



# Child's Dream Association

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Dedicated to empowering children,  
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## 2016 Report for

## Swiss School in Singapore

## Project concerned

## Karen State (Kayin State) Education Assistance Group (KSEAG)

This programme is about the provision of stationary for schools, which includes the purchase and delivery of school supplies (student learning materials and teaching materials) to Kayin State schools in Myanmar.

## Implemented and funded by

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## Executive Summary

We have successfully supported KSEAG since 2008. This report covers the full 2016-17 academic cycle and its activities from 1 January to 31 December 2016. During the reporting period, the materials were agreed upon, purchased and delivered to the schools. KSEAG is able to run this programme every year, supporting schools mainly in Kayin State and some parts of Mon State, East Bago Division and Tanatharyi Division with a supply chain coming from both countries, Thailand (51%) and Myanmar (49%).

### 1. Overview

As the political situation continues to stabilize, KSEAG could conduct more activities and meet more schools and communities than ever before. Parent committees and teachers' engagement in education has also further increased. Communities keep on understanding more about educational mechanisms and activities which are the vein for Kayin people. They feel passionate to teach the Karen Education Department (KED) curriculum and promote the Kayin tradition and culture. Teachers know how to carefully collect and analyse teacher and student data. They also feel energetic to share the newly offered Mine Risk Education (MRE) training to committees and parents. Teachers received the same stipend as last year. The distribution process was well-organized, proofing the full participation from teachers, education committees and the involved communities.

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The communities and government teachers are willing to teach Kayin subjects three times a week and sing the Kayin national anthem every morning. It was observed that both the communities and the government teachers could establish more mutual respect. Student participation rates increased and teachers were more actively engaged in their roles.

During this past year, KED and the Karen Teacher Working Group (KTWG) have seen a period of emerging change in Kayin areas and in Kayin education. Although no ceasefire agreement has been signed, and despite the recent conflicts which have been ongoing in Eastern Myanmar, the areas in which KSEAG has been working were undergoing a relatively stable period due to cessation of the long running conflict with the Myanmar armed forces. This change has had both positive and negative impacts on KSEAG's work. The most notable improvement for people in the project area is the greater freedom and safety of movement. KSEAG members have benefited from this change as well, as they are able to increase their travel by motorcycle, truck or public transportation. The negative impact has been the uncoordinated introduction of government and non-government actors into these areas which has led to confusion amongst communities, and in some cases to the disruption of systems that KED has set up for over a decade.

In response to these changes, KSEAG has actively tried to engage these government and non-government bodies so that they might be better informed of existing programmes and approaches in education in Kayin areas. Also, they have had to adapt themselves and become more involved in education policy development at the national level. Reforms are under way by the government of Myanmar, and it is crucial that KSEAG is present to be able to represent the interests of Kayin education so that it is considered part of this reform process. There is potential danger that the well-functioning Kayin education system will be eroded or simply ignored as the government's reform agenda proceeds. KSEAG has made a concerted effort to actively participate in national and regional forums such as the Education Thematic Working Group, NNER conferences and UNESCO conferences over the past year. They organized meetings between the KTWG, KED and the Kayin State Education Department.

Reflecting on the past year, KSEAG has become more confident in the appropriateness, durability, and flexibility of their mobile teacher training model, and the programmes that have been created, such as the provision of education assistance. However, they are learning that at a leadership and management level, they also need to demonstrate this same flexibility in their approaches. They know that they must be able to adapt to an ever-changing political landscape, and if they continue to focus solely on their programmes without responding to the changes that are happening around them, their programmes will ultimately suffer.

## **2. Operational Implementation**

The educational cycle for schools in Kayin State runs roughly from June through March/April of the following year. Due to the difficult circumstances relating to security in conflict zones and accessibility of rural areas, materials are delivered in bulk only once per year. Materials are then used throughout the year by the schools, being monitored first by the school's leader or committee, then by the educational authority of the area.

The process begins with a request from KSEAG in December for the upcoming year. KSEAG bases the requests on the population of students and teachers from the previous academic year's statistics, allowing for a natural increase in population as the actual student enrolment numbers cannot be known until the start of the year, which is too late to place a stationary order. Depending on the level of students, each student will be allocated a certain number of supplies as different amounts are needed at different levels, for example, young students use less notebooks because they do a smaller volume of writing. Current materials that students receive are: notebooks, pens, pencils, pen boxes (only for highschool level), and erasers. Teachers receive: chalk, A4-size paper, carbon paper, pens, staples, correction liquid and scissors.

Child's Dream checks the request, confirms the supplies, and begins obtaining quotations from stationary companies. Quotations are checked by Child's Dream first, then by KSEAG secondly to ensure the correct supplies and quantities are ordered. The company with the most competitive quotation will be awarded the order. To further leverage our support as well as that of other smaller donors, Child's Dream simultaneously negotiates the orders for sports and health equipment as well to secure lower prices, and further increase the impact of the funding for the education system.

At this point, we pay companies in Thailand, and in Myanmar to compile the stationary order and also to deliver these supplies to major distribution sites. Two payments to stationary companies are made to reduce risk: only 50% is paid upon ordering, and the second 50% is paid upon confirmation of correct and timely delivery. The first payment takes place in January and the second in February.

KSEAG checks the quality and quantity of materials at each of the major distribution sites and upon successful confirmation to us, we release the final 50% stationary payment to the stationery companies.

To ensure that the materials purchased arrive at the schools, Child's Dream also funds the transport of the materials from the major distribution sites to the final destination at the schools inside Kayin State directly to KSEAG. The transportation usually involves a series of boats, motorcycles, busses, and/or ox carts, and usually a series of porters to personally carry the materials through the jungle to remote schools. We pay this also in two instalments of 50% each: the first is when the materials are delivered by the company to the distribution sites and confirmed in good order, the second occurs when the final receipts of delivery are signed and returned to Child's Dream from the school leaders. The first payment is in February, while the second is end of August.

In 2016, KSEAG still used a central coordination site for the distribution process, which enabled them to better coordinate the process. This also facilitated more direct communication with stakeholders ensuring key messages and logistics were communicated directly rather than being passed on between groups. As a result of having this centralised distribution site, the distribution ran much more smoothly.

### 3. Project Performance

#### Effectiveness:

The following objectives have been achieved by this programme:

- A total of 1,549 schools in Myanmar are currently being supplied with stationary. The KSEAG school number has increased from 1,396 in the year 2015 to 1,549 schools for 2016. KSEAG reported that they were able to access more schools because the ceasefire process is progressing and makes it easier for traveling to any area in Kayin State.
- In these schools the direct beneficiaries are students and teachers: currently 175,611 students (77,310 in lower primary, 62,552 in upper primary, 26,941 in middle school, and 8,808 in highschool) and 11,095 teachers. 95,482 students received their stationaries from Thailand, while 80,129 have been delivered by the Myanmar supplies.
- KSEAG was able to build one highschool in Mone Township in Kler Lwee Htoo district in Kayin State in Myanmar through the cooperation of local leaders and Child's Dream.
- In the first semester, two Participatory Learning and Action (PLA) workshops attended by local educational leaders were held. The 6-day workshop in February had 64 participants (51 male, 13 female) for identifying needs, planning and monitoring or evaluating projects and programmes. This training successfully engaged the communities'

collaboration and addressed problems faced in the field. A similar 3-day workshop in May 2016 had 83 participants (55 male, 28 female). In the second semester, three local leaders capacity building workshops were conducted. They took 25 days (150 hours) and a total of 299 participants (197 male and 102 female leaders participated) attended.

- The education system becomes increasingly more stable. Due to providing supplies not usually seen in these communities, students become more interested in education and the profile of the schools in the communities becomes higher. This in turn attracts more teachers who stay in their jobs for longer. Also more parents understand the importance of education and support their children in their studies, as the political situation is more stable.
- By increasing the educational retention rate of students in schools, children become increasingly more literate, more aware of their situation, and, therefore, are better able to assess their situation and create solutions to problems as they mature.
- Benefits of education are spread to more children, across income brackets and urban/rural and ethnic divides as support is offered across all groups where it is not already present. This eventually empowers people to interact on the same level with others to shape their future as they wish in a more equitable society.
- This group is multi-ethnic and focuses on Kayin State because capacity in local organisations exists and delivery mechanisms are in place.

#### Efficiency:

- KSEAG knows the communities in Kayin State in great depth and is, therefore, able to organise the extensive system of thousands of porters and others involved in the transport and distribution of supplies by themselves.
- Child's Dream has more leverage and experience in negotiating large orders and is better suited to secure larger discounts of supplies, getting the best for the funds to have a greater impact for more beneficiaries.
- From Child's Dream, payments are made directly to those doing the work and not through multiple levels of administration: to the company for producing stationary, to KSEAG for organising transportation in Myanmar. This results in a process that is simple, efficient and transparent.
- Monitoring is done at the same time as delivery activities take place, which minimises the expenses. In Myanmar, communities are eager to receive supplies for schools. The communities themselves monitor the delivery and usage of the materials. The stationary company can deliver closer to some of the main sites because roads are getting better. The communities are now also using motorbikes since more motorbikes are available.
- The ordering process is easy and requires little time to complete. Most of the ordering and negotiating stage is completed in a period of two to three weeks, requiring few human resources from our organisation.

#### Sustainability:

- The programme should be viewed largely as emergency relief to support schools in conflict areas (or schools with restricted accessibility due to conflict), and not as a long-term or indefinite solution to education. Although Kayin State represents a protracted conflict situation, measures are in place to encourage sustainability as much as possible and promote empowerment for a transition to a peaceful situation emerging.
- Creating systems is necessary to carry out a programme on such a large scale. There are currently systems in place, which involve all levels of local authorities and school officials to ensure that materials are distributed as needs dictate. These systems for assessment, allocation and distribution will be able to be carried out regardless of the donors as the communities themselves implement them.

- Primary supporters include: KRCEE/KED, KTWG, Partners Relief and Development, as well as a large system of porters and district and village leaders, all of whom provide assistance and/or funding.

## 4. Project Chronology

The following list gives a brief overview of the stationary delivery process:

- A. The academic year runs from June to March/April of the following year.
- B. In December, a request for stationary support is made to us by KSEAG.
- C. December-January we review and clarify the request and begin obtaining quotations from stationary companies.
- D. January-February: Quotations are checked and confirmed by Child's Dream and KSEAG.
- E. End January-early February: the order is placed and the first payment of 70% of the order from Myanmar and 50% for the Thai order is made.
- F. February: the stationary is delivered to main distribution sites; the quality and quantity of the order is confirmed by KSEAG and then Child's Dream releases the remaining payments to the stationary companies and the first 50% payment to KSEAG for local delivery fees.
- G. February-May: materials are taken across the border and delivered to schools; school statistics used for the next year's order are collected along with signed receipts from schools stating the stationary has been received satisfactorily.
- H. June: Materials are already delivered to the schools before the start of the academic year.
- I. June-July: all statistics are compiled and unclear information is clarified by KSEAG and communities and compiled into an extensive report for Child's Dream.
- J. July-August: upon receiving the school receipts of stationary, the second, final payment of 50% of delivery fees for KSEAG will be released.

## 5. Budget vs. Expenditure

For the past academic year, a total budget (Thailand & Myanmar) of USD 470,071.26 was planned. Due to our very strong partnership with all involved stakeholders, we are happy to report that we were able to stay slightly below budget. A total amount of USD 464,965.69 was spent.

More details can be found at the end of this report. Please note that the attached financial reconciliations are made for KSEAG Thailand as well as KSEAG Myanmar, representing the respective supply chain.

## 6. Project Photos



Students in Kayin State



Students at school



Government teachers

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KSEAG data collecting team in action



KSEAG database team in action



KSEAG staff distributing subsidy



Community teachers



Teacher training



Locations of distribution sites

We would like to take this opportunity to express our sincere gratitude for your support and trust. Together we were once again able to make a significant impact on many children's lives.

We truly hope to be able to rely on your great support also in the future. Many thanks !

Chiang Mai, 20<sup>th</sup> February 2017

### Child's Dream Association



Marc T. Jenni  
Founder & Head Operations



Daniel M. Siegfried  
Founder & Head Projects



# Financial Report

KSEAG Thailand

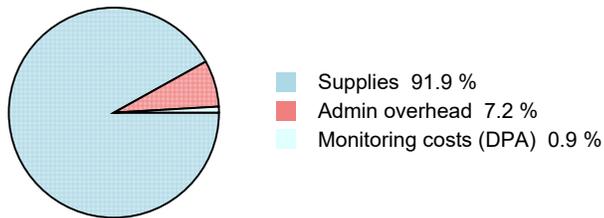
Budget Fx 35.35

Expenses Fx 35.00

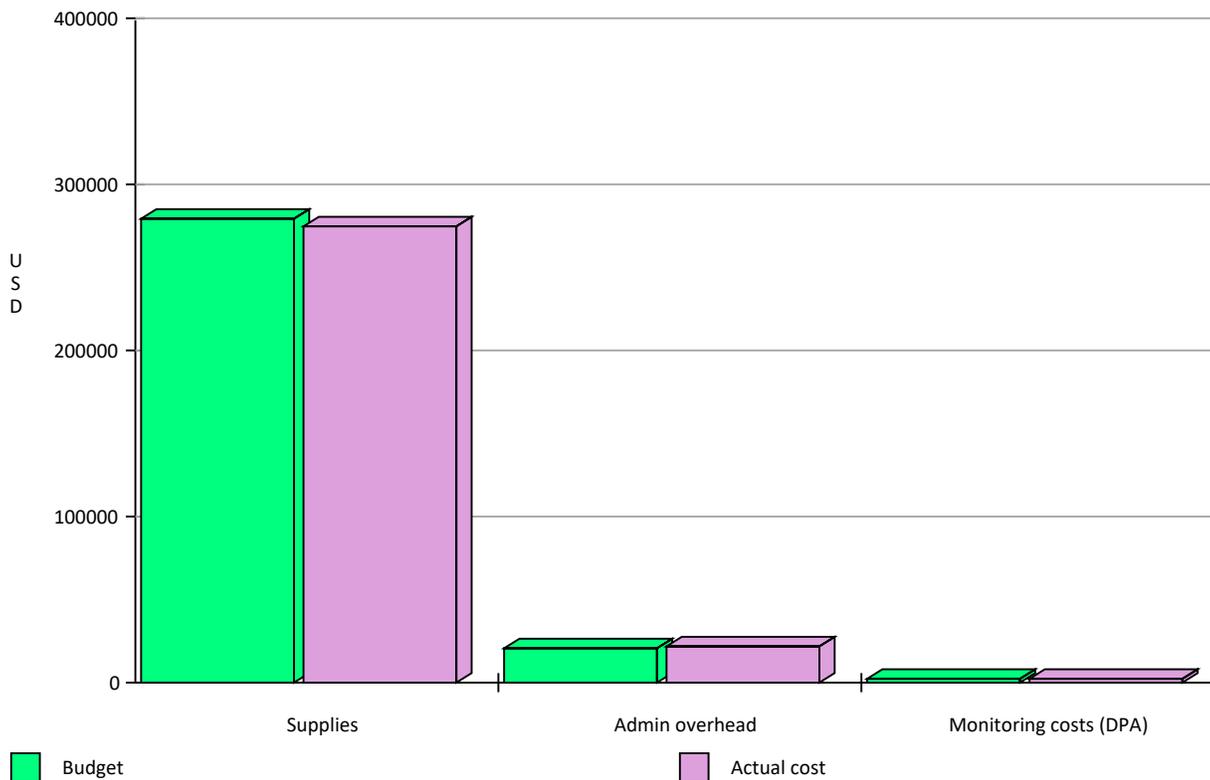
## Financial overview

| Account item    | Account sub-item       | In budget currency (THB) |                      |                   | In reporting currency (USD) |                   |                 |
|-----------------|------------------------|--------------------------|----------------------|-------------------|-----------------------------|-------------------|-----------------|
|                 |                        | Budget                   | Actual cost          | Deviation         | Budget                      | Actual cost       | Deviation       |
| Programme costs | Supplies               | 9,880,381.78             | 9,600,381.78         | 280,000.00        | 279,501.61                  | 274,296.62        | 5,204.98        |
|                 | Project subtotal       | 9,880,381.78             | 9,600,381.78         | 280,000.00        | 279,501.61                  | 274,296.62        | 5,204.98        |
|                 | Monitoring costs (DPA) | 99,801.84                | 96,004.14            | 3,797.70          | 2,823.25                    | 2,742.98          | 80.27           |
|                 | Admin overhead         | 751,196.62               | 751,196.62           | 0.00              | 21,250.26                   | 21,462.76         | -212.50         |
|                 | <b>TOTAL</b>           | <b>10,731,380.23</b>     | <b>10,447,582.53</b> | <b>283,797.70</b> | <b>303,575.11</b>           | <b>298,502.36</b> | <b>5,072.75</b> |

Actual Cost Breakdown



Budget vs Actual Cost





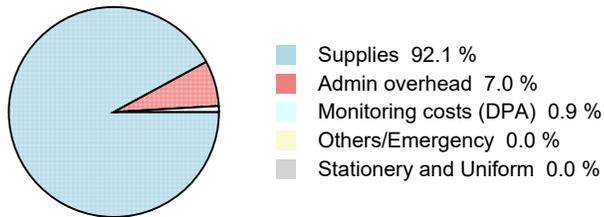
# Financial Report

KSEAG Myanmar

Budget Fx 1,217.28 Expenses Fx 1,217.28

| Financial overview |                        | In budget currency (MMK) |                       |                  | In reporting currency (USD) |                   |              |
|--------------------|------------------------|--------------------------|-----------------------|------------------|-----------------------------|-------------------|--------------|
| Account item       | Account sub-item       | Budget                   | Actual cost           | Deviation        | Budget                      | Actual cost       | Deviation    |
| Programme costs    | Others/Emergency       | 0.00                     | 0.00                  | 0.00             | 0.00                        | 0.00              | 0.00         |
| Programme costs    | Stationery and Uniform | 0.00                     | 0.00                  | 0.00             | 0.00                        | 0.00              | 0.00         |
| Programme costs    | Supplies               | 186,600,506.92           | 186,577,597.76        | 22,909.16        | 153,293.00                  | 153,274.18        | 18.82        |
|                    | Project subtotal       | 186,600,506.92           | 186,577,597.76        | 22,909.16        | 153,293.00                  | 153,274.18        | 18.82        |
|                    | Monitoring costs (DPA) | 1,884,853.61             | 1,867,819.94          | 17,033.67        | 1,548.41                    | 1,534.42          | 13.99        |
|                    | Admin overhead         | 14,187,070.15            | 14,187,070.15         | 0.00             | 11,654.73                   | 11,654.73         | 0.00         |
|                    | <b>TOTAL</b>           | <b>202,672,430.67</b>    | <b>202,632,487.85</b> | <b>39,942.83</b> | <b>166,496.15</b>           | <b>166,463.33</b> | <b>32.81</b> |

Actual Cost Breakdown



Budget vs Actual Cost

