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Editorial

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Revised edition, January 2018
A Passion To Help: 
Introduction

Child’s Dream is...

...a development organisation dedicated to improving health and education for sustainable development. With our Health, Basic Education and Higher Education programmes, we strive to help the communities of Myanmar, Laos, Cambodia and Thailand to create a better future.

“Kodomo no Yume”
(Child’s Dream in Japanese)
Artist: Miyuki Kawase, Japan

The original of this prestigious calligraphy was donated to Child’s Dream by its Japanese Ambassadors on the occasion of Child’s Dream’s 10th Anniversary celebrations in October 2013.
Dear Reader,

We are Marc Jenni and Daniel Siegfried, the founders of Child’s Dream. First of all, we would like to thank you for your interest in our organisation! The fact that you are reading these lines means that you have heard about us – from friends, colleagues, fellow philanthropists or the media – and would like to find out more about our work. We have compiled this white paper to give you a comprehensive overview of our projects and activities and to describe our unique development approach, organisational culture and fundraising model.

It’s been an amazing journey since that sunny day in October 2003 when Child’s Dream was founded in a small house on Patan Road, Chiang Mai, Thailand. We had freshly quit our jobs as bankers with one of the world’s leading financial firms. A life that used to take place in the fancy office buildings of Zurich, Singapore, Hong Kong and Seoul was suddenly over. Meeting rooms, business class flights and five star hotels were not our “natural habitat” anymore. It was scary and exciting at the same time.

Our decision to quit our jobs and create a development organisation didn’t come overnight. It was during our numerous backpacking trips throughout Southeast Asia that we became increasingly aware of the severe socio-economic challenges the region was facing. Lack of sufficient education and healthcare, economic inequality, corruption, exploitation and human rights abuses have severe effects on a population, especially on its most vulnerable part: children and youth. We knew that we had to do something to change the status quo. This is how the idea of Child’s Dream was born.
In 2003, we embarked on the greatest adventure of our lives: creating a development organisation for children and youth - from scratch. We started out with very little: a shared desk, an old laptop and probably the worst internet connection on the planet. We were fueled by an immense passion to help, which has never left us. In late 2003, we implemented our first project, which was a system for clean drinking water. Our first donors were our family and friends whose worries about our “sudden career changes” quickly turned into unconditional support.

Today, Child’s Dream has over 40 people working in three spacious and modern offices in Chiang Mai, Siem Reap and Yangon. With an efficiency-oriented, result-driven attitude “imported” from the business sector, we have implemented more than 350 projects and programmes in four countries; many more are in the pipeline. Seven pick-up trucks make sure we have access to some of the most remote areas of the region; our project staff spends on average two weeks per month in the field. Child’s Dream combines many interesting, unique characters from different countries and backgrounds. One thing, however, we all have in common: we have dedicated our lives to children and young people. We help them to create a better future - for themselves and their communities.

We have built more than 230 educational facilities in Laos, Cambodia, Myanmar and the North of Thailand, providing an opportunity for education to tens of thousands of children.

We have enabled hundreds of youth to complete high school or vocational education and more than 500 university students have received full scholarships from us.

More than 1,400 children have undergone life-saving operations with our assistance and tens of thousands of children have received de-worming, vitamin A and malaria prevention treatments.
This White Paper...

- was written by our volunteer Peter Barta in 2013 after he spent a number of months in our office; the paper is based on his interviews with all of our senior staff members, as well on data he collected during field trips (This January 2018 edition is the first to be revised)

- describes our unique Development Approach that makes us an impactful development organisation in the region (page 12)

- gives an overview of all the Stakeholder Groups that are affected by our work – and which we leave our positive mark upon (page 18)

- explains the way we manage and nurture our Human Resources in order to meet the expectations of beneficiaries and donors (page 24)

- describes our exceptional Fundraising Model which successfully mobilises the resources of both small and large donors (page 34)

- explains our Project Management Cycle, our most important tool to maintain efficiency and accountability in our projects (page 40)

- gives a full and detailed overview of the projects and activities of our three focus groups: Health (page 50), Basic Education (page 62) and Higher Education (page 78).

We sincerely thank Peter Barta for his great enthusiasm in writing this important document for Child’s Dream. We wish you a pleasant read! If we have sparked your interest and you have burning questions that haven’t been answered by this paper, please do not hesitate to contact us: marc@childsdream.org or daniel@childsdream.org

Marc T. Jenni  
Founder & Head Operations

Daniel M. Siegfried  
Founder & Head Projects
Carefully Listening and Constantly Adapting: Our Development Approach
Our core strength is pragmatism: we focus on realistic needs and create viable responses. Child’s Dream was created out of an urge to help. When we started in 2003, we had no experience in development work. We were solely equipped with a strong sense of finding solutions to problems, a “muscle” we had developed during many years in business. With no time to lose, we started identifying the most acute needs and developed highly efficient responses. This hands-on approach - unbiased by mainstream development agendas - became the trademark of our organisation.

Our ultimate goal is to become obsolete. We have no interest in perpetuating problems so that our organisation can “stick around” longer than necessary. We want to avoid development traps and work hard to transfer skills and capacities to communities - so that one day they will be able to solve their problems without us. We say that the most beautiful day in the history of Child’s Dream will be the one when we’ll come to work and realise: “The community doesn’t need us anymore. Mission accomplished.” A lot of work needs to be done until then. But we are confident that the time will come.

During many years of field work, we have distilled seven core development principles underlying every Child’s Dream project and programme:

1. Listening
   We build lasting relationships of trust with communities, partners and CBOs (community-based organisations). We take our time: a conversation lasts until everyone’s voice has been heard and needs are clearly articulated. We know from experience that valuable information quite often has to be read between the lines. We are open and empathic, but also objective and impartial.

2. Immediacy
   Although we strongly rely on the information we get from our local partners, we never make a decision to launch a project until we have met the community ourselves and clearly defined the needs. This can be quite a challenge, as many of our target communities are located in remote areas and seeing them can mean long journeys on difficult jungle roads. However, ease of access can never be a criterion for us: remote communities tend to be also the ones which are in the direst need.
3. **Inclusion**
We do not embark on a new project if the targeted community, partner or CBO is not willing to actively support and contribute towards it. Whether it is skills, material or labour, every resource makes a difference. Our experience shows that shared ownership creates a sense of responsibility and accomplishment for all parties involved. By mobilising community resources, we actively enforce the mindset of active co-creation instead of passive acceptance.

4. **Consistency**
We continuously follow up on our projects and programmes, not only during implementation, but also several years after. On average, we travel to our project areas on a bi-monthly basis to check on the programmes we support or the facilities we build. If we find them in an unsatisfactory state, we ask for explanations and require our partners to take the necessary steps to improve the situation. The construction of a school building is one thing. Ensuring that a school is well managed and that students succeed is another thing. Only if we give honest feedback to teachers or Ministries of Education and support them in finding solutions can we help them to build up awareness and capacity.

5. **Cost Efficiency**
We understand the emergency of our beneficiaries needs and respect the generosity of our donors. That’s why we make sure our administration overhead costs never exceed 10% of our total annual expenses. This makes us one of the most cost-efficient development organisations currently working in the region.

6. **Quick Response**
We are fortunate that our excellent relationships with donors allow us to mobilise funds relatively quickly after we have identified a new project. By keeping the route between funders and beneficiaries as short as possible, we not only save administration costs, but also make sure that the needs of beneficiaries are addressed without delay (for more information, see section “Connecting Needs With Means: Our Fundraising Model”).

7. **The Ability to Say “No”**
We carefully distinguish between needs and wants. We implement or support projects which tackle the most vital problems of communities and reject the ones which might be “nice to have”, but are not essential. We also say no to donors if the project they propose to fund bears too high risks or if we don’t have the necessary capacities or knowledge for its successful implementation.
Our Holistic Impact on Society:
Key Stakeholders
Our main beneficiaries are defined by our mandate: Children, Youth and Communities of the Mekong Sub-region. However, through our projects and activities, we have an impact on a variety of other stakeholder groups which we influence for a positive change in society. We strive to empower and engage them with all our means.

1. **Nurturing Local Talent**

   Although Child’s Dream was founded by two Swiss citizens, its staff consists predominantly of highly skilled local individuals: Thai, Burmese, Laotian and Cambodian. Our employees like to work with us: we offer them a platform where they can grow, have high levels of responsibility and can act in line with their personal values. By offering an inclusive and motivating working environment, we have managed to recruit and retain committed and motivated individuals who share and support the vision of Child’s Dream (for more information, see chapter “Managing Our Key Asset: Human Resources”).

2. **Empowering Women**

   Like in so many places in the developing world, women are still a “silent force” in Southeast Asia. The key role they play in the welfare of societies, however, is unquestionable. We empower women both in our organisation and through our projects. Two thirds of our staff are women; besides their mandate with us, they also act as role models in the communities we work with. When setting up projects, we make sure that the women’s voices are heard and respected. In the implementation phase, we actively encourage women to take on leading roles.

3. **Building the Capacities Of Our Partners**

   We believe that good practices are “sticky”. Since our inception in 2003, we have accumulated a wealth of valuable organisational knowledge and acquired hands-on experience about what works in development and what doesn’t. We actively share these insights with our partners: NGOs, community development organisations and government education offices. We assess their activities regularly and advise them on organisational efficiency, human resources management, project design, impact assessment and others.
4. **Intensely Involving Donors**

Our intense effort to involve donors in as many stages of the project cycle as possible is, to our knowledge, unique in the nonprofit landscape. Our donors are updated regularly via e-mail about the newest developments and are encouraged to join us on field trips anytime. We take donors on school inspection visits, to school openings and to graduation ceremonies. We often travel to remote places where they have the chance to see how their project is being implemented on the ground. They are embraced by the warm hospitality of the community and gain insight into fascinating cultures. According to the feedback we get from our donors, these trips are life-changing experiences. They help them to see the world – and their own life – from a new perspective.

5. **Raising a Generation Of Volunteers**

The number speaks for itself: since 2003, we have had more than 130 volunteers supporting us with office or field work for several months each. They come from all walks of life; they come from places such as Ecuador, Sweden and Singapore; they are aged between 20 and 97 (yes, you read that correctly: 97!).

Our volunteers usually stay for a period of six months and bring great energy and valuable skills to our organisation. What we provide in return is working experience with one of the top development organisations of the region, a fun and relaxed working atmosphere and, of course, field trips packed with eye-opening experiences... (warning: volunteering with Child’s Dream can change your life!)

**OFFICE VOLUNTEER**

Duration: min. 6 months

Typical tasks: proposal writing, donor report writing, updating the website, general office work

**FIELD VOLUNTEER**

Duration: min. 4-5 months

Typical tasks: teaching English
Managing
Our Key Asset:
Human Resources
We invest heavily in our staff, the key enabler of all our activities. Our unique methodology cannot be learnt at school or brought from other organisations. For new colleagues, it takes time, observation and learning to become acquainted with the many aspects of our development approach. Therefore, retaining organisational knowledge – which is continuously expanded and deepened by our staff - is our key priority. The four pillars of our human resources approach described below contribute jointly towards this goal.

Our staff is managed with a simple, but powerful principle: we have to run like a business. This is not just a paraphrase of the world-renowned Swiss work ethic. It is an absolute necessity for us to be adaptive, results-driven and cost-efficient, because we have a double responsibility: to satisfy the needs of our beneficiaries and to fulfill the expectations of our donors.

1. High Commitment in an Enabling Atmosphere:
Our Organisational Culture
The Child’s Dream offices in Chiang Mai, Siem Reap and Yangon are famous for their relaxed and cheerful atmosphere. We believe that our workplace - where we spend a significant part of our lives - should be a place to look forward to when we leave home in the morning. However, our positive mindset has another, deeper function. It enables us to stand firm and provide uninterrupted help to our beneficiaries even in the most difficult situations. In order to be able to give our best, we all have to be in the same boat, all day, every day. Therefore, we maintain an organisational culture that is built on a set of simple, but powerful values. These are:

- Focusing on the needs of our beneficiaries
- Promoting and protecting the rights of the child
- Using resources efficiently and effectively
- Acknowledging and valuing diversity
- Maintaining full transparency and accountability
- Reflecting on and continuously improving our work
- Encouraging and fostering team work
- Maintaining our independence and impartiality
2. Looking For the Best Fit:

Our Hiring Process

Our work requires a very specific combination of skills that cannot be acquired at university or brought from other organisations. The employees of Child’s Dream spend on average two weeks per month in the field where they intensely interact with a variety of stakeholders: children, villagers, community leaders, government officials, NGO workers, donors and others. Field work requires good social skills, empathy, reliable intuition, physical endurance and the capacity to improvise. Office work, on the other hand, requires analytical thinking, good writing and presentation skills and firm project management capabilities.

It is an ongoing challenge to find candidates who fulfill all these criteria. In practice, most of the training is done on the job, where junior employees are inducted by senior employees. The hiring process consists of two interviews and one test field trip where the candidate joins the project team on one of their regular trips. In the hiring process, we examine five criteria of suitability.

- **Motivation:** is the candidate sufficiently motivated to help children, youth and communities - and maintain this motivation in physically and mentally challenging situations?

- **Field Compatibility:** is the candidate willing to travel frequently? Can they handle long and uncomfortable journeys, basic accommodation and food? Can they improvise in unexpected situations?

- **Interpersonal Skills:** does the candidate like working with people? Can they find a common language easily with various stakeholders? Are they empathic, at the same time able to control their emotions? Are they diplomatic and do they have good negotiation skills?

- **Team Compatibility:** does the candidate get on well with the other members of the team? Are they easy-going and flexible? Can they handle spending long periods of time with the same people, sharing the same car and accommodation?

- **Willingness to Learn and Improve:** Are they willing to learn and can they process new information? Are they able to see problems in a context and develop targeted responses?
3. Providing Key Incentives:

Benefits, Empowerment and Training, Social Benefit Package

We offer a comprehensive benefit package that meets high standards as they are known in Western countries. Child’s Dream offers benefits that matter: health and accident insurance, social security, education schemes, savings plans and many more (for a full list, see the box below). Combined with market salaries and an empowering working environment, the package makes us an attractive employer in the nonprofit sector in the region and keeps our staff turnover rate below average.

Benefits That Matter…

- Bonus
- 13th salary
- Health and accident insurance
- International travel cover for travelling employees
- Social security (mandatory but not provided by many employers)
- 5-, 10-, 15-year tenure payment - THB 10,000/20,000/30,000
- Wedding/childbirth payment
- All visa-related and passport costs
- Free annual health check
- 20 days paid annual leave (significantly above minimum standard)
- Interest-free salary advances/loans (up to two monthly salaries)

Our total benefit package is well above market practice.

Empowerment and Training

We are a small organisation of over 40 people divided in three levels of hierarchy. In such a lean structure, a vertical career path where employees are motivated through regular promotion is unthinkable. We, therefore, offer our staff plenty of possibilities to grow horizontally: either by transferring the employee to a new role inside the organisation, or by enhancing their job profile with new responsibilities. All these changes are facilitated with targeted trainings and courses.

However, our staff members also acquire new knowledge organically, in the process of tackling emerging challenges resulting from changing community needs. In other words, jobs hardly ever become boring. The development of new programmes - or the fine-tuning of existing ones - requires creativity and outside-the-box thinking from our employees.
4. **Giving Constructive Feedback:**

*Performance Management Meetings (PMM)*

Our performance management meetings (PMMs), implemented since 2007, provide a yearly opportunity for structured feedback on employee performance. The employee and their supervisor discuss a questionnaire in which they both evaluate the performance of the employee (with scores of 1-5), based on the following criteria:

1. Basic job requirements (quality of work, productivity and efficiency, ability to build good relationships with stakeholders, etc.)
2. Job-specific attributes (planning and organising, problem solving, creativity, etc.)
3. Interpersonal skills (communication, cooperation, teamwork, etc.)

Unlike in a commercial environment, the results of our PMMs are not directly used for promotions, bonus payments or salary revisions. The main aim is to give feedback on the yearly activities of the employee, to identify their strengths and weaknesses and define ways they can improve their performance. The result of the PMM is an action plan, where clear development goals are defined for the next working period.
Connecting Needs with Means: Our Fundraising Model
Our fundraising model targets five major donor groups: high net worth individuals, trusts, foundations, corporations and “small” donors. The model has evolved organically from our background in the financial sector (private banking), capitalising on a wide network of wealthy individuals, executives and philanthropic advisors. The invaluable support of this network enables us to fulfill our mission without compromise. At the same time, during the years of our existence, we have managed to establish an impressive pool of “small” donors who help maintain the continuity of our activities with regular donations. We are deeply grateful to those thousands of individuals who have supported us for years.

The secret of our fundraising success is one word: TRUST. In all our projects, we adhere to strict standards of efficiency, transparency and accountability. These are values which are common practice in business and are highly appreciated by our donors. We deliver on our promises with efficiently implemented projects, low administration costs and transparent communication.

1. Efficient Project Implementation
Since we are permanently in contact with communities, partners and CBOs across the Mekong Sub-region, we can identify a need almost immediately when it arises. We develop tailored project solutions and, as soon as they are approved internally (for more information, see section “Our Project Management Cycle”), we start to look for funding. Once we have found the donors and they have confirmed their support, we start implementing the project. On average, a project is launched not later than six months after the identification of a need. Any delay entails the risk of change in cost structure, which in turn causes additional time costs of re-budgeting. In cases of emergency – floods, fires or other catastrophes – we have the capability to act immediately. This is due not only to our organisational efficiency, but also our excellent contacts with donors.

2. Low Administration Costs
The funds we receive do not travel around the globe, being transferred from one office to another. Instead, they are directly transferred into impactful goods and services immediately.
benefiting our beneficiaries. We are a small organisation of approximately 45 paid staff, based in the heart of our impact region. Our administration overhead costs are extremely low - between 5-10% of funds raised in a year - while we still manage to offer competitive salaries and benefits to our employees. We do not hire fundraising agencies, we have no marketing budget and our low staff turnover saves us time and training costs. In all our projects and activities, we utilise the energy and skills of volunteers and the resources of our widespread networks (for instance, whenever we travel overseas, we can use air mile donations, private accommodation provided by our friends and borrow cars).

3. Transparency Towards Donors

The intense effort of Child’s Dream to involve donors in the project life cycle is, to our knowledge, unique in the nonprofit landscape. By regularly updating our donors, we enable them to see their project happening in “real time”. The highlight of this process for the donors is certainly the field trip (with the aim of inspecting the project or participating in a school opening or graduation ceremony). During the trip, donors have the chance to spend time with the community, ask questions and gain a first-hand impression of our work. These visits have a lasting effect: donors build up a personal relationship with beneficiaries and genuinely care about the legacy of their project. Many of them return and join us on field trips even after their project has been officially completed: the fate of the community matters to them as much as it matters to us.
Delivering Tailored Solutions to Communities: Our Project Management Cycle
Working on a number of large-scale projects simultaneously is our day-to-day reality at Child’s Dream. This requires not only full dedication from our Focus Groups, but also a well-structured and efficient project management system supported by an online project database (see page 48). See the six stages of the project management cycle, followed by a visualisation on page 47.

Project Sourcing

Self-Sourcing: we source projects ourselves, relying on information collected during field work. A typical way we would identify a new project is by formal meetings with local education authorities and community representatives or by in-depth interview sessions with villagers. During these sessions we sit and listen carefully to collect as much relevant data as we can.

Third Party Proposal: we receive proposals from organisations which already do important work in the field and need funds to further maintain their programmes. They submit their proposals which will be assessed in our Project Evaluation Committee. In some cases, we cover their running costs for a project; in other cases, we develop programmes together with the respective organisation, which they implement under our supervision.

Six Stages of the Project Management Cycle

1. First & Second Visit
As a rule, we visit the project location once or twice before we seriously start considering it as a potential candidate for funding. During the first visit, we collect basic information that will help us to draw a first outline of the scope of the project and to decide whether to pursue it. In the second visit we come mostly unannounced. This way we get a better chance to talk informally to school children and teachers, and to validate our impressions from our first visit. In the case of third party projects, the aim of our visit is to collect information about the organisational capabilities of our prospective project partner.

2. Project Evaluation Committee (PEC)
The PEC is the most important decision-making body of Child’s Dream. It meets roughly every month and consists of the Head of Projects as well as the three Focus Group Heads and the two country directors (Cambodia/Myanmar), who are voting members of the committee. Senior field coordinators, assistant field coordinators and country specialists are non-voting members. Senior field coordinators submit the project proposals and assistant field
coordinators and country specialists provide additional expert input to the discussion of the committee. Project proposals are submitted no later than one week before the PEC meeting and already have to contain key data about the community, a rough idea of the budget and an analysis of objectives and risks. Members of the PEC decide about each project by majority vote.

3. **Due Diligence Process (and Third Visit)**

If the project is approved by the PEC, the project team goes on a third visit to follow-up with the community or the partner organisation to clarify their contribution and participation in the project. The community contribution will only be discussed in the third visit, when our project manager has received the green light from the PEC (as not to raise false expectations with the communities until the project is fully confirmed from our side). When we implement a construction project, we sign an agreement with the Head of a community. If we decide to cover the running costs of a programme, we sign a programme agreement with the partner organisation.

The centerpiece of this process is the due diligence form, which is prepared by the project manager in the period after the PEC meeting. The final document must contain any issues we want to address, the objectives, indicators, information about beneficiaries, a detailed budget, risk and sustainability assessments, confirmed community contribution and supporting documents (such as construction plans in the case of schools). Additional visits are paid to the community or partner organisation if more details need to be specified. The project manager can still cancel the project at this stage if conditions – price, risk, community contribution etc. - are not met. The completed due diligence form then goes through four stages of approval before it can enter the phase of implementation.

1. Approval from Country Specialist
2. Approval from Focus Group Head
3. Approval from Head Projects
4. Approval from Head Operations. This last stage of approval follows after the donors have formally confirmed that they will support the project.
4. Implementation

The duration of this phase depends on the type of project.

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<th>Duration</th>
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<tbody>
<tr>
<td>Schools</td>
<td>4-5 months</td>
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<tr>
<td>Boarding Houses</td>
<td>4 months</td>
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<tr>
<td>Playgrounds</td>
<td>3 days</td>
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<tr>
<td>Water Systems</td>
<td>1 week</td>
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<tr>
<td>High School Scholarships</td>
<td>3 years</td>
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<tr>
<td>University Scholarships</td>
<td>2-5 years</td>
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<tr>
<td>Health Programmes</td>
<td>2-5 years</td>
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<tr>
<td>Higher Education Programmes</td>
<td>2-4 years</td>
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5. Monitoring & Evaluation

Our projects are all designed differently; hence they require different ways of monitoring. Our Basic Education projects (schools, boarding houses, nurseries, water systems, playgrounds) are monitored regularly, at least once a year and formally evaluated two years and five years after completion respectively. Higher Education Programmes (university scholarships, etc.) and Health Programmes are monitored on an ongoing basis and evaluated every year, as budgets for these are approved annually. Monitoring and evaluation results are fed back into the working teams to continuously improve process with regards to project identifications and designs. This feedback loop is very important to adapt to the changing needs of our beneficiaries and to redefine our processes.

6. Exit Strategies

During the project design we start to look at sustainability and exit strategies. It is almost impossible to make education and health programmes financially independent and fully sustainable without the support of governments. Whenever possible, we work in collaboration with Ministries of Education and Ministries of Health to ensure that our projects can eventually be handed over to them. As for programmes which are initiated together with our local NGO and CBO partner organisations, we always seek opportunities for income generation to make programmes more sustainable. Through our work, we are also able to build up the capacity of our local partners and to scale their programmes to a level where larger international development agencies become interested in supporting them. This is a viable exit strategy for some of our programmes.
Project Database

All our projects and programmes are entered into our customised project database. This database helps us to manage our projects from planning, through implementation and evaluation. The database ensures that we continuously update and collect data and information which helps us to evaluate the impact of our projects.

The main components of our project database are:

1. **Project Profile** containing basic information about a community or partner organisation (i.e. location, history, contact details, issues, etc.)

2. **Project** containing detailed information on a specific project (i.e. objectives, risks and sustainability analysis, evaluation, indicators, beneficiaries and journal entries)

3. **Budgets** containing budget status, start/end dates, budget currency, detailed budget items, associated donors and reporting requirements.

We maintain five different authorisation levels to support our internal approval procedures, ensuring an at least four-eyes principle.
Safeguarding Physical Wellbeing: HEALTH
Our focus group Health fights childhood mortality and morbidity, two of the most severe challenges of the Mekong Sub-region. Malnutrition, bad hygiene and insufficient healthcare make children extremely vulnerable to communicable diseases. These diseases – although they could be easily prevented - cause the death of thousands of children every year and leave many others in fragile health. A child permanently fighting against illness can’t thrive and won’t be able to actively participate in education.

With our programmes, we provide efficient responses to some of the worst health and hygiene risks. The Children’s Medical Fund provides seriously ill children from poor families in Laos and Myanmar with the chance to receive a life-saving medical treatment. Health education and health screenings in Myanmar not only bring health care to students, but also awareness and knowledge. A Drug and Alcohol Recovery and Education programme brings culturally appropriate treatment and prevention programmes to reduce substance abuse and associated societal problems.

1. Providing a Chance For Healing: The Children’s Medical Fund

Since the beginning, we have had countless requests to help children who needed urgent life-saving operations, but whose families couldn’t afford the costs of their treatment. We therefore established our Children’s Medical Fund in 2006 to give a systematic response to this problem.

The Children’s Medical Fund enables children with congenital diseases to undergo life-saving operations and receive specialist treatment. They are typically below 12 years of age and come from Myanmar, Laos or refugee camps in Thailand. Unlike Thai citizens, our patients cannot benefit from the subsidised health-care system in Thailand. They are screened and diagnosed in special emergency hospitals along the borders which lack the staff and equipment to treat complex medical cases such as heart problems, imperforate anus and meningocele (abnormal opening in the spinal column). Therefore, we had to find a way that children with these medical conditions can be transferred to one of the modern Thai hospitals.
Emotional Support and Counseling
Our staff plays a crucial role in mediating between patient and medical staff, bridging language barriers and making sure that symptoms are clearly communicated and instructions are understood. However, perhaps the most valuable support we provide is emotional. Children and their caregivers are far away from their homes, surrounded by an unfamiliar culture and a hectic urban environment. This can be extremely distressing and at times intimidating – especially if you are scared and fragile because of an upcoming operation. We help children and their relatives to cope with stress, to resolve tensions and to remain strong and positive throughout the treatment process.

To locate patients as quickly as possible, we work with many organisations and provincial hospitals to refer patients to our programme. Whenever one of these organisations notifies us, we take immediate action: we arrange the necessary permissions and organise the transport of the patient to one of the top hospitals in the North of Thailand (Chiang Mai, Chiang Rai or Lampang), where they will undergo a life-saving operation.

For the period of the recovery, children are accommodated in our safe house located very close to the main hospital. Since in Chiang Mai most of our patients are aged between 0 and 12 years, they need the support of one accompanying parent or caregiver. Their housing, food and transportation costs are also covered by Child’s Dream.
2. **Health Education and Health Screening Programmes:**

   **MYST - Metta Yeik Social Team**

   Since June 2015 Child’s Dream has been supporting the Metta Yeik Social Team (MYST) for running a School Health Programme in monastic schools in Bago Division, Myanmar. The programme goal is to boost health awareness and provide essential health care services to students who study in monastic schools.

   Many poor children cannot afford to go to Myanmar government schools or live too far away to attend government schools. Their second option is to join monastic schools, which are run by monks and heads of monasteries.

   MYST runs a school health programme in these monastic schools to address problems such as personal hygiene, infectious diseases, and malnourishment. MYST provides services to roughly 3,000 children aged 5 to 18 years in participating monastic schools in Bago Division in Myanmar. The MYST team visits these monastic schools every six months to do health check-ups and treatments for the students. Each time MYST identifies many children who have problems with their health, such as skin infections, fungal infections, malnutrition and worm infections, vitamin deficiencies and others. MYST also provides education related to health issues to students on a monthly basis. The education parts cover such issues as personal hygiene, infectious diseases and nutrition.

   **BHI - Border Health Initiative**

   BHI is a community-based health organisation providing medical assistance to isolated communities on both sides of the Thai-Myanmar border, especially targeting areas that are inaccessible to other service providers due to political or geographical barriers. The organisation has been based in the Thai-Myanmar border region of Sangkhlaburi since 2008, and is staffed with experienced and motivated medics and health workers. BHI provide services to school students in Mon State, Kayin State, as well as Burmese controlled areas with equal determination.
We support BHI’s School Health Education and Health Screening Programme to promote school health awareness, organise health screening and implement daily hygiene activities. The programme is implemented in 15 remote and isolated schools in 10 IDP (Internally Displaced Persons) villages along the Thai-Myanmar border and provide services to roughly 800 children, aged 4 to 18 each year.

The list below illustrates the main activities of School Health Programme:

- Conduct health awareness workshops for teachers
- Provide health education to students
- Produce health posters
- Organise daily hygiene activities such as hand washing and tooth brushing
- Provide first aid kits to schools for minor health issues
- Provide supplementary nutrition such as milk and eggs
- Organise health and dental screening for students

3. Reproductive Health Training:

   **LWO - Lahu Women Organization**

Lahu Women Organization is a non-profit grass-roots women’s organisation founded in October 1997. The organisation is based in Keng Tung, Shan State (Myanmar) and operates in eastern Shan State (Myanmar) within the Lahu community. Their goal is to increase the involvement of Lahu women in society and the distribution of leadership roles to achieve stable and sustainable communities.

The training is about increasing the awareness and ensuring access to information about adolescent reproductive health rights among the youth in the Lahu community. Lahu Women Organization is working with young people aged 12-30 and educates them on how to prevent spreading sexually transmitted infections and the importance of family planning.

Annually a total of 300 Lahu people are directly educated about sexual and reproductive health and drug abuse. With the assumption that each participant shares their learnings with at least three other persons it will reach close to 1,000 people.

The local people gain knowledge about puberty, family planning, sexually transmitted diseases, reproductive rights, anatomy, abortion and drug abuse. Because of this we believe infant death rates will decrease, family planning
and bonding improve and enhanced health in the communities is achieved. Their understanding of these issues can be measured by their behavioural changes such as increased condom and birth control pill use, better child birth management, and improved capacity in building a healthy family.

4. Reducing the Burden Of Drug Related Problems: 
   **DARE - Drug and Alcohol Recovery and Education**

Myanmar remains one of the largest producers of opium and amphetamines. Following a decade of decline, cultivation has more than doubled since 2006. Although most opium is turned into heroin and exported via neighbouring countries, especially to China, the domestic consumption, especially in marginalised ethnic communities, has also increased dramatically. The production and use of amphetamine-type stimulants (ATS) is also rising. The recent cease fire agreements between the Burmese army and various ethnic armed groups also allows drugs to be distributed more freely. Myanmar has high levels of injecting drug users infected with HIV/AIDS and hepatitis C.

DARE is a community-based grassroots organisation providing culturally appropriate treatment and prevention programmes to reduce substance abuse and associated societal problems.

It serves people who are primarily addicted to alcohol, methamphetamines, marijuana, opium, betelnut and tobacco. DARE implements its activities in the refugee camps along the Thai-Myanmar border as well as remote communities within Kayin State in Myanmar.

The programme has an above 65% success rate against relapse within two years of treatment. This success can be explained by its culturally appropriate treatment and the inclusion of the addict’s family and friends.
Our oldest focus group, Basic Education, represents our organisation’s core competence. Since our inception in 2003, we have been consistently following one core objective: offering basic education to every child. We believe that literacy, numeracy and a broad range of knowledge and skills play a key role in development. Young individuals with the ability to learn and think critically will be better prepared to tackle the various economic, social and political challenges of the Mekong Sub-region.

Low education levels make communities vulnerable to exploitation. In the rapidly expanding economies of Southeast Asia, large-scale business and infrastructure projects are penetrating remote areas previously “untouched” by development. These projects undoubtedly have many positive effects on the lives of populations, such as improved roads and better access to electricity, water and goods. However, they are often accompanied by exploitative business practices, which tend to hit the least educated parts of the population the hardest. A typical example is families who end up losing their land because they entered unfair lease agreements with developers.

We are helping to build a generation of well-educated, confident and independent individuals. By providing essential educational facilities such as schools and boarding houses, we make sure education becomes a part of every community. To ensure educational continuity for the most underprivileged, we run a high school scholarship programme. We install drinking water systems, solar power stations or playgrounds in communities where we see a need for them. To cover additional educational needs, we run school stationery programmes.

1. Building Essential Spaces:
   **Schools and Boarding Houses**
   Unlike in the developed world, for many remote communities in the Mekong Sub-region it’s not taken for granted to have a school built of bricks. People live in isolated, mountainous areas accessible only on difficult jungle roads (or, in the rainy season, not accessible at all). These extreme conditions make any construction so demanding and expensive that authorities would rather make a “pragmatic decision” and allocate their funds to a more central school in a larger village or town.
As a result, remote villages often lack essential education facilities and children have to walk on steep paths and long distances – sometimes up to 10 km or 6 hours – to the closest school. For many children, this can be so physically challenging that they end up missing classes or not going to school at all. In addition, the more time and effort it takes for them to go to school, the less supportive their families become of their education. Since most of the families are also “economic units” with children actively taking part in income generation (typically farming or handicrafts), their absence will be felt by the family business.

In some cases, communities do have schools, but they are accommodated in simple shacks made of wood, bamboo and leaves. Although these provide some shelter from the sun in the dry season, in the rainy season they tend to deteriorate and have to be rebuilt again for the next school year. Needless to say, these buildings rarely have electricity and the sanitary facilities attached to them are also very basic (if any).

In other cases, communities do have some brick buildings in the school area; however, these are in bad shape and/or not large enough to accommodate all children. If more grades have to share the same classroom (and teacher), education becomes inefficient. The lack of space in boarding houses, on the other hand, means that the children who are “left out” will have to walk to school every day. As already described, this can result in them completely giving up on schooling.

Identifying Needs
Child’s Dream will typically hear about the need for a school or boarding house or, in rare cases, a nursery from one of the district education authorities we work with in Laos, Cambodia and Myanmar. You’ll probably ask why the district doesn’t provide for the needs of its own inhabitants. Although this is, in fact, their mandate, the reality is that many districts have very limited budgets and/or have to prioritise more “central” schools to remote ones. On top of that, if the community belong to an ethnic minority (such as the indigenous Karen or Akha peoples, living predominantly in mountain areas), they will automatically drop further down on government priority lists.
Community Contribution

When we have clearly established the need for a new school, boarding house or a nursery project, we move on to the next step, which is defining the community contribution. We sit down with community leaders and identify the resources they can allocate to the project. This can take any form, whether it is construction material (bamboo, wood, bricks, sand, stones), labour or something else.

In line with our core development principle of inclusion, community contribution is non-negotiable for every project we support. In our experience, villagers, teachers and school kids perceive schools they actively helped to build differently than communities who get “fully donated” ones. With their own resources invested, they develop a sense of shared ownership and will feel responsible for preserving the facility in a good condition as long as possible. As a “positive side effect”, the community becomes more aware of their own resources and will be able to mobilise them in future projects.

After we have been notified about a potential need for a project, we pay a formal visit to the community to assess the situation independently. In a multi-stakeholder meeting that typically takes place at the school, we meet a delegation consisting of the school principal, school staff, community leaders and parents. In an intense exchange, we gather detailed data about the needs of the school, the housing situation, the food situation, the state of sanitary facilities as well as general characteristics of community life (main sources of income, typical education levels, etc.).

A few weeks later, in an informal second visit, we focus on the children. We sit down with them and discuss freely about their daily schedules, things they like and don’t like about their school and how easy/difficult is for them to maintain an efficient educational routine. In order to gain a comprehensive picture, we ask questions about their family backgrounds and as well long-term career plans. The well-being of children is our number one priority; therefore, we carefully record their feedback and integrate it into our project proposals.
**Implementation**

As a next step, we select a contractor who will carry out the construction. The contractor is always chosen locally, based on the best offer and a proven track record (which is particularly important in the case of very demanding projects in remote areas). A contractual guarantee covers all faults that occur within one year of completion of the project. If we are not satisfied with the work – due to poor quality, delays, etc. - we will terminate the contract and look for a new contractor. Since we visit our project areas on a monthly basis, we are able to observe the construction process closely and intervene if necessary.

Alternatively, we look for carpenters and construction workers from the community who can form a team. They will give us a quote, which we will evaluate and then provide the construction material as soon as we have reached an agreement. The team will be supervised by a construction committee made up of villagers who will monitor the construction process, coordinate material delivery and decide about payments.

As soon as the school, boarding house or nursery is completed, we start to organise a donor trip to the official opening. Donors will take part in something really special: the opening ceremony. A colourful event displaying some of the most beautiful traditions of the region, the opening is a chance for the community and the donors to meet and get to know each other. We can say from experience that this special day is always full of unique, moving and often life-changing moments.

2. **Enabling the Big Leap:**

**High School Scholarships**

Most of the children in the communities we work with sooner or later face the big decision: where do I go from here? Should I stay and work with my family or should I go and study at the high school in the nearby town?

With our High School Scholarship Programme, we enable talented students who have finished secondary school to take their studies to the next level. In close cooperation with teachers, we identify
the pupils whom we deem most qualified for a scholarship. These students are given a detailed application form where we gather data about their personality, academic performance, family/financial background and future professional plans. The most convincing applicants will be invited to an interview. Besides outstanding study results and a clear financial need, the most important criteria for this scholarship are personal maturity, the capability to lead a somewhat independent life and a strong ambition to complete studies successfully. Considering our candidates are really young, these requirements may seem very harsh. However, our experience shows that these criteria are absolutely essential for the success of any scholarship project. Students simply must have vast internal resources to draw upon: they will have to establish new routines, build new social circles and perform well in a totally unfamiliar environment.

We interview all chosen candidates in person - at school or at home (to this end, we ask them to include a photo of their house in the questionnaire and to draw a map with directions; in small villages where houses are often inconsistently numbered, this information can be essential). In the interview - which typically lasts about 45 minutes - we ask many specific questions, such as: does the student have a rough idea about their expected monthly expenses at high school? Where would they start looking for accommodation? Do they have relatives in the town? How would they finance themselves if there were no scholarship? Which studies/profession do they want to pursue in the future?

**Meet the Parents...**

Visiting students at home gives us very valuable additional insights about the background of the candidate. Besides seeing their living conditions, we can also meet the parents and find out more about their stance on the scholarship. Do they fully back their child’s decision - or are they rather half-hearted about it?

The supportive attitude of parents is essential. The children need emotional assistance in the difficult process of transition, and parents also have to come to terms with their own feelings of loss.
Therefore, this is a decision that has to be made by the child and the parents together. During our visit, we carefully observe family dynamics to be able to decide not only what is best for the student, but also for the family.


Most of us have warm memories of the playground near to our house where we used to spend long afternoons with childhood friends. Playgrounds are extremely important for children in the process of growth, as they enable them to test and expand their body limits and develop cognitive, emotional and social abilities.

For many communities in the Mekong Sub-region, playgrounds belong to the “luxury category”. They either cannot afford to purchase a playground that fulfils necessary safety standards or they lack the special skills to build one themselves. Therefore, years ago we developed a simple, but versatile playground model made of wood, metal and mostly recycled materials.

We only build playgrounds in communities we have already supported with a new school building, a boarding house or the renovation of an old building. One reason is that we are already familiar with the community and the area. More importantly, it enables us to use playgrounds as an incentive: only the best-managed schools will be rewarded with a playground.

Every playground is individually planned and adapted to the school grounds (with one shared feature, swings - definitely a “must-have” for every playground). After a plan is made, we give a list of things to prepare to the community and they will prepare these materials – mostly wood and old car or motorbike tires – for us. The installation takes two to three days. The participation of the community in the process is essential: they need to know every inch of the construction, so they know how to maintain it in the future. Each community is given a handbook after construction of the playground, so that they can maintain the items.
4. Generating Income for Schools: Solar Charging Stations

A lack of financial resources has an impact on education on many levels. If teachers are not sufficiently paid, they lose their motivation to teach and often start being absent from school due to a second job. Many schools can’t afford to buy even the most elementary prerequisites for running an educational institution: teaching materials, stationery, cleaning and maintenance materials, first aid kits and others. The lack of these further worsens the quality of education and overall wellbeing of students during school time. Several additional problems appear at the community level. Some communities have no access to electricity, hence there is no way for them to charge mobile phones - their most important tool for business. Lack of electricity seriously affects their lifestyles too: they won’t have lighting in the evening and cannot use electrical devices.

Solar charging stations generate income for schools, because villagers bring their batteries to the station to charge them against a minor fee. These fees go to the school funds. The school committee can then buy teaching materials or do school maintenance or use it for teachers’ additional income.

The solar panels serve the purpose of generating more income for the schools.

KSEAG - Stationery Distribution

This project brings much needed school supplies to 1,540 schools in parts of eastern Myanmar. Due to the fact that these schools are located in areas of conflict, but under a cease fire agreement, or are extremely rural, transporting the supplies is a complex process involving deliveries via boats, motorcycles, hundreds of porters, and even buffaloes. We have worked with the Karen State Education Assistance Group (KSEAG) for many years already. The process begins with us ordering supplies directly from companies in Thailand and Myanmar and having them deliver to locations along the Thai-Myanmar border. In 2017, approximately half of all supplies were already being sourced from Myanmar, which is an increasing trend. After delivery, KSEAG arranges for a cohort of up to 20,000 porters to transport the materials to each individual school.

Teacher Training

Since Child’s Dream has been supporting many schools in the Mekong Sub-region by building school buildings and boarding houses, those schools have significantly improved their school management, learning environment and living conditions for students. During our frequent school visits, we found that effective school management is certainly related to the capacity of teachers. Therefore, the direct way for us to connect to teachers appropriately is to activate and enhance their abilities through our teacher workshops. Our work not only supports construction and infrastructure, we also stimulate school improvement in other meaningful ways.
Supporting Future Leaders and Specialists: HIGHER EDUCATION
Our focus group, Higher Education, provides a variety of undergraduate and graduate opportunities for talented youth. While successfully implementing basic education projects, we discovered that due to a lack of adequate (state- or privately-funded) scholarship schemes, many high school graduates from Laos, Cambodia or Myanmar cannot afford to take their studies to university level. The problem is more complex in the case of migrants and refugees: due to their unresolved legal status, they often don’t have the necessary legal documentation to enrol in universities in Thailand (or other countries).

We assess diverse educational needs resulting from complex biographies – and develop tailored responses. With targeted pre-university programmes, we help talented individuals from Myanmar to acquire the certificates they need for a university enrolment in Thailand. With non-formal education programmes, we provide higher education in areas where universities are not accessible (such as refugee camps). With our university scholarship programmes, we help students from Myanmar, Cambodia and Laos earn development-related degrees at regional and international universities - and thereby contribute to a better future for their communities.

Many young people choose vocational training as a viable route to creating a livelihood. In a special framework, we develop projects that enable young individuals to learn skills which are in high demand in their community. These vocational training programmes are often complemented by life skills courses and career counseling, which enable graduates to find internship and apprenticeship placements easily. With our social entrepreneurship framework, we support young individuals who want to implement innovative business ideas and empower their community at the same time.

In the following, we describe our six larger programme clusters in detail and provide project examples.

1. Preparing For the Next Level:
Pre-University Programmes

We help talented young individuals to acquire the qualifications and certificates they need for successful university admission.

For many young people from Myanmar, the access to university education can be extremely difficult. This has two main reasons: lack of financial resources and a disrupted education history (mostly a result of frequent political unrest), resulting in a lack
of appropriate certification. For Myanmar refugees living in Thailand, the problem has additional dimensions: as they have received “only” non-formal education in unaccredited schools in refugee camps, their certificate won’t be accepted by Thai universities.

Minmahaw Higher Education Programme
This programme offers a solution by offering a preparatory course for an internationally accredited high school exam (the General Educational Development Test), which is also recognised by Thai universities. The course takes place in Mae Sot, a city on the Thai-Myanmar border near the largest refugee camps. Students (aged 18-25) enrol in this course for a period of ten months. If they pass the exam, they receive an internationally accredited high school diploma, which will allow them to apply for university studies in Thailand (and they will also have the opportunity to apply for a university scholarship with Child’s Dream).

2. Offering Viable Alternatives:

Non-Formal University Education
We support viable alternatives in areas where higher education is not accessible.

Karen Refugee Committee Education Entity
We fund the higher education related running costs and core activities of the Karen Refugee Committee Education Entity (KRCEE), a community-based organisation operating in seven Karen refugee camps along the Thai-Myanmar border. KRCEE is one of the most essential education entities in this area: it fulfils the same role as a department of education in a stable government.

KRCEE maintains a range of so-called “post-high school level” schools in refugee camps. These schools are the non-formal substitute for university education - something that doesn’t exist in the closed world of refugee camps. The goal of these non-formal universities is to provide students with knowledge that will enable them to bring positive socio-economic change to their community. If they stayed at the same skill level as their parents, the situation in refugee camps would likely never change.
As the schools are spread across many camps and have evolved out of different needs and situations, many of the school’s curricula are often not compatible with each other. In a special framework called the Institute of Higher Education (IHE), KRCEE undertook massive efforts to harmonise these curricula and to enable schools to cooperate in a university-like system - with compatible course modules and transferable credit points.

Changes in Myanmar - A time to seize opportunity

As a result of the political transition process initiated in 2011 - and a series of consecutive reforms - the development landscape of Myanmar is rapidly changing. The country is opening up to foreign businesses and also to international development organisations. An increasing number of donors are shifting their focus towards activities in Myanmar; as a result, many NGOs previously working with refugees on Thai territory were forced to “follow the funds” - and relocate to Myanmar.

This trend has put increasing pressure on refugees still living in camps in Thailand. Although there is no confirmed political framework yet that would enable their return to Myanmar, many are choosing to return as the support for camps ebbs. Child’s Dream is not involved in the decision of refugees move out of camps or not, but has been for several years already, working to provide transitional support to KRCEE. This transitional period has gradually reduced the funding given to schools in camps-the last year of camp operational support is scheduled for the academic year 2018-19, while at the same time Child’s Dream provides new support for relocation, networking, Myanmar campus upgrading, and operational costs for schools which relocate to Myanmar. We are proud of the efforts to establish education in the camps and therefore wish to see it successfully adapt to a new situation in Myanmar. We believe people should not have to leave their country for quality education and now this is largely possible to provide in Myanmar.

3. Supporting Future Leaders:

University Scholarships

We provide undergraduate scholarships to bright young individuals from disadvantaged backgrounds.
University Scholarship Programme

We enable exceptionally talented young adults from Myanmar, Cambodia and Laos to study at undergraduate levels at universities (in Thailand, Laos, Cambodia and Myanmar). The candidates are pre-selected with a detailed application and invited to an in-depth interview (conducted in person). Based on a comprehensive set of indicators, we evaluate five major criteria: 1) essential, formal requirements set by universities, 2) financial need, 3) academic qualification, 4) maturity and ability to live and study independently, 5) commitment to their community and willingness to contribute to its socio-economic development.

Following the Traces...

We monitor the careers of our scholars and alumni as closely as possible. During their studies, we regularly meet them to find out how they are coping with the challenges of their new environment and provide support if needed. After completing their studies, we stay in regular contact via e-mail, phone or Facebook groups created specifically for this purpose. We also gather all our alumni (and the ones studying in their last year) to our yearly Child’s Dream alumni conference. These conferences more and more evolve into powerful gatherings of change makers and specialists. In the case of some of our alumni from remote areas, staying in touch can be challenging at times; however, so far we have managed to “track” all our students successfully!

We are proud to say that without exception, our alumni are doing extremely well: they pursue careers as educators, community workers, members of parliament, health workers or journalists and their typical employers are NGOs or development organisations. However, we accept the fact – and also clearly communicate this to donors - that there is no such thing as a “success guarantee” in a scholarship programme. Our alumni are mature individuals who make their own life decisions and our role is to enable, support and encourage, but not to command.
4. **Building a Skilled Workforce:**

   **Vocational Training**
   
   We support programmes that provide young people with essential life skills to improve their employment opportunities.

   **Youth Connect**
   
   We support the running costs and the vocational training programme of the organisation Youth Connect in the border city of Mae Sot, Thailand. The curriculum of this project was designed based on a survey, which helped us to determine the professions and skills that are most sought-after in the community. In cooperation with Youth Connect, we provide three essential services: 1) specialised vocational skills training, 2) facilitation of internships with local businesses and organisations and 3) career counseling and job placement. The three services are organically interlinked: from the vocational training, students move progressively to work placements or internships, while receiving career guidance and learning life skills (such as applied numeracy and budgeting) at the career centre, before being finally assisted in securing employment.

The Picturebook Guesthouse was established a social enterprise to support Youth Connect. It is many things in one: a flourishing business, a training centre for hospitality management and a funding source for Youth Connect’s operational cost. Ever since its opening in 2012, the Picturebook Guesthouse has attracted travellers from all over the world, ranking as a stable number 1 on TripAdvisor’s accommodation suggestions for Mae Sot.

5. **Empowering Communities Through Business:**

   **Social Entrepreneurship**
   
   We enable young individuals with an entrepreneurial spirit to implement innovative social business models - and empower their communities at the same time.

The Social Entrepreneurship Grant Programme provides grants to ambitious individuals who have recently finished a specialised training or degree. Grantees receive a one-time grant, which enables them to transform their theoretical knowledge into practice and build a social enterprise of their own design. By developing innovative social business models, they are able to invest in their community and generate profits at the same time.
A good example of a social enterprise we have supported is the Lahu Livestock Breeding and Training Programme in Shan State, Myanmar. One student from an ethnic minority village graduated from a school focusing on sustainable agriculture. He applied for a grant to start a model farm in his village. With the grant, his farm now produces livestock for income generation including buffaloes, cows and fish, while at the same time acting as a training centre for additional villagers who have become interested in diversifying their animal production and farming practices. The most noticeable effect is that of fish farming alongside traditional rice farming and cattle grazing.

6. **Curriculum Development**

*Mote Oo*

Mote Oo is an organisation based in Yangon, Myanmar (with a small field office in Mae Sot, Thailand), and works with local communities to help improve the quality of education. Mote Oo specialises in teacher training and development of context-appropriate education materials and was formed in January 2013 by people with many years experience working in education in Myanmar. They design social science, civic education, teacher education and language learning materials and conduct training to meet the needs of teachers and students in the non-formal youth and adult education sector. Mote Oo is a small, flexible, community-focused organisation which assists partner programmes to find the curriculum and training solutions they need.
Joining Our Forces: How You Can Help
Health
• Provide life-saving operations for children through our Children’s Medical Fund
• Support health screenings and health trainings
• Support drug prevention programmes

Basic Education
• Build a school or boarding house with us
• Provide high school scholarships
• Provide school stationery

Higher Education
• Provide university scholarships for Burmese, Cambodian and Laotian students
• Support our vocational centres for Burmese migrant youth
• Support a junior college for Burmese youth in one of the refugee camps
• Support teacher training

Our Shop
Buy something from our shop. There’s always a good reason or occasion for buying a gift

Engage Your Company
• Donations: Launch a programme and double the donations of your staff
• Awareness & Loyalty: Enhance the awareness and the loyalty of your staff by informing them about the donation activity of your company or inviting Child’s Dream for a presentation at your company

Engage Yourself
• Start a fundraiser
• Engage your personal network
• Become a volunteer: support us in our Chiang Mai office (minimum 6 months’ stay is required) or teach English in one of our schools (minimum 4-5 months’ stay is required)

Visit us
• Get to know our work better and meet us
• Stay informed: add us on Facebook, LinkedIn and/or join our mailing list

Legacy
• Plan your estate
• Decide on beneficiaries yourself
• Allocate for immediate or long-term impact
• We work with your lawyer and finance manager
Information for Donors

- Donations to Child’s Dream are tax-effective in Switzerland, the USA, Australia, Hong Kong, Germany, France, Italy, Luxembourg and in the Netherlands.
- Please see the ‘donate’ function on our website www.childsdream.org for details on payment options and tax relief.
- Donations to Child’s Dream can be made via bank transfer, cheque, credit card, PayPal or Bitcoins.
- We are working on providing tax relief in more domiciles and will keep you updated on our progress.

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