CHILD'S DREAM

IMPACT REPORT 2020
2020
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When we launched our first Impact Report last year in May, while most countries were in lockdown due to Covid-19, we did not expect that the world would still be struggling to contain the pandemic one year later. But here we are with our second Impact Report and, although with the end of the tunnel in sight, it will still take months to emerge from this pandemic. And as we are slowly crawling out of one crisis, another one just happened rather unexpectedly. The timing of the military coup in Myanmar could not have come at a worse time. The country has been suffering a lot already from the pandemic and is now facing a very uncertain future. The defiance and the unity of the pro-democracy protesters has enraged the military resulting in brutal crackdowns and the killing of hundreds of unarmed civilians. Although we are determined to continue supporting our health and education programmes in the country, we expect that the coup with all its implications will have a negative impact on our programmes and we temporarily shift some support towards emergency relief.

The pandemic resulted that all government schools were closed for most of 2020 in Myanmar and Cambodia. In Laos the schools operated almost normally but the border between Thailand and Laos remains shut, which means that our Laos team is unable to travel to Laos and needs to do all of their tasks online. Out of the 344 school building and 70 boarding houses that were constructed by Child’s Dream since 2005, we planned to assess 109 facilities in 2020 but could only evaluate 28 projects. The border closures are also causing disruptions to our Children’s Medical Fund (CMF), which accepts children with life-threatening congenital diseases from Myanmar and Laos to get treated at the Chiang Mai university hospital in Thailand. In 2019 we accepted 131 new patients whereas in 2020 we could only enroll 60. Over 200 patients are currently waiting in Myanmar alone for the border to open. On the bright side, since 2006 the CMF has successfully treated 1,284 patients.
The pandemic and its effect on the economy was also felt by our university and high school scholarship alumni that graduated in 2019. It was much more difficult for them to find jobs compared to their peers that graduated in earlier years. Roughly 25% of university and 19% of high school scholarship recent graduates are unemployed. However, the vast majority of employed university alumni are working in the field of education, sustainability, human rights including gender and economic development.

In this year’s report we also included the impact evaluation for our five Mynt-mo Education Foundation (MEF) academies in Myanmar. We surveyed 372 alumni from these academies and 85% of the alumni are either studying or working. An overwhelming 87% of employed alumni are engaged in impactful careers contributing towards community development in the field of education, gender, human rights, economic development and environment. They are truly the change maker for their communities.

Despite the enormous challenges caused by Covid-19 and also the military coup in Myanmar, we are determined to advance our mission and steadfast in our motivation. Our work is now needed more than ever before and we are committed to continue servicing our beneficiaries. With the help of our valued donors and partners, we are confident that we are able to achieve our goals.

I hope that you appreciate this report and our transparency about the impact of our work. A special thank you goes to Sahara Singh (Impact Manager), Gene Lorca (Graphic Design) and our extremely dedicated field staff who went the extra mile to collect all the needed data.
**Vision**
Empowered people responsibly shaping their communities

**Mission**
Improving health and education for sustainable development

**Our strategy**
We design, implement, and partner to support interventions for children and young adults. We address current and future needs in Myanmar, Lao PDR, Cambodia, and Thailand related to:

- Basic or essential health
- Relevant and quality education
- Responsible leaders and qualified specialists
- Values of peace and justice
- Environmental sustainability

Our strategy follows the Sustainable Development Goals of the United Nations.
How We Measure Our Impact

Sahara Singh
Senior Regional Monitoring & Evaluation Specialist

Aid interventions aim to promote positive and meaningful change. The goal of monitoring & evaluation (M&E) is tracking and understanding that change. In Child’s Dream, when planning the M&E of our interventions, the first question we ask ourselves is what changes do we want to see? Is the community in need of conducive learning environments for their children? Is there a need for high school scholarships to improve school continuation rates? These needs and changes are then translated into programme objectives: effective M&E systems are usually able to measure to what extent these have been achieved. Technically speaking, in Child’s Dream, we use results-based monitoring and evaluation systems. After identifying specific programme objectives, we create frameworks and indicators that measure outputs and outcomes. Outputs are services and products delivered to the beneficiaries. For instance, the main output indicator of our school building programme is the number of school infrastructures. Outcomes are short term and medium-term changes in behaviour, attitudes, knowledge, awareness and habits. Outcomes are the positive and meaningful changes we want to achieve for our beneficiaries.

Continuing with the school building programme example, here outcomes focus on providing sustainable and conducive learning environments and increasing access to basic education. We define output and outcome within a monitoring and evaluation log frame, whose function is, for example, to specify indicators, baselines, targets, reporting procedures, data sources and data collection procedures.

In practice, these M&E log frames have seen our teams collecting data in the field, by surveying hundreds of alumni, visiting dozens of remote schools and boarding houses, and discussing issues and achievements with teachers and principals. Every year we discuss the results of these efforts with the country teams and formulate action plans that build on strengths and address the weaknesses of the programmes.
Direct Beneficiaries

237,034
reached by currently active projects as of March 2021

908,787
reached by currently active and inactive projects as of March 2021

831
active projects as of March 2021

We define active those projects that are currently producing benefits for the beneficiaries targeted, while inactive projects produced benefits in the past, but not in the present.
### Count of Active Projects by Type of Interventions as of March 2021

<table>
<thead>
<tr>
<th>Type of Intervention</th>
<th>Active Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Building</td>
<td>360</td>
</tr>
<tr>
<td>Playground</td>
<td>133</td>
</tr>
<tr>
<td>Water System</td>
<td>101</td>
</tr>
<tr>
<td>Boarding House</td>
<td>72</td>
</tr>
<tr>
<td>Solar Charging Station</td>
<td>22</td>
</tr>
<tr>
<td>Computer Labs &amp; Training</td>
<td>17</td>
</tr>
<tr>
<td>Post-Secondary Education Programme</td>
<td>16</td>
</tr>
<tr>
<td>Youth Capacity Building Training</td>
<td>14</td>
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<tr>
<td>Teacher Training &amp; Curriculum Development</td>
<td>12</td>
</tr>
<tr>
<td>Emergency Relief</td>
<td>12</td>
</tr>
<tr>
<td>Vocational &amp; Skills Training</td>
<td>8</td>
</tr>
<tr>
<td>School Health Programme</td>
<td>8</td>
</tr>
<tr>
<td>Migrant / IDP Learning Centres</td>
<td>8</td>
</tr>
<tr>
<td>Social Enterprise</td>
<td>6</td>
</tr>
<tr>
<td>High School Scholarship Programme</td>
<td>6</td>
</tr>
<tr>
<td>Health Care Programme</td>
<td>5</td>
</tr>
<tr>
<td>Stationery &amp; Teaching Aid Programme</td>
<td>4</td>
</tr>
<tr>
<td>Tertiary Scholarship Programme</td>
<td>4</td>
</tr>
<tr>
<td>Coordination &amp; Support Programme</td>
<td>3</td>
</tr>
<tr>
<td>Conference Support</td>
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</tr>
<tr>
<td>School Income Generation Programme</td>
<td>1</td>
</tr>
<tr>
<td>Child Protection Programme</td>
<td>1</td>
</tr>
<tr>
<td>School Dropout Prevention Programme</td>
<td>1</td>
</tr>
</tbody>
</table>

Total, n=831

### Count of Active Projects and Active + Inactive Projects by Country as of March 2021

<table>
<thead>
<tr>
<th>Country</th>
<th>Active Projects</th>
<th>Active + Inactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>316</td>
<td>291</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>321</td>
<td>335</td>
</tr>
<tr>
<td>Myanmar</td>
<td>147</td>
<td>111</td>
</tr>
<tr>
<td>Thailand</td>
<td>169</td>
<td>113</td>
</tr>
<tr>
<td>Regional</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Key: 
- **ACTIVE**
- **ACTIVE + INACTIVE**
School Infrastructure
To assess programme outcomes, schools and boarding houses are visited and evaluated after two years, after five years, after 10 years, and after 15 years of their completion date. During these visits, the maintenance of the infrastructure is evaluated. Indicators include cleanliness, ventilation, brightness, 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 and live in safe and clean environments. In case of serious infrastructural issues that cannot be fixed by the school or the community, Child’s Dream considers and offers further support. The field teams also collect information on school management and WASH, such as completion rates, dropout rates, crowding, toilet ratios, etc. The purpose is to assess how the infrastructures provided affect schooling, hygiene and sanitation within the areas targeted. All evaluations are compared to a baseline, which is typically developed during the need assessment phase.

Why We Build Educational Infrastructure

We strongly believe that a safe, secure and conducive learning environment is essential for the educational success and well-being of the students and teachers. Therefore, we support children and youth in accessing education by providing quality education infrastructure, either building completely new schools, replacing dilapidated ones which were unsafe and unhygienic or constructing additional classrooms to reduce crowding in classes.

Access to secondary education remains challenging in remote areas as students live too far from school and parents cannot afford the traveling or boarding expenses. In the rainy season, many students receive no education due to travel difficulties or dangers such as flooded roads. Some students have to take shelter in basic bamboo huts offering little protection. To address these problems, we build secure boarding houses at centrally located secondary schools to offer free, safe and supervised accommodation. Our educational facilities provide the students a high standard in learning and living environment.

How We Collect the Evaluation Data
Project by GPS

GPS location of schools and boarding houses built by Child’s Dream in Cambodia, Lao PDR, Myanmar, and Thailand.

Total Number of Infrastructures Supported by Country
2005-2020

- Lao PDR: 175
- Cambodia: 135
- Myanmar: 56
- Thailand: 48
Between 2005 and 2020, Child’s Dream built 414 school infrastructures across Thailand, Myanmar, Lao PDR and Cambodia. As shown in the graph, output numbers vary according to the country of operation. Lao PDR and Cambodia greatly suffer from a lack of educational infrastructures, thus recording the highest numbers of buildings supported. Myanmar has been affected by the adverse effects of military rule and ethnic conflict. Such context rendered more difficult the implementation of the programme. On the other hand, the Thai government has stepped up its support to remote communities and provided the needed school infrastructures. This allowed the teams to stop the intervention in Thailand in 2016.

At the end of 2020, we expected to have fully completed 344 school buildings and 70 boarding houses. The interventions respectively served 100,541 and 4,258 beneficiaries. Note that most of the beneficiaries of the boarding houses are also counted under the school building projects. Often student accommodation is supported after the school has received extra classrooms from Child’s Dream.
Due to travel restrictions and border closures, only 26% of the planned evaluations were carried out. We planned to assess 109 infrastructures: that is, 96 school buildings and 13 boarding houses. The Lao PDR team could only evaluate 28 projects in January and February 2020 and could not carry out the remaining 17 because the borders shut down. In Myanmar and Cambodia, the start of the pandemic in early March rendered difficult the delivery of any further evaluations. Schools were closed for most of the academic year, and governments intermittently issued inter-provincial travel restrictions.
We developed rating guidelines for each indicator to standardise ratings across the four countries of intervention. The graph shows that providing new school infrastructure and furniture enhanced learning environments and building conditions. All indicators starkly improved when compared against the baseline results, thus showing that the programme meets the objectives of providing safe and sustainable educational facilities and conducive learning environments.

The figures also highlighted different challenges. General cleanliness is an area of improvement for some schools, and not all classrooms were found appropriately decorated with teaching aids. The graph clearly shows that the quality of infrastructures and learning environments tend to decrease over time. Reasons for such decrease include wear and tear, lack of funding for minor maintenance and, in certain schools, mismanagement and natural calamity. The most affected structures are floors and ceilings, and in 2020 the team found that many projects suffered from cracks on the walls caused by the November 2019 earthquake. The schools with the most severe wall damages are currently receiving support from Child’s Dream. Finally, school WASH is not performing very well. Mainly due to water scarcity issues, the team found that many sanitary facilities were either not used or not adequately looked after. Such findings are only applicable to the 26 schools evaluated in Laos in 2020 and are not representative of the overall programme.

### Comparison of Indicator Averages Over Time for School Building Infrastructure

<table>
<thead>
<tr>
<th>EVALUATION CATEGORIES</th>
<th>INDICATOR</th>
<th>BASELINES</th>
<th>2 YEAR EVALUATION</th>
<th>3 YEAR EVALUATION</th>
<th>10 YEAR EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING ENVIRONMENT</td>
<td>BRIGHTNESS</td>
<td>2.8</td>
<td>5.3</td>
<td>5.1</td>
<td>4.6</td>
</tr>
<tr>
<td></td>
<td>CLEANLINESS</td>
<td>2.6</td>
<td>4.8</td>
<td>3.8</td>
<td>4.4</td>
</tr>
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<td>4.2</td>
<td>4.2</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
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<td>5.7</td>
<td>3.0</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td>VENTILATION</td>
<td>2.8</td>
<td>5.7</td>
<td>5.0</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td>USE OF SPACES</td>
<td>3.9</td>
<td>6.0</td>
<td>5.6</td>
<td>3.8</td>
</tr>
<tr>
<td>SCHOOL BUILDING CONDITION</td>
<td>SAFETY AND SECURITY</td>
<td>1.6</td>
<td>4.3</td>
<td>3.4</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td>FLOOR AND CEILING</td>
<td>1.2</td>
<td>5.2</td>
<td>4.5</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td>ROOF</td>
<td>1.2</td>
<td>4.2</td>
<td>5.0</td>
<td>4.7</td>
</tr>
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<td></td>
<td>WALLS</td>
<td>1.5</td>
<td>5.5</td>
<td>4.8</td>
<td>4.3</td>
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<td>SCHOOL COMPOUND</td>
<td>CLEANLINESS</td>
<td>3.4</td>
<td>4.2</td>
<td>4.2</td>
<td>4.7</td>
</tr>
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<td>SAFETY</td>
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<td>4.0</td>
<td>4.1</td>
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<td>SCHOOL MANAGEMENT</td>
<td>TEACHER/STUDENT RATIO</td>
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<td>5.6</td>
<td>5.0</td>
<td>3.9</td>
</tr>
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<td></td>
<td>STUDENT/TOILET RATIO</td>
<td>0.8</td>
<td>2.7</td>
<td>2.8</td>
<td>3.1</td>
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<td></td>
<td>TOILET CLEANLINESS</td>
<td>1.3</td>
<td>3.7</td>
<td>3.3</td>
<td>4.3</td>
</tr>
</tbody>
</table>

**RATINGS**

0 = NO INFRASTRUCTURE IS PRESENT
1 = VERY BAD
2 = BAD
3 = POOR
4 = ACCEPTABLE
5 = GOOD
6 = VERY GOOD

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2020 Evaluation Results for School Buildings

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Evaluation Results for Had Ngam Lower Secondary School Building

average rating 0-6

<table>
<thead>
<tr>
<th>EVALUATION CATEGORIES</th>
<th>INDICATOR</th>
<th>BASELINES</th>
<th>5 YEAR EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Environment</td>
<td>Brightness</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Cleanliness</td>
<td>6.0</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Decoration</td>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Settings</td>
<td>2.0</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Ventilation</td>
<td>3.0</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>Use of Spaces</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>School Building Condition</td>
<td>Safety and Security</td>
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<td>6.0</td>
</tr>
<tr>
<td></td>
<td>Floor and Ceiling</td>
<td>1.0</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Roof</td>
<td>1.0</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Walls</td>
<td>1.0</td>
<td>5.0</td>
</tr>
<tr>
<td>School Compound</td>
<td>Cleanliness</td>
<td>6.0</td>
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</tr>
<tr>
<td></td>
<td>Safety</td>
<td>6.0</td>
<td>3.0</td>
</tr>
<tr>
<td>School Management</td>
<td>Teacher/Student Ratio</td>
<td>6.0</td>
<td>6.0</td>
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<tr>
<td>School Wash</td>
<td>Students/Toilet Ratio</td>
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<tr>
<td></td>
<td>Toilet Cleanliness</td>
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<td>4.0</td>
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</tbody>
</table>

**RATINGS**

0 = NO INFRASTRUCTURE IS PRESENT
1 = VERY BAD
2 = BAD
3 = POOR
4 = ACCEPTABLE
5 = GOOD
6 = VERY GOOD

**Stories From The Field**

**Had Ngam Lower Secondary School Building**

In 2015, Child’s Dream built six classrooms and four toilets for the lower secondary students of Had Ngam, a small village located in the Kob District in Laos. The new structure replaced the old school, which was built in 2013. The old building had four classrooms, was made entirely of bamboo and lacked toilets for the students. Due to the poor quality of the construction materials, the facility was deemed unsafe and inadequate for teaching activities. Furthermore, the lack of basic sanitary facilities imposed health risks for the children attending the school. The building was replaced in 2015 by Child’s Dream to address these challenges. The project was evaluated in 2020. The assessment reported positive results. Building conditions are solid, and learning environments are well maintained, with classroom decorations identified as the main area of improvement. Finally, the school is planning to build a fence to improve the safety of the compound. For the 2018/2019 academic year, the school recorded a gross completion rate of 58.18% and a gross dropout rate of 3.26%. The principal noted that dropouts were most prevalent among the students belonging to the Mon ethnicity. At first sight, it might seem difficult to reconcile the two rates. The calculations take into consideration different denominators and do not refer to the same student intake. Completion rates are calculated by dividing the number of students completing the last grade of a school cycle by the numbers of students enrolled in the cohort. The figures tell us the success of a school in moving children from the first day of school to graduation. Dropout rates are calculated by dividing the total number of children dropping out of the school cycle by the total number of students enrolled. Both rates do not take into consideration students who transfer or repeat.
Had Ngam Lower Secondary School Building

baseline

5 year evaluation
2020 Evaluation Results for Boarding Houses

In 2020, only two boarding houses were evaluated. The Laos team assessed the female and male boarding houses of the Pang Bong Secondary School. The two boarding houses were built in 2017 to replace the old structures, originally built in 2014 by the students’ parents and school staff. These accommodations were very rudimentary, providing no electricity nor running water for sanitation to the boarders. The temporary shelters were made of thatched thin bamboo walls and a zinc roof, making the students vulnerable to low temperatures in the mountains, heavy rain and strong winds.

In 2020, the new structures hosted 37 girls, 52 boys and four teachers.

The evaluation carried out showed optimal results, as living environments and building conditions scored very well across all indicators. The only two challenges highlighted by the principal are the need for more cabinets and water scarcity.

<table>
<thead>
<tr>
<th>EVALUATION CATEGORIES</th>
<th>INDICATOR</th>
<th>BASELINES</th>
<th>2 YEAR EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOARDING HOUSE BUILDING CONDITION</td>
<td>FLOOR AND CEILING CONDITIONS</td>
<td>1.0</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>ROOF CONDITIONS</td>
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<tr>
<td></td>
<td>BUILDING SAFETY AND SECURITY</td>
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<td></td>
<td>WALLS CONDITIONS</td>
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<td>BOARDING HOUSE LIVING CONDITIONS</td>
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<td>ACCESS TO WATER SOURCE</td>
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<td></td>
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<td>CLEANLINESS</td>
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<td>VENTILATION</td>
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<td>CLEAR HOUSE RULES</td>
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<tr>
<td>BOARDING HOUSE WASH</td>
<td>BOARDERS/TOILET RATIO</td>
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</tr>
<tr>
<td></td>
<td>CLEAN TOILET WITH FLUSHING WATER</td>
<td>NO DATA</td>
<td>6.0</td>
</tr>
</tbody>
</table>

RATINGS
0 = NO INFRASTRUCTURE IS PRESENT
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6 = VERY GOOD
Pang Bong Secondary School Boarding Houses

baseline 2 year evaluation
COVID-19 Impact on the School Infrastructure Programme

The COVID-19 pandemic impacted the operational capacity of the teams working on the school infrastructure programme. The total number of new buildings delivered in 2020 did not differ too much from the 2019 numbers; however, managers faced several challenges when implementing the programme activities. Thailand closed its borders in April 2020, and the Laotian team could not travel to Laos PDR to work on the programme. In Myanmar, schools were closed for the whole 2020 academic year, and the government imposed internal travel restrictions. In Cambodia, students were not allowed in class until 2021, and only a few grades and cycles were allowed to operate. To address these issues, managers moved online the identification of new schools and the monitoring of the upcoming constructions. Such efforts required the cooperation of the local communities and districts of education. Despite the challenges, the teams delivered most of the activities, and output numbers did not significantly differ from the 2019 results. See the graph on page 38 for more information on the output numbers.
University Scholarship Programme
Why We Do It: Education for Sustainable Development

Child’s Dream believes that a country can only develop in a sustainable and peaceful way if all members of society can access quality education, fulfil their aspirations and potential, apply their knowledge, and contribute towards the development of their communities. Our University Scholarship Programme provides scholarship support for academically strong students to attend tertiary education in Laos, Cambodia, Myanmar and Thailand. With the advantage of higher education, youth have improved skills and knowledge, access to better employment and serve as future contributors and leaders to the development of their communities.

How We Collect the Evaluation Data

To understand programme outcomes, every year, we send a survey to alumni who graduated one, three and five years before. Recent graduates are not invited to participate in the survey to ensure that results only reflect the situation of those who graduated at least a year before. To reduce bias, duplicate respondents are removed from the dataset, and all answers are cross-checked and cleaned for consistency. The survey collects information concerning how the programme contributes to the students’ preparation to pursue relevant and timely employment upon graduation. In line with the programme objectives of forming leaders and specialists, the study also explores if and how the USP alumni are engaged in impactful careers in their specialisation areas. The findings presented reflect the self-reported survey responses of the 110 alumni surveyed in 2020.
In the reporting period 2006-2020, the USP enrolled 623 scholarship students. The programme is gender-balanced.

50% male
50% female

268 scholars are currently studying; 298 are alumni; 23 dropped out; and 34 were terminated. These figures correspond to a graduation rate of 87%, a dropout rate of 5%, and a discontinuation rate of 8%. Started in 2006, the Myanmar International Bachelor counts the highest number of graduates, while the Laos Bachelor currently holds the highest number of active scholars. In Cambodia and Myanmar, the first beneficiaries graduated in 2019.
The alumni tracking survey was sent in 2020 to 110 beneficiaries who graduated in 2015, 2017 and 2019. The survey also tracked the first alumni who graduated from the pilot USP in Cambodia and Myanmar. We received 100 valid responses, six from the Cambodia Bachelor, five from the Myanmar Bachelor, 53 from the Myanmar International Bachelor and 36 from the Laos Bachelor. Overall, the figures correspond to a response rate of 91%.
Respondents’ Rating of Child’s Dream Support

<table>
<thead>
<tr>
<th>Support From Child’s Dream Staff</th>
<th>Financial Support</th>
<th>Quality of Courses Pursued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>Good</td>
<td>Acceptable</td>
</tr>
<tr>
<td>18%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>Good</td>
<td>41%</td>
<td>52%</td>
</tr>
<tr>
<td>Acceptable</td>
<td>39%</td>
<td>Very Good</td>
</tr>
<tr>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source: Respondents’ Rating of Child’s Dream Support</th>
</tr>
</thead>
</table>

Current Situation of Respondents

- 81% of the respondents are employed; 18% are unemployed or inactive; and one alumnus is studying and working at the same time. Compared to the 2019 alumni tracking results, the figures are less positive. The analysis showed that 11 out of the 17 unemployed scholars are fresh graduates. While labour markets are always harder for fresh grads, COVID-19 has rendered finding jobs more difficult. A few scholars from the Myanmar International Bachelor lamented losing internship opportunities in Myanmar due to border closures. Two alumni, who were employed in NGOs in the previous alumni survey, became unemployed in 2020. The pandemic hit the non-profit sector hard, with many aid workers losing their jobs because of a lack of funding. Speaking of highlights, the five nurses that graduated from the Myanmar Bachelor are all currently working either in hospitals or COVID-19 centres in Myanmar.

Positive Results, but Harder Outcomes for Fresh Graduates

81% of the respondents are employed; 18% are unemployed or inactive; and one alumnus is studying and working at the same time. Compared to the 2019 alumni tracking results, the figures are less positive. The analysis showed that 11 out of the 17 unemployed scholars are fresh graduates. While labour markets are always harder for fresh grads, COVID-19 has rendered finding jobs more difficult. A few scholars from the Myanmar International Bachelor lamented losing internship opportunities in Myanmar due to border closures. Two alumni, who were employed in NGOs in the previous alumni survey, became unemployed in 2020. The pandemic hit the non-profit sector hard, with many aid workers losing their jobs because of a lack of funding. Speaking of highlights, the five nurses that graduated from the Myanmar Bachelor are all currently working either in hospitals or COVID-19 centres in Myanmar.

Positive Alumni Feedback

Respondents rated the scholarship programme services across three categories. Overall, the alumni provided positive and encouraging ratings, and only a few gave negative feedback.
76% of the respondents found jobs related to their field of study

69% of the respondents found jobs focused on making a positive impact on their communities

37% work in non-profit organisations

Employment Sector of Employed Respondents

<table>
<thead>
<tr>
<th>Sector</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Profits</td>
<td>37%</td>
</tr>
<tr>
<td>For-Profits</td>
<td>32%</td>
</tr>
<tr>
<td>Government</td>
<td>17%</td>
</tr>
<tr>
<td>Self-Employed</td>
<td>13%</td>
</tr>
<tr>
<td>Other Informal Services</td>
<td>1%</td>
</tr>
</tbody>
</table>

37% of the employed respondents are working in the non-profit sector; 32% have jobs at for-profit companies; 17% are public servants; while another 13% are self-employed.
Education, Sustainable Development, and Health

All alumni engaged in impactful careers responded to further questions concerning their employment. Education, human rights and sustainability are the most cited fields of employment. Teaching, training and project management are the most named tasks at work. Indeed, many alumni are nurses, teachers, educators, and project managers.

Of the employed alumni, 61% have full-time paid positions.
Since COVID 19 was declared a pandemic in early March 2020, our USP activities in Myanmar, Lao PDR, Thailand and Cambodia suffered from delays and logistical issues. Universities had to switch to online classes, and several students had to return to their home communities. Many scholars faced internet connection issues and could not properly follow classes from their remote villages. The transition to online teaching was also not smooth, as some universities and professors struggled with teaching apps and remote methodologies. These issues caused delays in the delivery of the curriculum and poorer learning outcomes. Exams, internships and grading had to be postponed or delayed, while Child’s Dream students monitoring and training had to be carried out online or cancelled altogether. Although all USP projects suffered from these issues, the Myanmar Bachelor project has been impacted the most. Indeed, universities have not been able to open since the pandemic started; and all classes are still delivered online. Finally, many students from the Myanmar International Bachelor project were not able to travel to their universities or internship placements due to border closures and travel restrictions.

Stories From The Field

Originally from Bagan, Aye Nyein Thu was among the first students to join the Myanmar University Scholarship Project in 2017. Despite her side job as a tourist guide, she struggled to finance her studies at the University of Nursing of Mandalay and needed the scholarship to finish the four-year course. The family could not help her. Indeed, her mother earned income from selling vegetables at the local market and had to support her other four children. The father passed away when she was 14. She finally graduated in 2019 in nursing sciences. Currently, she is working as a nurse at the Yangon General Hospital, where she works to support COVID-19 patients.

Upon graduation, I hope to be offered a support position and be a qualified public nurse. I will try my best to take care of patients and patiently and effectively. Additionally, I will prepare to study for a Master’s degree for nursing at the University of Nursing, Yangon or Faculty of Nursing, Mahidol University. Your kindness and generosity has inspired me to help others and give back to the community. On behalf of all the students trying to overcome difficulties to achieve their dreams, I would like to thank you again for all that you’re doing.

From the “Thank you letter” sent to the donor in 2019.

Aye Nyein Thu
ALUMNA
Basic Education Scholarship Programme
Why We Do It: Bridging the Gap

We initiated Child’s Dream High School and Vocational Scholarship Programme to provide middle school students from rural and marginalised communities with the opportunity to continue education at a higher level. Implemented in Myanmar, Lao PDR, Cambodia and Thailand, the programme aims to improve the continuation rate of students between lower and upper secondary, by providing financial support to help them in continuing and completing their upper secondary education. Accepted students receive full scholarship support which covers all education related costs, as well as funds for living and transportation in their three years of upper secondary study. The academic year and the implementation timeline differ across countries.

How We Collect the Evaluation Data

To understand programme outcomes, every year, we send a survey to alumni who graduated one and two years before. Recent graduates are not invited to participate in the survey to ensure that results only reflect the situation of those who graduated at least one year before. To reduce bias, duplicate respondents are removed from the dataset, and all answers are cross-checked and cleaned for consistency. The survey collects information concerning how the programme contributes to the students’ preparation to pursue higher education and employment upon graduation. The findings presented reflect the self-reported survey responses of the 397 alumni surveyed in 2020.
Between 2010 and 2020, the BESSP enrolled 2,302 scholarship students. Of these, 971 are currently studying; 1,070 completed high school; 134 dropped out; and 127 were discontinued. Cambodia has the highest number of active students (390), while Lao PDR holds the highest number of graduates (447).

**Output in Numbers**

<table>
<thead>
<tr>
<th>Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>46%</td>
</tr>
<tr>
<td>Active</td>
<td>42%</td>
</tr>
<tr>
<td>Discontinued</td>
<td>6%</td>
</tr>
<tr>
<td>Dropped</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Positive Completion Rate**

Overall, 84% of the scholarship students enrolled in the programme completed high school. All four countries recorded positive completion rates. Thailand and Cambodia registered a completion rate of 85%, while Lao PDR recorded 84% and Myanmar 91%.

**Programme Growth**

In its ten years of operation, the basic education scholarship programme (BESSP) expanded from 17 beneficiaries in 2010 to 2,302 in 2020. Gender breakdowns show that a higher number of females apply and pass the programme entry requirements.
In 2020, 33 scholarship camps were organised for scholarship students across the four countries of intervention. At the end of each camp, students filled in feedback forms to help us evaluate and improve training quality. On a scale of one to six (1=very bad, and 6=very good), the students gave an average rating of 5.45 to the quality of the camps.
High Response Rate

The alumni tracking survey was sent in 2020 to 397 beneficiaries who graduated in the academic years 2017-2018 and 2018-2019. The survey also tracked the first alumni who graduated from the pilot BESSP in Myanmar. We received 322 valid responses: nine from Myanmar, 105 from Cambodia, 127 from Lao PDR and 81 from Thailand. Overall, the figures correspond to a response rate of 81%.

Students’ Ratings of Child’s Dream Services and Support

-1% very bad
4% acceptable
30% good
66% very good

Respondents rated Child’s Dream services and support. Across the four countries of operation, only one respondent gave a negative rating, while the majority of the alumni provided enthusiastic feedback of the support received. Around a dozen picked the acceptable option.
Current Situation of Respondents

33% employed

43% studying

19% unemployed

4% inactive

Different Country, Different Outcome

Overall, 43.2% of the respondents are studying; 33.2% are working; 19.3% are seeking jobs; and 4.3% are inactive. We define as inactive those alumni who are not looking for any kind of employment or study opportunity, as they might have chosen to be homemakers. Similar to the 2019 results, outcomes are different across the four countries of operations. Local contexts shape labour markets and the opportunities available to the alumni. For instance, in Thailand, 62% of the respondents are currently studying, while, in Cambodia, 40% found jobs. Unemployment rates are higher than in 2019, with many alumni lamenting losing job opportunities because of the side effects brought by COVID-19 restrictions. In Thailand, 32% of the respondents mentioned the pandemic as the cause of disruption in their finances and education.

Post Secondary Education

71% of the alumni pursuing further education have enrolled in bachelor degrees, and 29% of the respondents are undertaking either vocational courses or other certificates. Most popular areas of study are education, economics and finance, languages and STEM.
Employment Situation of Employed Respondents

% total, total, n=107

For-Profit Position and Public Servants

All employed alumni further responded to specific questions concerning their employment status. 57% of the respondents work in the for-profit sector, and 19% are public servants, mostly at government schools or hospitals. Around 52% of the respondents have full time paid positions. Of the alumni who have joined the military, three are from the Lao PDR intervention, and one from the Cambodian one.
COVID-19 Impact on the Basic Education Scholarship Programme

The COVID-19 pandemic affected programme operations, and the students’ capacity to attend class. The Myanmar scholarship students have been impacted the most. Since June 2020, schools in Myanmar have not operated, and the timid attempt to reopen in August 2020 was pushed back by the start of the second wave. The beneficiaries will likely have to repeat the year since all examinations have been postponed as well. In other countries, schools closed for a few weeks, moved content delivery online, or changed the semester dates. Due to internet connection issues, not all beneficiaries were able to follow online classes and had to stay home and help their parents on the land. From an operational perspective, the Laos and Myanmar programmes faced the most difficulties. The managers of the Laos project could not travel to the country due to border restrictions. Recruitment of new intakes and scholarship camps had to be delivered through last-minute cooperation with our local partners, which caused delays and logistical difficulties.

Stories From The Field

Sisamone Saiyavong is one of our first alumni, as she joined the pilot scholarship programme in 2010. The youngest in a family of ten, Sisamone Saiyavong was born in a small Laotian village, located in Xaignabouli province. On her last year of lower secondary school, her father told her that she could not continue to high school because the family could not afford to support her. Her passion for books and her hopes for a better future pushed her to study hard in the hope that a high GPA would grant her a government scholarship. The alternative to high school was becoming a migrant worker and joining one of her sisters in Thailand. In that same year, one of her teachers announced the opportunity to join the Child’s Dream scholarship programme; and to her relief, she was able to secure a place at Pak Lay Secondary School. As she was also determined to get a Child’s Dream university scholarship, she maintained a high GPA throughout her studies. In 2013 she started her bachelor degree at the National University of Laos in hotel and tourism management. Today, she is head of sales at DataCom, and she is the youngest member of her team.
Children’s Medical Fund
Why We Do It: Reducing Childhood Mortality and Long-term Disability

CMF supports the United Nations Sustainable Development Goals (SDGs) for 2030, specifically Goal 3: Ensure healthy lives and promote well-being for all ages.

Established in 2006, CMF provides access to life-saving operations and medical interventions for infants and children. In promoting the health service, we prioritise treatments of congenital disorders as it is one of the leading causes of child mortality. The surgical procedures are normally expensive and complex; the majority of families cannot afford the necessary medication, let alone the costly operations. With approx. 150 patients annually, our targeted beneficiaries are children aged 0-12 who have been diagnosed with cardiac disorders, anorectal malformations, and neural tube defects. Without financial support and access to quality healthcare, many of these children either die prematurely or are crippled by disability, and are unable to attend school, perpetuating the cycle of poverty.

How We Collect the Evaluation Data

Patients’ information and medical records are stored in a database designed for keeping track of health treatments. For monitoring and evaluation purposes, information is cross-checked against medical reports every six months. Programme statistics are regularly produced to understand the output and outcome of the fund.
A Steady Inflow of Patients

One patient can suffer from more than one disorder, which results in more than one case per patient. At the end of 2020, the programme counted 2,019 cases, which corresponds to 1,950 patients. Most children are either from Myanmar or are Myanmar descendants, and only 5.5% of the cases are from Lao PDR. Gender wise, 56% of the patients are male, and 44% are female.

Different Medical Conditions

59.3% of the cases are cardiac disorders, while another 15.5% are categorised under general or unspecified. These were recorded between 2006 and 2008 when children were treated for any medical condition. Among the general or unspecified cases, patients received treatment for bone fractures, cancer, severe fevers etc. The remaining 25.2% of the cases include other severe congenital disorders, such as anorectal malformations or neural tube defects.
Of the 2,019 cases recorded, 86% (1,742) have been closed, and another 14% (277) are ongoing. Depending on the severity of the condition treated, the fund either saves lives or improves them. As the majority of the cases recorded were life-threatening, 81% of the successful treatments were lifesaving. Of the 2,019 cases recorded, 86% (1,742) have been closed, and another 14% (277) are ongoing. Depending on the severity of the condition treated, the fund either saves lives or improves them. As the majority of the cases recorded were life-threatening, 81% of the successful treatments were lifesaving.
On 13 January, 2020, Thailand reported its first case of COVID-19. Cases did not surge until mid-March, when an outbreak was reported in Bangkok. On 26 March a state of emergency was declared, and lockdown measures were implemented throughout the country. A second wave started again in mid-December, and as of 31 December 2020, there were 6,884 cases recorded. Thailand borders have been closed since 4 April, apart from only a few exceptions. With a good portion of the patients residing either in Lao PDR or Myanmar, the closure of the borders meant reduced access to health services for many of the beneficiaries recorded in the programme. The fund could only truly serve the migrant patients residing in Thailand; yet even for the latter, access was rendered difficult by intermittent interprovincial travel bans. To ensure the delivery of outpatient treatments, the CMF staff coordinated with local hospitals in Lao PDR and Myanmar the distribution of the prescribed medication. Unfortunately, support from local hospitals proved inadequate for certain severe cases, and as of December 2020, three patients died from lack of access to life-saving health services. The numbers on page 80 further show the reduction in services and support provided by the fund in 2020 because of COVID-19. As soon as the borders to Thailand open, CMF expects an influx of patients seeking treatment through the programme.

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>COVID-19 impact on CMF in 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>surgeries delivered</td>
<td>132</td>
<td>77</td>
<td>42% reduction in surgeries delivered</td>
</tr>
<tr>
<td>patients receiving surgery</td>
<td>127</td>
<td>73</td>
<td>43% reduction in patients accessing surgeries</td>
</tr>
<tr>
<td>new patients enrolled</td>
<td>131</td>
<td>60</td>
<td>54% reduction in new patients enrolled in the programme</td>
</tr>
</tbody>
</table>
Stories From The Field

Guitar Fongsanuvon was born in April 2020 in Bangkok, to Malatip Fongsanuvon, a Lao migrant worker. Soon after he was born, the father, a local Thai, abandoned him and refused fatherhood. By rejecting the child, Guitar lost the benefits of being a Thai citizen, such as affordable health care. At the age of three months, Guitar started suffering from difficulty breathing and irregular heartbeat. After a visit to the Thammasat University Hospital, he was diagnosed with congestive heart failure, community-acquired pneumonia and Shone’s complex. He required urgent surgery and immediate inpatient care. While he was hospitalised for more than a month, the mother sought different opinions and solutions from three hospitals in Bangkok. After receiving confirmation that the surgery would have cost her 1.2 million baht (almost $40000), she was ready to go back to Laos and seek traditional treatment from local healers, as the charge was just unaffordable. But with Covid ravaging throughout the world, all borders were closed; thus leaving her with little choice but staying in Thailand. To receive free medical care, Thammasat University Hospital doctors pushed Malatip to join the Children Medical Fund. In July 2020, they moved to Chiang Mai and started treatment. After receiving heart surgery, Guitar is finally on his way to full recovery.
Myint-Mo Education Foundation
Why We Do It: Preparing Changemakers

We strongly believe that empowered youth can proactively contribute towards the positive development of their communities. However, high quality, relevant and affordable education in Myanmar’s ethnic states is scarce. And motivated youth from rural and often impoverished communities do not have the opportunity to develop the knowledge and skills they need to make positive change in their local communities.

We support Myint-mo Education Foundation (MEF) and its network of five academies throughout Myanmar to provide a 2-year intensive academic programme. The students study at these five local academies to improve their general knowledge, enhance their capacity to analyse local issues, increase their ability to formulate creative strategies to make positive change and to make connections with groups where they can initiate community development projects.

How We Collect the Evaluation Data

To understand programme outcomes, we sent an online survey via Google Forms to 456 alumni. The survey collected information concerning how the programme contributed to the students’ preparation to pursue impactful and timely employment upon graduation. In line with the programme objectives, the study also explored if and how the MEF alumni impacted their communities. The findings presented reflect the self-reported survey responses of 372 alumni. Alumni who graduated in 2019 were not invited to complete the survey to ensure that results only reflect the situation of those who graduated at least one year ago. To reduce bias, duplicate respondents were removed from the dataset. All remaining answers were cross-checked for consistency as existing language barriers have shown to decrease response accuracy.
Since the beginning of the programme in 2011, the MEF academies enrolled 977 students and expanded from three schools to five. In 2017 an academy was opened in Taunggyi, and later in 2020, another one started operating in Hakha. Making up to 58% of the total student population, the programme recorded a higher number of female students.
Of the 977 students enrolled in the programme, 592 have graduated; 316 are currently studying; 53 dropped out; and 13 were discontinued. Note that for three students, their status is under revision by the principals of their schools. These figures correspond to a positive graduation rate of 90%, a dropout rate of 8%, and a discontinuation rate of 2%.

Output in Numbers

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>Dropout Rate</th>
<th>Discontinued Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>8%</td>
<td>2%</td>
</tr>
</tbody>
</table>

For outcome analysis, a survey was administered via Google Forms to 456 alumni, who completed the programme between 2012 and 2018. We received 372 valid answers, which corresponds to a response rate of 82%.
Respondents rated how well the programme had prepared them for leadership positions, higher education, understanding community needs and employment. Between 74% and 82% of the respondents felt well prepared across all categories, with job readiness and community needs preparations scoring the highest. Only a few provided negative ratings.

Non-profit Careers and Further Specialisation

To better understand the current alumni situation, the survey asked additional questions concerning the respondents’ employment and studies. 71% of the employed alumni work in the non-profit sector, while 59% of those pursuing further education are undertaking bachelor degrees or master degrees.
86% of all respondents have or had a job focused on community development since graduation.

Preparing Changemakers

86% of all respondents indicated that they have or have had a job with a positive community impact, while 87% of the currently employed alumni are engaged in impactful careers. Education, gender and human rights are the most common intervention areas, and main tasks at work include training, networking, admin and project management. A good portion of the alumni are teachers, trainers, microfinance employees, human rights advocates, and project managers. They are employed in community-based organisations, NGOs and international organisations, such as UNOPS, Save the Children, World Vision, IRC, etc.
COVID-19 Impact on Myint-Mo Education Foundation

On 23 March, Myanmar reported its first case of COVID-19. During the first wave, there were 374 cases and six deaths, with the last local transmission found on 16 July. The second wave started on 16 August in Rakhine State and, as of 31 December 2020, there were 124,630 cases recorded.

To allow social distancing and follow government guidelines, the MEF academies interrupted all in-person classes and started online teaching in April 2020. Especially during the first wave, online teaching proved to be quite a challenge. Some students did not have the proper equipment to follow virtual classes, and Child’s Dream did not have enough budget to provide high tech laptops to all the beneficiaries. Instead, each student received a small stipend that would cover at least internet expenses, and ad-hoc solutions were found for each pupil lacking the appropriate equipment. Additionally, at first, teachers were not very familiar with online teaching platforms, and it took a few weeks to adjust classes and teaching methodologies. Another issue concerned the residential students. Due to travel restrictions, some residential pupils had to stay in the accommodation provided by MEF, and could not travel back home. To further reduce crowding, they were split and moved to additional rented rooms. This issue most affected schools located in Chin and Kachin, which count the highest amount of boarders. Finally, in three academies, senior students were not allowed to complete their internships until later in the year, thus causing a delay to their graduation. In Myitkyina, Loikaw, and Taunggyi, students will graduate in April 2021 rather than December 2020.

Yan Naing Tun graduated in 2018 and, in his most recent role, was project assistant for the Kayah State Youth Network. “Level Up Academy supported me to start imagining my goal and eventually realise it. The lessons learnt from Level Up Academy is really useful in socialisation, work and life-long learning. Thanks, LUA, for giving me the readiness to face the world.”

Nan Naing Tun
ALUMNUS
Child’s Dream
In Numbers

- 4% Australia
- 5% Thailand
- 6% USA
- 11% Germany
- 12% Singapore
- 12% Liechtenstein
- 10% Other
- 40% Switzerland
- 12% Liechtenstein

- CHF 9,089,540 in 2020

- 23% Private Donor
- 9% Trust
- 5% Company
- 4% NGO
- 1% Other
- 58% Foundation
- 4% NGO
- 1% Other

- CHF 9,089,540 in 2020

- 3.8
- 5.4
- 6.0
- 7.0
- 7.8
- 8.1
- 9.0

- Donation Volume
  (m CHF) vs. admin. costs [%]

- * Average admin cost of ZEWO-approved (Swiss) NGOs
  [SOURCE Study by ZEWO 2020]
Child’s Dream Impact Report 2020

Project expenditure by country:
- CHF 8,314,322 in 2020
  - 36% Myanmar
  - 27% Cambodia
  - 22% Thailand
  - 14% Lao PDR
  - 1% Regional

Project expenditure by focus group:
- CHF 8,314,322 in 2020
  - 44% Basic Education
  - 45% Higher Education
  - 11% Health
  - 0% Social Enterprise
  - 4% Region

Beneficiary count by group:
- 237,034 in 2020
  - 36% (85,994) Cambodian
  - 23% (54,456) Laotian
  - 22% (53,759) Myanmar
  - 9% (20,994) Migrants
  - 9% (20,994) Myanmar
  - 5% (11,767) Myanmar IDPs
  - 3% (6,652) Thai
  - 1% (250) Regional

Employees by nationality:
- 51 paid employees
  - Average age 36 years
  - 15 Thai
  - 15 Myanmar
  - 15 Swiss
  - 2 German
  - 2 Italian
  - 1 Irish
  - 1 Filipino
  - 1 American
  - 1 Laotian
  - 3 Laotian

Paid employees average age 36 years as of end 2020
We rely heavily on volunteers to perform certain administration tasks. Due to the COVID-19 pandemic and the subsequent border closing, we were unable to bring the needed volunteers to our office.

- Total number of free hours worked by our volunteers in 2020: 1,315
- Man-year in 2020: 0.69