



Child's Dream Foundation

238/3 Wualai Road
T. Haiya, A. Muang
Chiang Mai 50100
Thailand

A non-profit organisation
supporting children in need
in the Mekong Sub-Region

Tel. +66 (0)53 201 811
Fax +66 (0)53 201 812
info@childsdream.org
www.childsdream.org

Proposal

Credit Suisse Asia-Pacific Philanthropic Committee

Project concerned

Empowering Communities through Education in Xaignabouli district, Laos

This comprehensive proposal addresses the educational needs of Xaignabouli district in Xaignabouli province by establishing Na La Secondary School and Kuang Kham Secondary School into educational hubs for communities in the area. Our support will range from building educational facilities to supplying stationery and providing high school scholarships.

Implemented and funded by

Child's Dream Foundation
238/3 Wualai Road
T. Haiya, A. Muang
Chiang Mai 50100
Thailand
Tel. +66 (0)53 201 811
Fax +66 (0)53 201 812
www.childsdream.org / info@childsdream.org

Executive Summary

Since 2006, Child's Dream has been implementing various projects in Laos, such as (i) building education infrastructures, (ii) running supplementary programmes that promote education, and (iii) supporting individuals to maximise their potential through scholarships. In 2009, Credit Suisse Asia-Pacific Philanthropic Committee had supported Child's Dream in building five schools in the Xaignabouli province of Laos. We would like to seek Credit Suisse Asia-Pacific Philanthropic Committee's continued support in completing the educational pathway for children and youth in the Xaignabouli district of Xaignabouli province by: (i) building educational facilities, (ii) implementing a sustainable school stationery programme, and (iii) providing scholarships to high school students.

1. Who is Child's Dream?

Established in 2003, Child's Dream is a charity organisation dedicated to provide unconditional help to underprivileged children in the 'Mekong Sub-Region'. Our mission is to empower marginalised communities to shape their own future. We achieve this by working with communities to improve healthcare and education for children and youth. We focus on education because it is proven to be one of the most important factors for sustained social and economic development. Children and youth can only truly benefit from education when offered in its entirety – from primary school all the way to vocational training or university programmes. The objective of

<u>Contents</u>	<u>Page</u>
1. Who is Child's Dream	1
2. Situational Analysis: Lao People's Democratic Republic	2
3. Empowering Communities to shape their own Future	3
4. Strategic Approach	3
5. Credit Suisse Asia Pacific Committee in Xaignabouli Province	5
6. Completing the Basic Education Pathway	6
7. Budget and Implementation	11
8. Volunteering Opportunities	11
9. Appendix A: Detailed Financial Budget	13
10. Appendix B: Schools supported by Credit Suisse Asia Pacific Philanthropic Committee	14

this complete educational path is to allow beneficiaries to gradually acquire the knowledge and skills, which would enable them to make the right decisions for their lives, to find employment and to set the foundation for a self-determined life. We also encourage them to contribute directly or indirectly back to their societies and to help us develop their communities sustainably. Together with our sister organisation, [diversethics Foundation](#), Child's Dream is working towards addressing these issues through our projects in the following three focus groups:

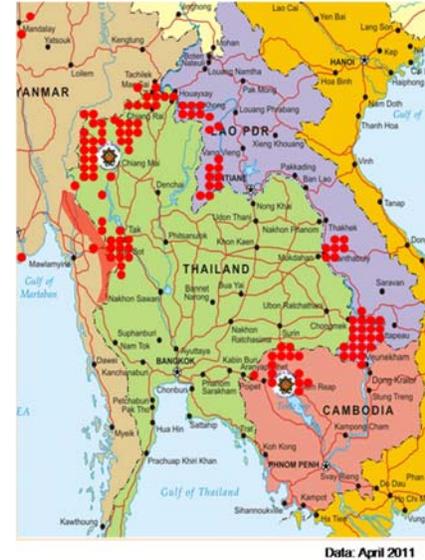
Our 3 Focus Groups

Health	Basic Education	Higher Education
 <p>Reducing childhood mortality and allowing children to participate in education</p>	 <p>Offering basic education for all in order to improve literacy and create alternatives to exploitation</p>	 <p>Creating opportunities for employment & income generation, knowledge & skills transfer, and community capacity building</p>

2. Situational Analysis: Lao People's Democratic Republic (Laos)

Having withstood a long history of suppressive exploitation by the French colonial power and by the constitutional monarchy that followed, the 'Lao People's Democratic Republic' had finally gained independence in 1975. Since then, Laos has experienced significant social and economic transformation, especially after the introduction of market-based reforms in 1986. However, the economic growth and improvement in quality of life was not evenly shared amongst all Laotians. Based on the UNDP's Human Development Indices (2008), more than 30% of the population in Laos are still living below the national poverty line. As one of the poorest and least developed countries in the world and in the region, infrastructure in Laos remains basic and rudimentary, especially in the rural and remote areas. The majority of communities living in extremely remote and isolated areas continue to work as self-subsistent farmers, which amounts to 80% of the total employment in Laos. Due to the poor condition of the roads and infrastructures and the lack of education in rural Laos, these communities are often neglected in the government's development policies and are further hindered to participate in economic growth. Educational indicators in Laos show dramatically low values and are one of the main bottlenecks in sustainable development and poverty reduction. Insufficient classrooms, lack of textbooks, educational supplies, teachers' books and libraries are the main constraints to

Empowering Communities in the Mekong Sub-Region



As of end June 2011, we have approx. 150 projects (map: red dots) for children and youth from disadvantaged communities in Cambodia, Laos, Myanmar and Thailand. Info on our various projects is available [here](#).

A typical school in rural parts of Laos



Although 80% of all villages in Laos have primary schools, only 36% of them have schools that offer the full range of primary education. Moreover, as students progress through their academic career, schools that offer secondary education become even more sparsely available



effective basic education. Although the government policy states the provision of free education up to secondary school, the lack of proper school buildings and trained teachers hampers this policy.

3. Empowering Communities to Shape their own Future

Developing educational infrastructures to promote Basic Education – is one of the key components of our community and development work in the Mekong Sub-Region. Guided by our bottom-up approach, we will actively engage and involve communities at every stage of the development and implementation process, for all our projects. In Laos, we will first work through the provincial and district education officials to seek out communities that are most in need of help; most of whom are remotely located and isolated in rural areas. Upon identification of these communities, we will then work in close collaboration and consultation with the community leaders, teachers, villagers and beneficiaries to establish a strong and trusting relationship with them. This enables us to communicate directly with the community and to understand their real needs. In addition, we encourage communities’ to participate actively in the implementation process and involve them in making decisions. This aids communities in developing a stronger sense of pride and ownership over their projects. Moreover, through their participation in the process, the communities will learn to maintain the facilities and be able to take better care of the projects. Hence, their involvement and sense of responsibility over the projects would ensure its utility and sustainability over time.

Even after the construction projects are completed and the facilities are handed over to the school and their communities, our project teams will continue to maintain regular contact with the school and communities to remain sensitive to their changing needs. Over the years, we have been keeping in close contact with communities whom we have supported to monitor their children and youth’s development and evaluate the efficiency, effectiveness and sustainability of our work.

4. Strategic Approach

It all begins with building school facilities to allow more children to participate in education

Recognising that education and community development goes beyond building infrastructures that facilitate the provision of education, we have structured our development work in the ‘[Basic Education](#)’ focus group in the following three progressive stages:

Key Strategic Objective:	
To offer basic education for all in order to improve literacy and create alternatives to exploitation	
	<p>Phase 1: Developing Basic Infrastructure and Facilities</p> <ul style="list-style-type: none"> - to ensure that more children and youth have access to safe and secure environments that are conducive for learning
	<p>Phase 2: Implementing Supplementary Programmes</p> <ul style="list-style-type: none"> - to promote education and increase children and youth’s participation in school activities
	<p>Phase 3: Supporting Highly Capable Individuals</p> <ul style="list-style-type: none"> - to maximise potentials and create opportunities to employment & income generation, knowledge & skills transfer and community capacity building

We start by building education-related infrastructures and facilities (phase 1) to provide children and youth with safe and secure environments that are conducive for learning. Located in remote and isolated areas, these communities often lacked support from the government and have limited resources and capacity to build critical

community institutions, such as schools. Although the Laotian government is usually able to provide communities with teachers and basic teaching materials, these communities would have to establish the school using their own resources. Hence, in a bid to provide their children and youth with an education, many of these communities have built simple shelters out of wood, leaves and other materials found in their environment. In most cases, these community-built schools have weathered many years of the harsh tropical climate and are usually termite infested and no longer stable nor safe for use. Hence, our first step in community development is to build school facilities to allow more children to participate in education.

On the other hand, we also recognise the need to move beyond improving the physical environment to address gaps in the educational structure, which limit children and youth's access to education. In phases two and three, our supplementary programmes are designed to support and sustain the interest and commitment of communities and their children and youth towards education. Individually, the projects and programmes are designed to meet specific objectives and address particular gaps in the educational structure of Laos. However, contextualised within an area, the various projects and programmes can be synergised to create a network of infrastructures and services to support children and youth in completing the entire education pathway.

Bridging the structural gap between "Basic" and "Higher" Education

We believe that education can only be truly beneficial when it is offered in its entirety, ranging from the basic primary education to the specialised vocational training or university programmes. In completing the educational path children and youth can acquire and accumulate the knowledge and skills, which would enable them to make the right decisions for their lives. Not only can education empower individuals to find employment and support them in setting the foundation for a self-determined life. Many of these educated individuals whom we have encountered/supported are returning home to become important contributing members in their communities. Taking a macro perspective, these passionate and qualified individuals create the feedback loops that complete the development cycle and ensure that their communities are progressing sustainably.

Hence, besides completing the 'Basic Education' pathway, our programmes in the 'Higher Education' focus group also aim to bridge the structural gap between basic and tertiary education to support highly capable individuals in maximising their potential and to create opportunities for them to contribute back to their communities. In 2009, we had extended the [University Scholarship Programme](#) to individuals from Laos with the interest and capacity to pursue [Master's](#) or [Bachelor's](#) degree courses with universities in Thailand and Laos respectively.

Lessons beyond the Classrooms – Sustainable Community Development in Laos

While the immediate and most tangible evidence of our community development work may manifest in the form of a educational facility that was completed, a supplementary programme that was implemented and scholarships that were received, we have observed that the impact of our work traverse beyond the confines of a classroom and beyond education itself.

Usually hidden by the forest and secluded in behind mountains, these communities are easily forgotten and left behind. Even though their nation maybe striving towards social-economic development and progress, these communities remain invisible largely because of the tremendous efforts required to overcome the difficult road conditions and lack of infrastructure to get in touch with them. Hence, for these remotely located and isolated communities, a completed educational infrastructure or facility represents more than just an additional building in the community. It signifies that changes can happen and situations can be improved. By engaging the schools and communities actively at every stage of our project implementation, and by following up with them regularly even after a project is completed, we support these disadvantaged communities in developing a sense of empowerment and responsibility towards their own future. Being a contributing member of the project, the sense of achievement that communities experience upon the successfully completion of an educational facility for their children and youth becomes a huge motivating factor that enables them to take charge of their own development and progress. Besides increasing children and youth's access to education and creating a positive impact on the

communities' morale, we have also observed that our projects and involvement with communities would usually increase their visibility and draw the attention of the Laotian government. Based on an analysis of our past project evaluations and regular follow-ups with various communities, we have noticed a significant increase in the communities' integration in the Laotian government's policies and plans. This is a stark contrast to our pre-project assessment of the communities, as they are usually receiving little to no support from their Laotian government.

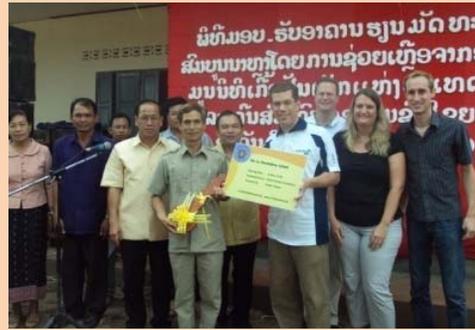
Hence, besides improving the physical environment of the educational facilities and introducing programmes that supports and promotes education, our work also enables us to educate communities and create opportunities that connect them to the larger society that lies beyond their community.

5. Credit Suisse Asia-Pacific Philanthropic Committee in Xaignabouli Province

In 2009, Credit Suisse Asia-Pacific Philanthropic Committee had supported a total of five schools in the Xaignabouli province of Laos. [Baan Khon Piak Primary School](#) and [Na La Secondary School](#) are two of the five supported schools and are both located in the Xaignabouli district. For Na La Secondary School, Credit Suisse Asia-Pacific Philanthropic Committee had funded the construction of an additional school building with seven classrooms (392m²) to support the school in reducing overcrowding in the classrooms and accommodating its growing student population. Similarly, the committee had replaced the old facility of Baan Khon Piak Primary School by supporting the construction of a new school building with five classrooms (280m²). The old facility was neither safe nor suitable for class. In addition, water systems that provide clean water to the schools and their communities were installed and toilets were built in both schools.

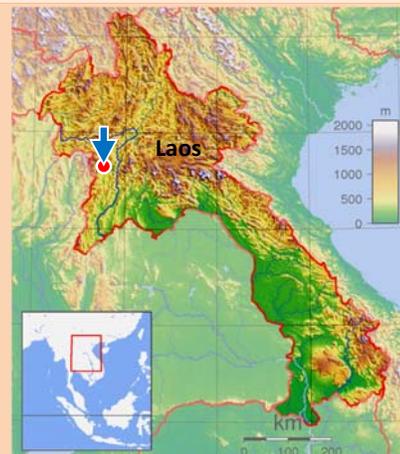
Besides supporting the construction of facilities for both schools, Credit Suisse Asia-Pacific Philanthropic Committee is also supplying Na La Secondary School and Baan Khon Piak Primary School with three years of school stationery. The support for school stationery will finish by the end of this academic year (2011-2012). Together with Credit Suisse Asia-Pacific Philanthropic Committee and the two schools, we can support more than 580 students per academic year in continuing their education.

Our project team has had very good experiences working with the communities, school leaders and government officials from the Xaignabouli district of Xaignabouli province.



Three representatives from Credit Suisse Asia-Pacific Philanthropic Committee had joined us on a road trip to Laos for the schools' inauguration ceremony in 2010

Topography of Lao People's Democratic Republic (Blue Arrow: Xaignabouli district, Xaignabouli province)



Lush, green and mountainous, the infrastructure and roads in northern Laos is very basic and rudimentary. During the rainy season, the journey to school becomes particularly dangerous, as the roads become slippery, muddy and highly susceptible to landslide.



The majority of them had demonstrated good levels of interest and commitment towards the education cause. This is an important indicator that impacts the sustainability and effectiveness of our projects. In addition, based on our regular (and often uninformed) follow up visits to the schools after the facilities are completed and handed over to these schools and their communities, our project team had observed that the facilities are well managed and maintained.

6. Completing the Basic Education Pathway

Through our Basic Education infrastructure and facilities development projects (phase 1), we have worked with [50 different schools](#) to provide children and youth with a safe and secure environment that is conducive for learning. Individually, these remotely located infrastructural projects are effective and efficient in providing children and youth from rural and isolated communities with the opportunity to access basic education. However, taking a macro perspective, these individual schools can be further synergised and connected to form a network of educational infrastructures to support the children and youth in continuing education. Hence, we have devised a development plan to complete the educational pathway for children and youth living in communities located in the Xaingabouli district by establishing Na La Secondary School and Kuang Kham Secondary School as the key academic hubs in the area. Our plan aims to address the gaps in the structure, which limits the children and youth's access to basic education and will commence within 12 months. The following section provides background information on the communities and outlines our plans for the children and youth in the district. Detailed budgets and implementation timeline is available in the Appendix B.

Na La Secondary School

First established in 1976, Na La Secondary School is one of the few schools in the area that provides the complete range of secondary curriculum. Hence, it plays a crucial role for the children and youth from the 14 surrounding communities located in the Xaingabouli district in Xaignabouli province. The majority of the people from these communities are from the Hmong, Khamu and Laotian ethnic groups. Without the additional school building that Credit Suisse Asia-Pacific Philanthropic Committee had supported, the classrooms would have remained overcrowded and not conducive for learning. Now, the new building accommodates approximately 230 students, many of whom would not otherwise have been able to continue education. Students are not only learning better, the school is also able to enrol more students in the new academic year. Three Credit Suisse representatives had joined the official inauguration ceremony in May 2010 to hand over the new facilities to the school and communities.

In spite of its rural and remote location, Na La Secondary School is considered as one of the top schools in the district, ranked after other better performing town schools that are better supported by the Laotian government. Every academic year, more than 400 students attend classes ranging from grade 6-12 with this village school; of which, more than 10% of the student population will complete their high school education and graduate each academic year.

Na La Secondary School



With an enrolment of more than 400 students, Na La Secondary School has to maximise every space available to provide the children and youth with a basic education.

Support Provided:	One additional building (with 7 classrooms)
Construction Period:	Completed in July 2010
Education Range:	Grade 6-12 (complete range of middle-high school level)
No. of Buildings:	4 (Total school complex)
No. of Rooms:	14 (Total school complex) <i>(Includes building supported by Credit Suisse Asia-Pacific)</i>

Enrolment	Total	Male	Female
2010-2011	416	247 (59%)	169 (41%)
Middle school (grade 6-9)	259	154 (59%)	105 (41%)
High school (grade 10-12)	157	93 (59%)	64 (41%)

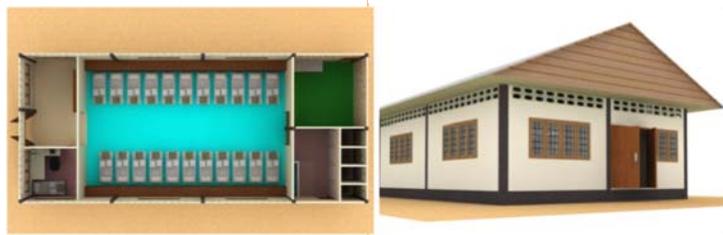
Output 1: Improving Educational Infrastructure

Construction of 2 Boarding Houses Na La Secondary School

Beneficiaries: 40-50 boarders

Budget: - USD 42,771
- THB 1,283,146

Period: Nov 2011 – Apr 2012



Floor plan and design for one boarding house

Objectives: *To support and allow students living in extremely remote and isolated areas, which are far away from the school, to access basic education.*

Reporting: *Final report with detailed actual costs, photos and operational implementation upon completion*

Covering a geographical radius of more than 30km, only five of the 14 communities are located within 5km from the school. For students from the remaining nine communities, they will have to walk between 8-30km through forested and mountainous routes to attend classes. These journeys on foot usually takes up to 3-5 hours are particularly dangerous during the rainy season. Coupled with the patriarchal nature of Laos' society, it is even harder for female students to attend classes in schools located outside of their community, as parents would fear that their safety and security would be compromised. Due to the physical fatigue from walking to school, focusing in class can become a difficult task, which creates a negative impact on the students' learning. Currently, approximately 20% of their students' population are staying in their relatives' homes to continue education. Although staying with their relatives will shorten their journey to school, many of these students would have to work long hours in the fields and help out with the household chores in exchange for the stay. While some of these children and youth continue to make the long and strenuous journey between home and school everyday, others are not able to continue their education due to the distance. There were also incidences of students dropping out of school due to conflicts with the relatives whom they are staying with.

Having built several [boarding houses in northern Thailand](#) since 2008, we found that they are relevant in helping children and youth continue education. Especially for remotely located communities, where roads are rudimentary and infrastructures are lacking, accessing education becomes particularly difficult. In 2009, we had piloted our first boarding house project for [Paklay Secondary School](#) (Laos, Xaignabouli province), as school operated boarding houses is a relatively new form of educational support in Laos. Based on our monitoring and evaluation on Paklay facility's utility, education related indicators and feedback from boarding students, the availability of boarding facility has improved the students' living and learning standards by helping them to focus in class. However, as the boarding students do not receive any form of support from the school and the Laotian government, they would still have to bring food from home and share the utility cost of the boarding facility.

Hence, we plan to build two boarding houses (one for each gender) for students living far away from Na La Secondary School. Besides supporting students in continuing education, the availability of a school managed boarding facility could also promote gender balance by increasing the chances for female students to pursue middle-high school education. This is because parents would feel more assured about their daughters' safety and be more willing to allow them to move into the boarding house and continue with their studies in another village. Based on the current demands for boarding facilities, the school and Child's Dream estimated that each boarding house (136m²) should accommodate 20-25 boarders. The boarding facilities will also be equipped with four toilets, one shower room and one room for the stay-in teacher. The community will be contributing sand and stone for the construction. As our project team has had a good experience working with the professional construction team who had built the additional school building Na La Secondary School, we will be engaging the same team to manage the actual construction process of the boarding houses. All required construction materials will also sourced and transported from the same construction shop.

Output 2: Increasing Participation in School Activities

Sustainable School Stationery Programme Na La Secondary School

Beneficiaries: Approx. 400 students

Budget: - USD 9,000
- THB 270,000

Period: Between 2012 – 2015 for three academic years

Objectives: *Helping schools to establish a sustainable system that ensures the ongoing provision of stationery to their students in the long run*

Reporting: *Once a year after the end of the academic year (in July)*



To establish a sustainable system to ensure the ongoing provision of stationery

The Sustainable School Stationery Programme is a new social enterprise initiative piloted in three secondary schools in 2010. Through our project monitoring and evaluation over the years, we have identified a significant lack in teaching materials and stationery in Laotian schools. While the government does supply textbooks and chalk to schools, parents are still responsible for buying the stationery and other school materials. Unfortunately, they often do not have enough money to buy stationery. Hence, this programme was designed to support schools in establishing a sustainable system which ensures the ongoing provision of stationery to students over time.

This Sustainable School Stationery Programme is unlike the Give-Away Stationery Programme, which Credit Suisse Asia-Pacific Philanthropic Committee had supported for the five schools with three academic years. The Give-Away Stationery Programme provides students with writing materials and schools with sports equipment and the support for the five Credit Suisse supported schools will finish by the end of this academic year (2011-2012).

Similar to the Give-Away Stationery Programme, the Sustainable School Stationery Programme will also provide schools with stationery for an initial period of three years. However, compared to the previous Give-Away Stationery Programme, this Sustainable School Stationery Programme should empower schools to become independent from external sources when providing stationery and learning materials to their students. With guidance from their teachers, high school students are encouraged to organise into committees to establish a social enterprise with the stationery supplied. Becoming social entrepreneurs, the students would have to plan and administer the sales of the stationery to their schoolmates at affordable prices. They are also expected to manage the profits generated for the continuation of this programme in their school. Some of the stationery supplies given to the school includes the pens, coloured pencils, erasers, notebooks, rulers and geometry rulers. In addition, we hope to enskill high school students with opportunities to learn lifeskills and experience managing of their own social enterprise, in an environment that is safe and conducive for learning. Beyond their classroom curriculum, the student committee can benefit from the exposure and put their leadership and managerial skills into practice. As the sustainability of this programme is dependent on the student committee and teachers, we will closely monitor this programme during its initial implementation stages.



Output 3: Supporting Highly Capable Individuals

High School Scholarship Programme Na La Secondary School

Beneficiaries: 10 high school students

Budget: - USD 16,500
- THB 495,000

Period: Sep 2012 – May 2015 for three academic years



Supporting youths through education to maximise their potential

Objectives: *Providing students especially females with the opportunity to advance their studies*

Reporting: *Every 6 months (or per semester) with summary updates on scholars, until graduation*

As part of our phase 3 community development work, the High School Scholarship Programme aims at providing interested and highly capable students who have completed their middle school level education in pursuing high school level education. Without the scholarship support, many of these students would be limited by their financial impoverishment from pursuing high school education. Since primary school is usually the highest level offered within the community, schools that offer secondary education become even more sparsely available. Hence, the majority of students living in remote and isolated areas of Laos would have to move to another village that has a secondary school to continue studying. Therefore, only a very small handful of mostly male students can continue pursuing their education in other villages or in nearby districts, since expenses often become prohibitive. Besides schools fees and stationery costs, students would also require additional financial support to live away from home. Although we plan to build two boarding houses in Na La Secondary School, the boarding students will still require much support to live in the boarding houses. Typically, boarding house students would still need to provide for their own food, learning materials, personal hygiene, utility bills and other living expenses. This is because school-managed boarding houses are still a relatively new form of educational support in Laos and both the Laotian government and the school do not have any policies in placed to support them in staying away from home.

In 2011, we plan to support 10 students in pursuing their high school education at Na La Secondary School. Guided by our multi-dimensional approach, students are selected based on their (i) academic performance, (ii) moral and ethical behaviour, and (iii) desire and motivation to pursue further studies.

We plan to market and distribute information about the scholarship programme to the middle schools located in Xaingabouli district of Xaignabouli province, between January and April 2012. Our team will interview shortlisted applicants during home visits in June 2012 and the results will be announced shortly after the home visits. A briefing session for the new cohort of scholars and their parents will be held between August and September 2012. During the session, the scholars will have to sign the grant letter (once throughout their high school academic career) and budget agreement letter (for academic year 2012-2013). The scholars will have to renew their scholarship contract with Child's Dream by signing the budget agreement letter for the new academic year. Our team will be monitoring the progress and development of our scholars through their high school academic career.

Kuang Kham Secondary School (NEW Project)

A new community and school that we plan to support, Kuang Kham Secondary School is located in the middle of Baan Na Kuang, a small village that was formed in 2002, when two villages had merged due to flooding in the area. The 149 families living in Baan Na Kuang community are mostly from the Prai, Lao Lum and Tai Dam ethnic groups and are heavily dependent on farming and animal husbandry for subsistence. Recognising the importance of education, the community had been seeking support to build a school for their children and youth. Kuang Kham Secondary School was finally established in 2009 for students from Baan Na Kuang and four other villages. Of which, one of the village is Baan Khon Piak, where Credit Suisse had supported [Baan Khon Piak Primary School](#) with a school facility in 2010. With little support received from outside of their community, the villagers had built a simple school building using wood, leaves and other materials found in their environment. In spite of their efforts, the building is neither safe nor secure and does not offer enough protection from the harsh weather conditions. With every available space being occupied for lessons currently and as more students are enrolled, the classrooms will soon not be able to accommodate all students. Currently, the school can only provide three classes of lower secondary education (ranging from grade 6-7) to their 140 students. In 2012, Kuang Kham Secondary School plans to expand its curriculum to meet the growing needs of their students. Situated on a mountain and in a remote area of Xaignabouli district, the school also provides boarding accommodation to more than half of their school population, as the roads are cut off during the rainy season, making it especially difficult to access the school.

Kuang Kham Secondary School



Being one of the few secondary schools in the area, majority of the students who have graduated from Baan Khon Piak Primary School would continue their secondary education at Kuang Kham Secondary School.

Support Provided:	NEW Project
Education Range:	Grade 6-7 (in 2012, the school plans to expand their curriculum to offer up to grade 9 classes)
No. of Buildings:	1
No. of Rooms:	2

Enrolment	Total	Male	Female
Current (grade 6-7)	140	84 (60%)	56 (40%)

Outout 1: Improving Educational Infrastructure

Construction of 2 School Buildings Kuang Kham Secondary School

Beneficiaries: 140 students, with an expected increase to 280

Budget:
- USD 67,166
- THB 2,015,000

Period: Dec 2011 – Jun 2012



Kuang Kham Secondary School, newly established but growing tremendously

Objectives: *Allowing students living in extremely remote and isolated areas that are far away from the school to access basic education*

Reporting: *Final report with detailed actual costs, photos and operational implementation upon completion*

Recognising the importance of education for their children, Kuang Kham Secondary School and the villagers from this young community are both eager and keen to establish infrastructures that would support their children and youth in accessing education. In spite of their enthusiasm and eagerness towards education and community development, we plan to phase in our support gradually for this newly established school, starting with the construction of two school buildings. The construction of the school facility will be implemented over two phases, starting with the construction of the bigger building with five classrooms and four toilets. Following which, depending on the utility of the new building and the actual growth in the student population, a smaller building with 3 classrooms will be constructed in phase 2. Being a newly established school and a very young community, the adoption of this approach to phase in our support will allow us to monitor the school and communities' progress, as the school management structure and student enrolment can mature and stabilise with time. In the future, we also have plans to support the school in providing boarding accommodation to their students; however, this depends on the school and communities' management of the school facility.

The villagers will contribute to the project by preparing and levelling the land, and providing wood, water and their labour for the construction. A professional construction team headed by a foreman will manage the actual construction work. All required construction materials can be sourced and transported from the Xaignabouli district town. We consider this a low risk project. However, the unpredictability of the road conditions may affect the delivery of construction materials and there is always a risk that the community may not be able to contribute materials on time.

7. Budget and Implementation (for detailed budget refer to Appendix A)

We will start this proposal with the construction of the school facilities and infrastructure in November 2011. The sustainable school stationery programme and high school scholarship programme will be rolled out in the new academic year of 2012-2013 and end in 2015. The total budget required to implement this comprehensive proposal amounts to **4,486,363 THB** (or 149,544 USD at FX rate = 30 THB/USD).

The following table illustrates the implementation timeline and reporting schedule for the various outcomes.

Implementation Timeline	2011		2012		2013		2014		2015		Reporting
	1H	2H									
Output 1a: Kuang Kham Secondary School Construction of two school buildings with eight classrooms											After completion
Output 1b: Na La Secondary School Construction of two boarding houses											After completion
Output 2: Na La Secondary School Sustainable School Stationery Programme											Annually
Output 3: Na La Secondary School High School Scholarship Programme											Bi-annually

8. Volunteering Opportunities

Besides engaging communities in our work, we also believe strongly in encouraging volunteers' participation too. In May 2011, a group of 65 volunteers from Credit Suisse Singapore had joined us on a one-day event to celebrate children's day with students from [Pong Ro Chas Primary School](#) in Cambodia. The event was held in conjunction with the team's off-site meeting; of which one day was set aside for the activity. The volunteers and students had worked in groups of 20-30 persons to paint playgrounds, plant fruit trees, work on the vegetable garden and play games. It was an eventful and eye-opening day for the volunteers. Besides all the laughters and joy shared, some volunteers had commented that it was also a very interesting socio-cultural exchange for them.



While volunteering is a way to contribute back to the people and community, it also provides individuals with the opportunity to develop their personality and to experience life-enriching moments. We encourage our donors to get involved in our work. Volunteering as an individual or group is an interesting and meaningful way to learn about our work while making an impact on the ground. Following are some volunteering opportunities offered by Child's Dream:

Bridging the socio-cultural gap between beneficiaries and donors through volunteering opportunities

Short Term Volunteering (Individuals/Groups)		
- Team offsite meetings	Once or twice per year (max. 60 people, preferably 15 or less)	1-2 days
- Field trips	Anytime but on request (two months in advance, max. 3 people)	3-6 days
- Build playgrounds	Anytime but on request (two months in advance, max. 3 people)	3-6 days

Long Term Volunteering (Individual)		
- In our office	Management and administration support	4 or more months
- On our projects	Teaching English	2 or more months
- On our projects	Capacity building and administration support of our projects	4 or more months

Chiang Mai, September 2011

Child's Dream Foundation

Marc Jenni
Founder

Daniel Siegfried
Founder



Appendix A: Detailed Financial Budget

Basic Education	Budget (in THB)	Budget (in USD)
		<i>(F/X rate = 30THB/USD)</i>
Phase 1: Developing Educational Infrastructure		
Kuang Kham Secondary School – Two School Buildings with a total of Eight Classrooms		
• Construction Material	1,445,000 THB	48,167 USD
• Labour	250,000 THB	8,333 USD
• Interior/ Furniture	250,000 THB	8,333 USD
• Transportation	70,000 THB	2,333 USD
Total cost of School Building	2,015,000 THB	67,166 USD
Na La Secondary School – Two Boarding Houses (one for each gender)		
• Construction Material	763,085 THB	25,436 USD
• Labour	240,000 THB	8,000 USD
• Interior/ Furniture	130,061 THB	4,335 USD
• Transportation	90,000 THB	3,000 USD
• Electric cabling/water tank for sanitary facilities	60,000 THB	2,000 USD
Total cost of Boarding Houses	1,283,146 THB	42,771 USD
Phase 2: Implementing Supplementary Programmes		
Na La Secondary School – Sustainable School Stationery Programme		
<i>(Note: Supplies provided to the school includes, pens, pencils, notebooks, rulers, erasers, geometry tools, etc)</i>		
Stationery ONE student for ONE academic year	225 THB	7.5 USD
Stationery 400 students for ONE academic year	90,000 THB (225 THB x 400 students)	3,000 USD
Stationery 400 students for THREE academic years	270,000 THB (90,000 THB x 3 years)	9,000 USD
Phase 3: Supporting Highly Capable Individuals		
Na La Secondary School – High School Scholarship Programme		
• School Fee <i>(for the use of laboratories, computer rooms, special assignments, etc)</i>	1,000 THB	33 USD
• Living cost (9 months) <i>(which includes, food, learning materials, personal hygiene, utility bills, etc)</i>	13,500 THB	450 USD
• School stationery	2,000 THB	67 USD
Scholarship Cost to support 1 High School scholar for ONE academic year	16,500 THB	550 USD
Scholarship Cost to support 10 High School scholars for ONE academic year	165,000 THB (16,500 THB x 10 students)	5,500 USD
Scholarship Cost to support 10 High School scholars for THREE academic years	495,000 THB (165,000 THB x 3 years)	16,500 USD
Total cost of ALL projects	4,063,146 THB	135,437 USD
Monitoring and Evaluation (3%)	121,894 THB	4,063 USD
Total	4,185,040 THB	139,500 USD
Administrative Overhead (7.2%)	301,323 THB	10,044 USD
Grand Total	4,486,363 THB	149,544 USD

Appendix B: Basic Education – Developing Educational Infrastructures

Credit Suisse Asia Pacific Philanthropic Committee supported Schools in Xaignabouli Provinces		
	Before	After
<p>1. Baan Khaen Secondary School Xiang Hon District (Completed – Apr 2010)</p> <p>- USD 46,450 (Actual cost)</p> <p>320 students</p>		
<p>2. Baan Thong Secondary School Muang Ngern District (Completed – Mar 2011)</p> <p>- USD 58,240 (Actual cost)</p> <p>272 students</p>		
<p>3. Khon Piak Primary School Xaignabouli District (Completed – Jul 2010)</p> <p>- USD 39,250 (Actual cost)</p> <p>165 students</p>		
<p>4. Na La Secondary School Xaignabouli District (Completed – Jun 2010)</p> <p>- USD 47,900 (Actual cost)</p> <p>416 students</p>		
<p>5. Tan Kham Secondary School Hongsa District (Completed – Oct 2010)</p> <p>- USD 58,000 (Actual cost)</p> <p>221 students</p>		