and strong, the second foundation—primary and secondary education—will also not be strong. If parents change, children will also change. Change for the better future of the next generation.



The FCYD Foundation would like to thank all the kind-hearted individuals who have supported the Foundation, whether thru direct donations to the Foundation's account, purchasing goods and items from booths set up by volunteer students at various stores, delivering clothes, toys, and various items to the FCYD Foundation's office in Nong Khai Province, or helping to promote the Foundation's activities thru social media, Facebook, and the FCYD's website.

As a child development organization that volunteers to be part of the development of our Esaan children, the FCYD Foundation pledges to carry out this duty with dedication and intention, with wisdom, accurate and appropriate knowledge, and with a conscience of honesty and integrity – for the utmost benefit of the children.

The FCYD Foundation would like to express its gratitude for all the benefits that have improved the quality of life for the Esaan children, thanks to your support.

We wish you and your family good health.

May you experience only happiness and success in life and work.





**The Ministry of Finance has announced that the FCYD Foundation is recognized as a charitable organization, number 940, according to the Ministry of Finance's announcement on income tax and value-added tax, version 677. Donations to support the foundation's child and youth development activities can be deducted from taxes.**

**Donation to help disadvantaged children and their families  
Donate through the bank account named 'The Fellowship Foundation  
for Child and Youth Development  
Account No. 982-8-58723-8  
or donate through QR Code here below**



### **For the receipt**

Please be kindly requested to send us the donation evidence with your name and address to the FCYD Foundation office. We will send you the donation receipt by mail to the given address accordingly.

FCYD Office No. 81 Moo 12, Tambon Haadkham, Muang District, Nong Khai 43000  
Tel 042 414880, Tel/Line 089 5399119 Email: [fcyd2014@gmail.com](mailto:fcyd2014@gmail.com)

**Thank you for supporting the FCYD Foundation in carrying out various programs and activities for the development of children and families. With this support, underprivileged children and families will receive assistance, better health, and improved education, which is one of the foundations for leading a good life in the future.**



**The Fellowship Foundation for Child and Youth Development (FCYD)**

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<http://www.fcyd-thaichild.org/>

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