

SCHOOL BUILDING PROGRAMME

WHY WE DO IT

We strongly believe that a safe and secure learning environment is essential for educational success. Therefore, we support children and youth in accessing education by building educational infrastructure, primarily school buildings with fully-furnished classrooms and toilet facilities. In many villages in our target countries, there are few or no schools at all nearby, requiring students to travel long distances or live away from home. In Laos, for instance, there is only one primary school for every four or five villages, with an average class size of 60 students. Many families are unable to afford the traveling or boarding expenses. Also, in the rainy season many students receive no education due to travel difficulties such as flooded or damaged roads. Particularly with poor quality school infrastructure, rotten classrooms with leaking roofs and gaping walls prevent students and teachers from continuing their lessons in an enabling environment.

300

SCHOOLS AND COUNTING

139

LAOS



101

CAMBODIA



43

MYANMAR



17

THAILAND



CREATING ACCESS AND IMPROVING THE LEARNING ENVIRONMENT

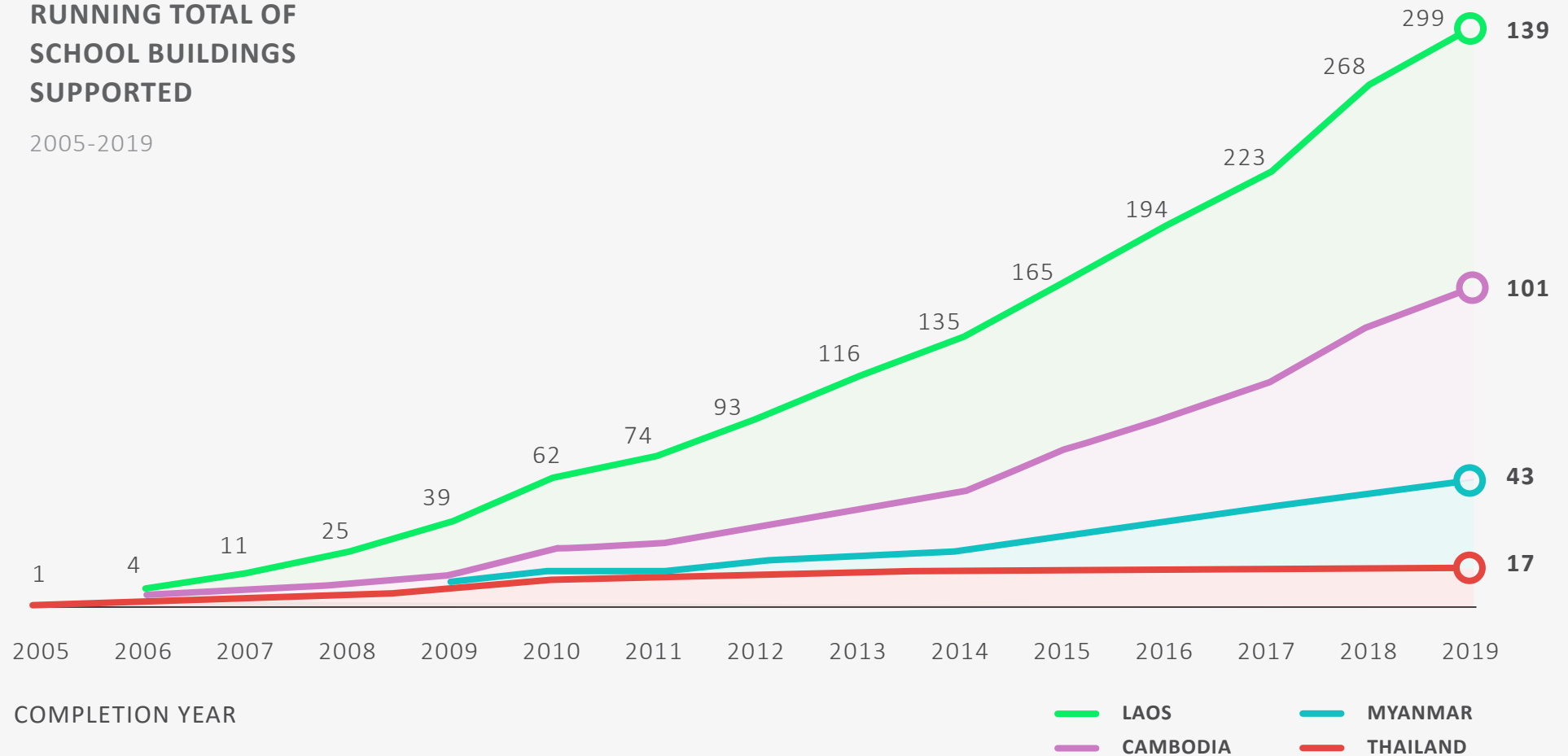
As of December 2019, a total of 300 school buildings implemented by Child's Dream were in use across Thailand, Myanmar, Laos and Cambodia. With so much deficient school

infrastructure, Laos and Cambodia registered the highest numbers of school buildings supported, with 139 and 101 schools respectively. On the other hand, we built 43 school infrastructures in Myanmar and only 17 in Thailand. These differences in output numbers are justified by the different local contexts.

In Myanmar, ethnic conflicts and a slow peace process have made it difficult to support both ethnic minorities and government schools, while in Thailand the government is able to cater to the needs for school building infrastructure.

RUNNING TOTAL OF SCHOOL BUILDINGS SUPPORTED

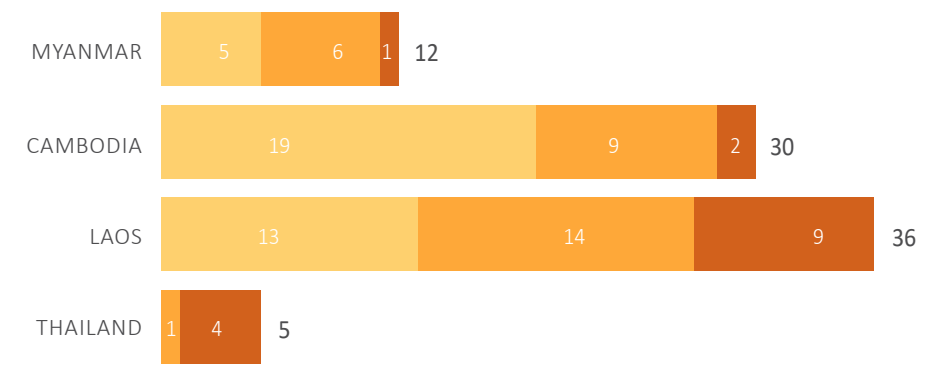
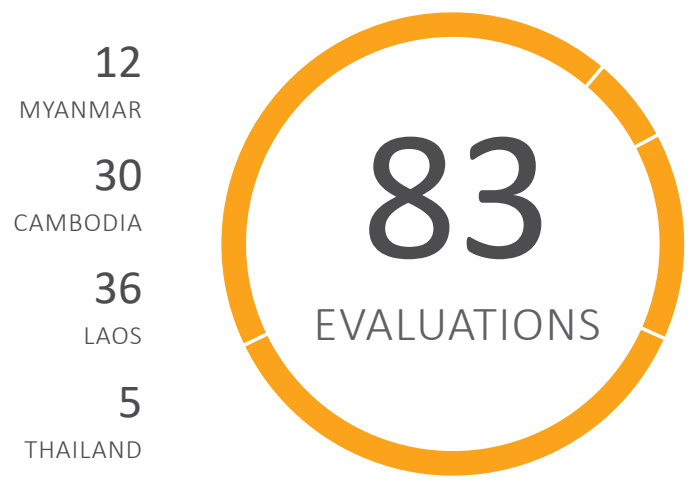
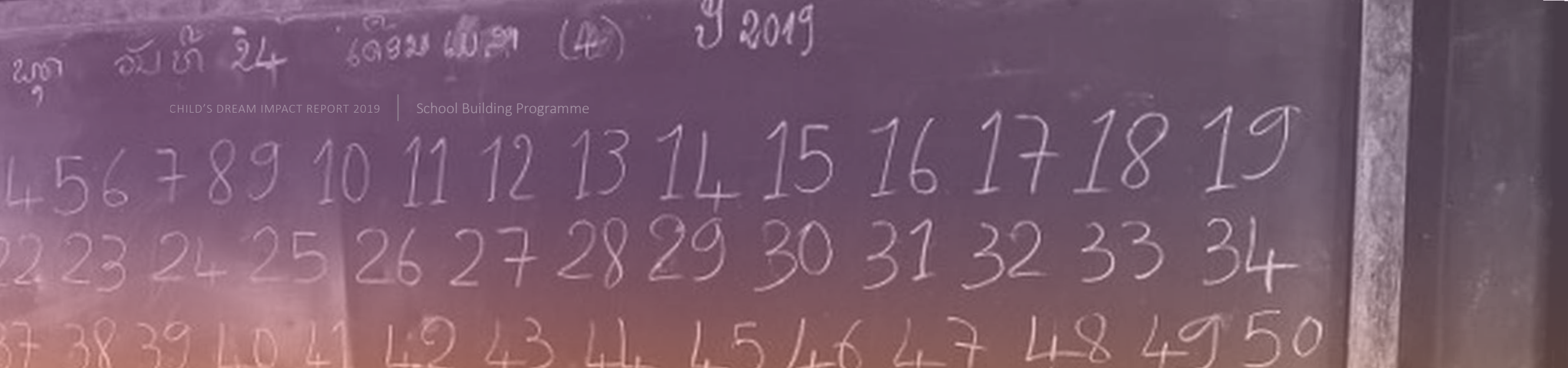
2005-2019



EVALUATION METHODOLOGY

To assess programme outcomes, schools are visited and evaluated after two years, after five years, after 10 years, after 15 years, etc. During these visits, the maintenance of the infrastructure is evaluated; indicators include: cleanliness, ventilation, light, school compound safety, quality of walls, roofs, ceilings, floors, and furniture. The aim is to ensure that maintenance is carried out and that children can study in a safe and clean environment. In case of serious structural issues that cannot be fixed by the schools or the community, Child's Dream considers and offers support. The field teams also collect information on school management and WASH, such as completion rates, dropout rates, classroom crowding, students to toilet ratio, etc. The purpose is to assess how the infrastructures provided affect schooling and sanitation within the areas targeted. The evaluation data is then compared with the baseline data.





EVALUATION TYPES

- 10 YEARS
- 5 YEARS
- 2 YEARS

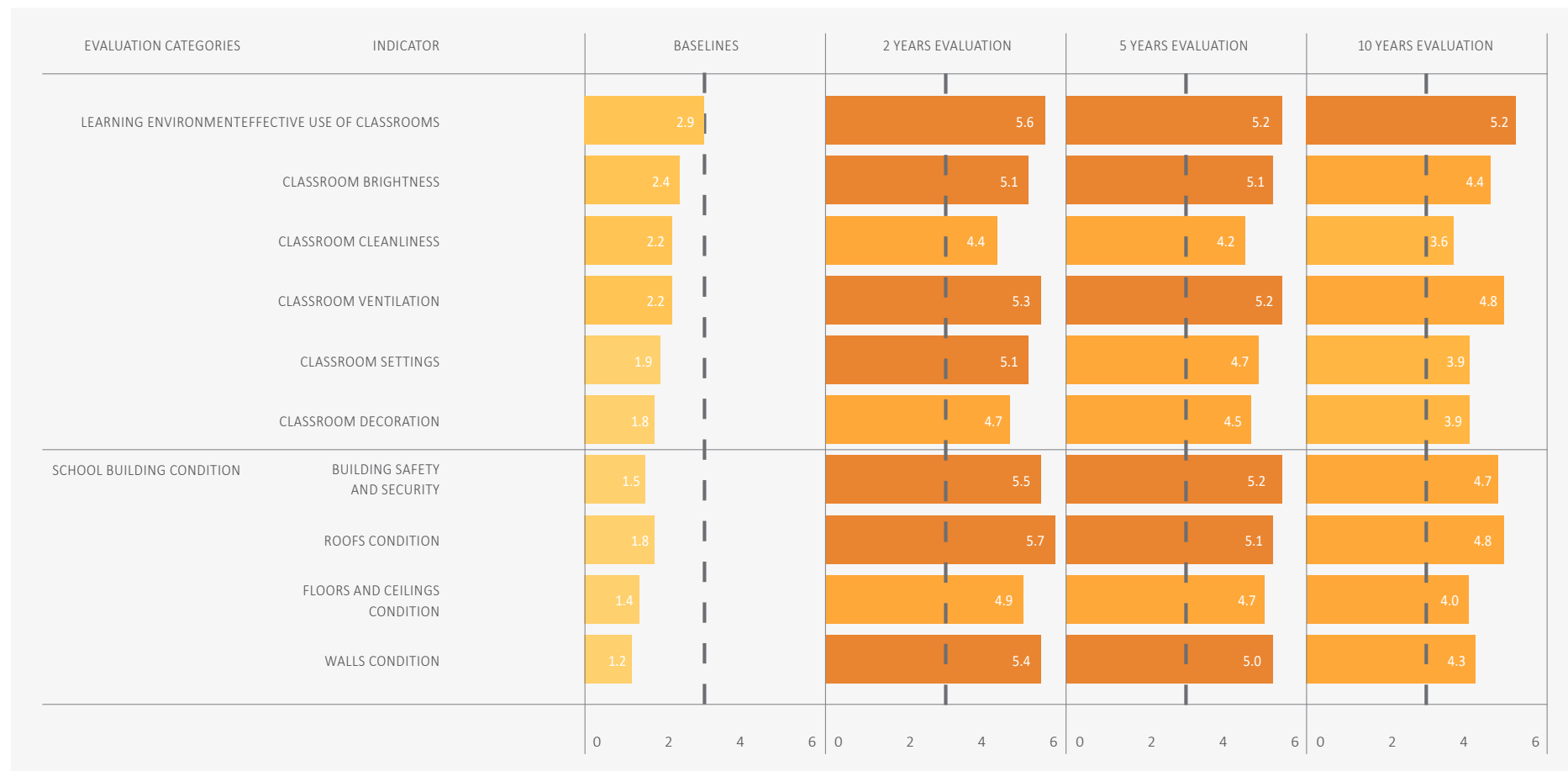
In order to track and understand outcomes and to further support schools' needs, in 2019 the project teams performed 83 school evaluations, which roughly corresponds to 27% of the overall schools implemented. Overall, the teams carried out 37 "two year evaluations", 30 "five year evaluations" and 16 "ten year evaluations". Of these 83 evaluations, 36 were in performed in Laos, 30 in Cambodia, 12 in Myanmar and five in Thailand.

IMPROVING SCHOOL BUILDING CONDITIONS AND CLASSROOM LEARNING ENVIRONMENTS

Rating guidelines for each indicator have been developed to standardise ratings across the four countries of intervention. The graph on the following page shows that all baseline indicators have recorded significant low ratings and that the implementation of a new school building infrastructure dramatically improves not only the school building conditions, but also the classroom learning environment. The graph also shows that, after 10 years, the quality of buildings and learning environments tend to decrease, mostly due to wear and tear, lack of funding for minor maintenance and, in certain schools, poor management and/or natural calamity. To expound on the last point, during the evaluations carried out, a few schools presented damage, more or less severe, caused by earthquakes and/or storms. These schools are currently receiving support from Child's Dream to fix the damage.

COMPARISON OF INDICATOR AVERAGES OVER TIME

Average rating 0-6 for all schools evaluated in 2019



The school evaluation indicators are rated on a Likert scale that goes from 0 to 6

- 0 – NO INFRASTRUCTURE
- 4 – ACCEPTABLE
- 1 – VERY BAD
- 5 – GOOD
- 2 – BAD
- 6 – VERY GOOD
- 3 – POOR



PLAY VIDEO TESTIMONIAL

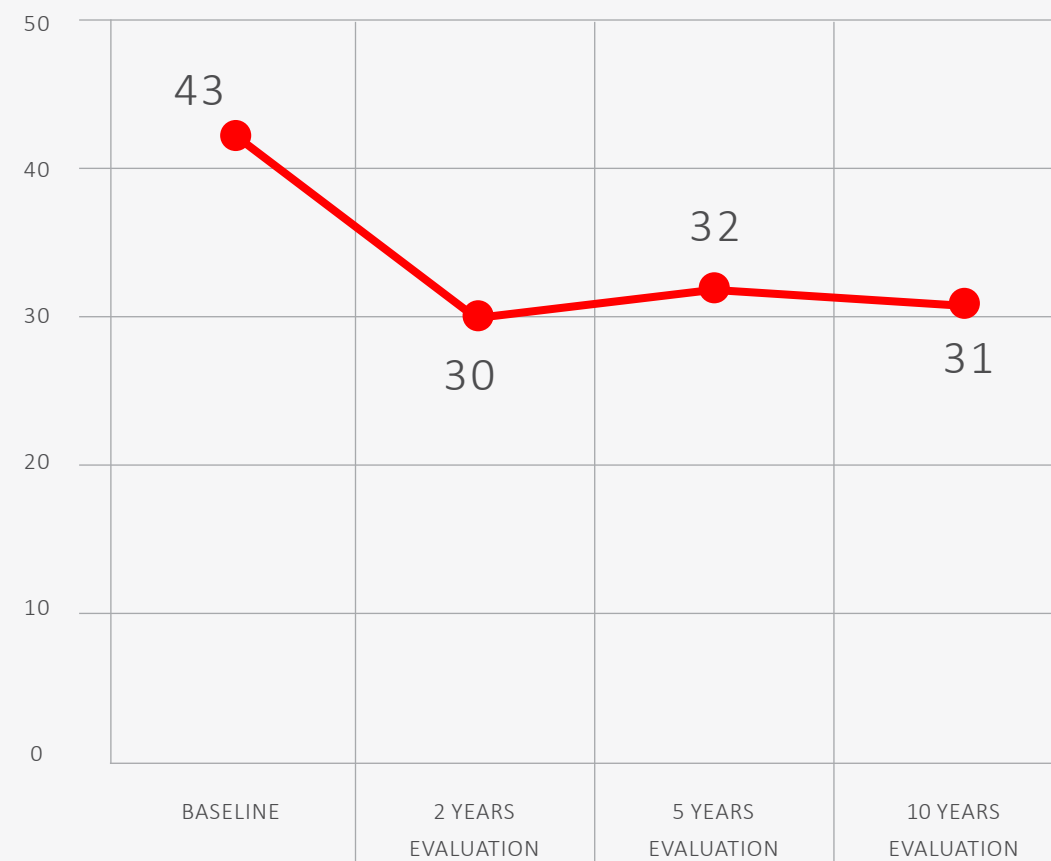
REDUCING CLASSROOM OVERCROWDING

In Myanmar and Laos, the construction of school building infrastructures also reduced classroom overcrowding from an average of 43 students per classroom to an average of 30 to 32 students per classroom, certainly an average more in line with the recommended

international standard. In Cambodia, average classroom overcrowding did not significantly change due to the local school policies. Indeed, in our Cambodian schools, to reduce the issues of classroom overcrowding and teacher shortages, classes are taught in shifts, in the morning and in the afternoon.

AVERAGE NUMBER OF STUDENTS PER CLASSROOM OVER TIME COMPARISON

Average for schools evaluated in 2019 in Myanmar and Laos





BASELINE

STORIES FROM THE FIELD: BAK AMRAEK SECONDARY SCHOOL

In 2012, the Cambodian villagers of Basaet and Samdech requested the construction of a secondary school, as the nearest school was more than 15 kilometers away. To address this issue, in 2013 and in 2016, Child's Dream constructed two new school buildings to provide the youth of the area the opportunity to attend secondary school. Currently, the school employs 14 teachers and serves 275 students. The 2019 completion rates are estimated at 89.09% while the dropout rates are set at 15.27%. Both figures are considered acceptable for the Cambodian context. Aside from the student to toilet ratio indicator, which could be improved with the construction of additional toilets, the evaluation analysis indicates that the school is able to maintain good school building conditions and a conducive learning environment.

2 YEARS EVALUATION FOR
INFRASTRUCTURE BUILT IN 2016-2017

**EVALUATION
BY SCHOOL
PROJECT**

**INDICATOR
ANALYSIS**

Rating 0-6

BAK AMRAEK SECONDARY SCHOOL BUILDING									
EVALUATION CATEGORIES	INDICATOR	BASELINE		2 YEARS EVALUATION					
ACCESS TO SERVICES	ACCESS TO ELECTRICITY	NO INFRASTRUCTURE		YES					
	ACCESS TO WATER SOURCE	NO INFRASTRUCTURE		YES					
LEARNING ENVIRONMENT	CLASSROOM BRIGHTNESS	NO INFRASTRUCTURE		VERY GOOD					
	CLASSROOM CLEANLINES	NO INFRASTRUCTURE		VERY GOOD					
	CLASSROOM DECORATION	NO INFRASTRUCTURE		VERY GOOD					
	CLASSROOM SETTINGS	NO INFRASTRUCTURE		GOOD					
	CLASSROOM VENTILATION	NO INFRASTRUCTURE		GOOD					
	EFFECTIVE USE OF CLASSROOMS	NO INFRASTRUCTURE		VERY GOOD					
SCHOOL BUILDING CONDITION	BUILDING SAFETY AND SECURITY	NO INFRASTRUCTURE		VERY GOOD					
	FLOORS AND CEILINGS CONDITION	NO INFRASTRUCTURE		GOOD					
	ROOFS CONDITION	NO INFRASTRUCTURE		VERY GOOD					
	WALLS CONDITION	NO INFRASTRUCTURE		VERY GOOD					
SCHOOL COMPOUND	CLEAN SCHOOL COMPOUND	NO INFRASTRUCTURE		VERY GOOD					
	SAFE SCHOOL COMPOUND	NO INFRASTRUCTURE		VERY GOOD					
SCHOOL MANAGEMENT	STUDENTS COMPLETION	NO INFRASTRUCTURE		ACCEPTABLE					
	STUDENTS DROPOUT	NO INFRASTRUCTURE		ACCEPTABLE					
	TEACHER TO STUDENTS RATIO	NO INFRASTRUCTURE		VERY GOOD					
WASH INFRASTRUCTURE	STUDENTS TO TOILET RATIO	NO INFRASTRUCTURE		POOR					
	TOILET CLEANLINESS	NO INFRASTRUCTURE		GOOD					
		0	2	4	6	0	2	4	6



STORIES FROM THE FIELD: BAAN PAK KHAN PRIMARY SCHOOL

In 2009, Child's Dream sponsored the construction of a primary school building in the village of Pak Khan, Laos. The original school, which was constructed in 1997, had become dilapidated and provided neither a safe nor a stimulating learning environment. The objective was to provide a conducive learning environment that also ensured the safety of all students. During the 2019 evaluation, the team found the infrastructure to be still safe and solid and the learning environment to be quite positive. However, the team also found that the school did not have access to water, thus rendering difficult the use and cleanliness of existing toilet facilities.



EVALUATION BY SCHOOL PROJECT

INDICATOR ANALYSIS

