



# MAKINO GLOBAL EDUCATION FOUNDATION (MGEF)



**Annual Report 2019**



## PREFACE

UNICEF's first global report on pre-primary education released in April 2019 warned that more than 175 million children - around half of pre-primary-age children globally - are not enrolled in pre-primary education, missing a critical investment opportunity and suffering deep inequalities from the start. In low-income countries, the picture is much bleaker, with only 1 in 5 young children enrolled in pre-primary education. In 2017 an average of 6.6 per cent of domestic education budgets globally are dedicated to pre-primary education, with nearly 40 per cent of countries with data allocating less than 2 per cent of their education budgets to this sub-sector. In West and Central Africa, 2.5 per cent is allocated to pre-primary education, with 70 per cent of children missing out on early education in the region. Across Europe and Central Asia, governments dedicate the highest proportion – more than 11 per cent of their education budgets – to pre-primary education.

Across 64 countries, the poorest children are seven times less likely than children from the wealthiest families to attend early childhood education programmes. For some countries, the rich-poor divide is even more apparent. For example, children from the wealthiest households in the Republic of North Macedonia are 50 times more likely to attend pre-primary education than those from the poorest. More than two thirds of pre-primary-age children living in 33 countries affected by conflict or disaster are not enrolled in early childhood education programmes. Yet, these are the children for whom pre-primary education has some of the greatest benefits. Pre-primary education helps young children affected by crises overcome the traumas they have experienced by giving them a structure, a safe place to learn and play, and an outlet to express their emotions.

UNICEF's first ever global report on pre-primary education – reveals that children enrolled in at least one year of pre-primary education are more likely to develop the critical skills they need to succeed in school, less likely to repeat grades or drop out of school, and therefore more able to contribute to peaceful and prosperous societies and economies when they reach adulthood. Children in pre-primary education are more than twice as likely to be on track in early literacy and numeracy skills than children missing out on early learning. In Nepal, children attending early childhood education programmes were 17 times more likely to be on track in their early literacy and numeracy skills. In countries where more children attend pre-primary programmes, significantly more children complete primary school and attain minimum competencies in both reading and math by the time they finish primary school.

“Pre-primary schooling is our children's educational foundation – every stage of education that follows relies on its success,” said UNICEF Executive Director Henrietta Fore. “Yet, too many children around the world are denied this opportunity. This increases their risk of repeating grades or dropping out of school altogether and relegates them to the shadows of their more fortunate peers.”



## INTRODUCTION

MAKINO Global Education Foundation (MGEF) is an international non-governmental organization set up by MAKINO Education & Technology (Shanghai) Co., Ltd focusing on volunteer program featured by “Music Tree”, a program caring for pre-primary children growth. Bearing the belief that children should be endowed with the right of receiving education, MGEF has worked with international volunteers to conduct public welfare projects in China, Nepal, Cambodia, Thailand and etc., in the hopes of enabling children to receive quality general education.

MGEF is formally established on 2nd February, 2020 after the preparation and trial operation of the projects lasting from March to December 2019.

**Slogan:** Grow together to live love out

**Objective:** Make education available to all pre-primary children

**Vision:** Go through the early stages of life with children together

**Origins:** Tommy Tian, founder of MGEF, saw many children struggling with war, illness and poverty during his visit in Africa. They walked barefoot on the road in ragged garments, having no idea where their next meal would come from. He would never forget those children’s faces with their clear eyes and bright smiles. They did not know what education was and he could not communicate due to the language barrier. However, when he sang a song, the children could not help singing, dancing and accompanying their dance with simple moves. It occurred to him: I must do something for these children.

There were a range of things that he could do for children: donate money, buy new clothes, prepare clean food and water...But he knew it could not solve the problems fundamentally. As the old saying goes, “Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.” In MGEF’s opinion, education is the weapon against the intergenerational transmission of poverty. Undoubtedly, education is not what people do for children by spoon-feeding them but is what people have taught them and influenced them with that will make them to be better human beings by instruction and examples.

After Tommy came back from Africa, he decided to step out of the comfort of his stable job and decent salary in the hopes of building up the education contents framework for children which we cannot tell when and where the influence will stop. Although MGEF is a newly-founded NGO just after eight-month trial projects’ running, MAKINO has made a commitment to devote to children’s education for more than twenty years. MGEF will spare no efforts to work for more children to receive the education around the world.

## PROJECTS REVIEW 2019

### PROJECT ONE: Guizhou·CHINA

In 2019 January, MGEF and Hebei University of Technology worked jointly to provide high-quality teaching contents and learning materials for children in Jiaoma Central School in Changshun county, Guizhou province. After the training by MGEF, five volunteers from Hebei University of Technology started to teach students in Jiaoma Central School and won high praise from the students, teachers and school leaders.

Volunteer Teacher Ms. Zuo said, “The children are active and curious about everything. The course scenes and props offered by MGEF are set in a lively and interesting way. The combination of stories and music stimulates children’s interest greatly. I will let the children play some games like imitating animals’ sounds and creating body movements according to the rhythm of music in class, which fully cultivates the children’s sense of music. At the same time, children will be learning traffic safety and food safety tips.”



### PROJECT TWO: Kathmandu·NEPAL

In February 2019, MGEF provided “Music Tree” curriculum and teacher’s training service to Tatuleshowry Basic School in Kathmandu, Nepal. The Indian volunteer teacher Jyoti said, “Nepali children lack imagination because there is no Snow White, no Harry Potter, no Frozen... The Music Tree picture books really open the door to a new world for children where they can fall into a reverie in the beautiful scenes.”





### PREJECT THREE: Siem Reap·CAMBODIA

In March 2019, MGEF signed a public welfare program contract with Siem Reap NGO - The Children's Improvement Organization in Cambodia, and conducted online training for The Music Tree program to teachers from August to October 2019. Mr. Sitha, the director of The Children's Improvement Organization told us, "The school enrollment rate for children aged 3-6 is less than 20 percent in Cambodia, and we are very sad that so many children are not able to receive education in Cambodia. We are very grateful to MGEF for bringing such a comprehensive curriculum to our children including health, science, language and the contents we are short of like society and arts. We look forward to seeing the children's progress."



### PREJECT FOUR: Bangkok. THAILAND

In May 2019, the Bangkok-based NGO Santisuk Foundation confirmed the collaboration with MGEF. Ms. Dujduangjai Thitirojtakol, program director of Santisuk Foundation, expressed her gratitude to MGEF several times via email and Facebook. She said "MGEF is not just providing lots of learning resources, but also guiding our teachers to design more activities according to children's situation. What is more interesting is that most of the children in our organization are weak in English and we believe that learning English through Music Tree program will improve their English level. English stories and children's songs will help the Santisuk Foundation children learn English in a lively and interesting way."





## IMPLEMENTATION DATA OF PROJECTS 2019

Until 31<sup>st</sup> December 2019, the implementation data of projects run by MGEF (NGO) affiliated to MAKINO Education & Technology (Shanghai)Co., Ltd after eight months is as follows:

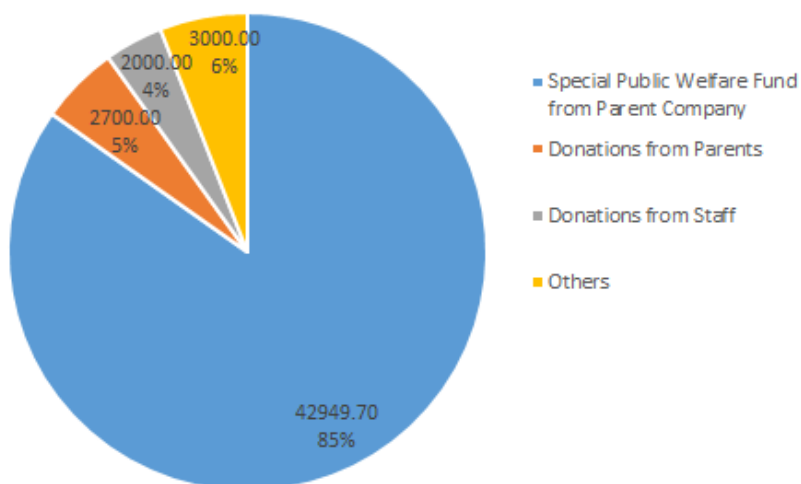
**Coverage Area:** 4 countries, 6 cities, 8 schools, 22 volunteers, 980 students;

**Materials Donation:** 280 picture books, 13 teaching courseware, 45 teaching aids, 76 pieces of small percussion instruments, 26 Casio electronic organs;

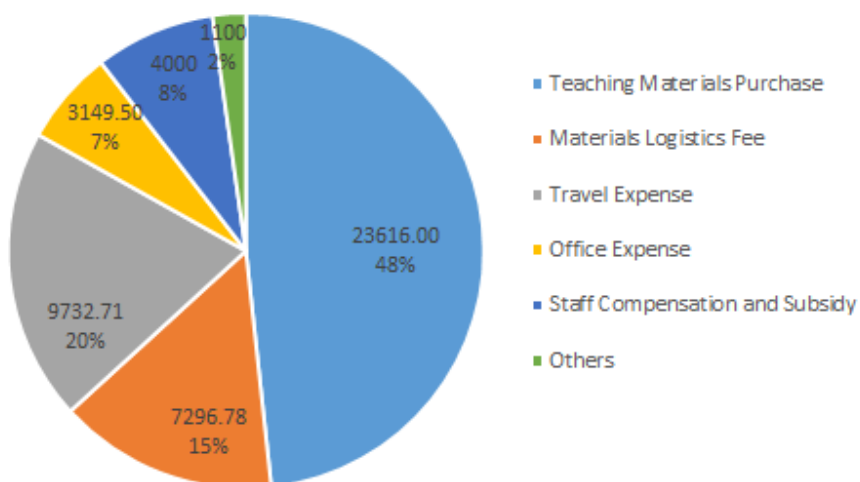
**Project Income:** RMB 50649.7

**Projects Expenditure:** RMB 48894.99

### Financial Revenue (RMB)



### Financial Expenditure (RMB)





## CONCLUSION

It is noted in a report released by UNICEF that although the enrollment in early and pre-primary education increased over last ten years, there were many children missing such opportunities. Unfortunately, these children are the most marginalized ones needing pre-primary education. There are a lot of institutes offering private pre-primary education service, but children from low-income families, in remote rural areas, disabled and those affected by emergency situations cannot afford such fees and will miss the chances of receiving education.

Pre-primary education is the foundation of a child's journey. If children can be offered scientific, abundant and appropriate informational stimulation and training based on their physical and psychological characteristics along with the characteristics of brain development through influence, guidance and cultivation, it is more likely to enhance the children's intelligence, help them form good habits and personality and realize all-round development.

Backward infrastructure is the basic restricting factor of education development in remote areas. With the focus on pre-primary education in global, the teaching environment and infrastructure have been improved to some extent but the core factor limiting its development "lack of stable teachers" has not settled well. MGEF hopes to focus on volunteer program featured by "Music Tree", a program caring for pre-primary children growth to attract and stabilize the volunteers work in unprivileged and remote countries and areas. What MGEF has been doing is negligible, but many a little makes a mickle. MGEF is always willing to use limited but continuous efforts to make education available to more children in the world and bring warm and love.

To sum up, MGEF will never forget why we started and keep working hard to accomplish our objective, "Make education available to all pre-primary children." Holding the conviction that love, hope and efforts never end, MGEF wishes to accompany children to go through the early stages of life with them together.

We never grow up, but we never stop growing! We expect your participation!

2<sup>nd</sup> Feb, 2020