

POLICY PLAN

PURE! Dream Centre



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PURE!
Dream centre

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1. Situation Overview

Cambodia is a country of contrasts, with the nation's rise and fall signified by its two vastly different tourist attractions: the centuries-old Angkor Wat temples, known for their peace and tranquillity, and the infamous Killing Fields, which have come to symbolise a period in which an estimated 1.7 million Cambodians died between 1975 and 1979. Since then, the country has taken significant steps in rebuilding, with a population now pushing past 13 million people, the majority of who live in rural areas.

Pagodas that serve the nation's largely Buddhist population dot the landscape, which consists of mostly flat, arable land fringed by mountain ranges that separate Cambodia from its neighbours. The vast Tonle Sap Lake cuts through the centre of the country with an intricate system of tributaries that supply much-needed irrigation and nutrients to rice paddies and farm fields.



More than three decades after war devastated this small South-East Asian nation, Cambodia is at a critical crossroads of change and opportunity. Progress is propelling the country towards a new era of unprecedented prosperity. Record economic growth and development in the past decade helped launch the country onto the international marketplace while raising the standard of living of many Cambodians. Poverty has declined from 47 per cent of the population in 2003 to about 23 per cent in 2010. In 2009, Cambodia's gross national income (GNI) per capita was \$650, and in 2012 Cambodia was ranked 138 out of 187 countries in the Human Development Index.

However, while new economic opportunities have improved the lives of many – urban Cambodians, in particular – it has also increased inequalities. An entire segment of society has been left behind as overall national progress contrasts with basic needs. Key data on women and children reveal alarming social disparities between children who live in rural and urban areas in terms of access to basic health services, education, clean water, sanitation, and protective services. Persistent poverty for rural residents remains a national problem, with the majority of the population living at the edge of the national poverty line.

2. PURE! Dream Centre



The PURE! Dream Centre endeavours to achieve brighter future prospects for underprivileged children from the Kandek community in Cambodia, by providing quality education and care and social and income generation support to families to improve the situations children face at home.

2.1 Background

The PURE! Dream Centre is a community centre focused on education that was established in May 2010. The organization is officially registered in the Netherlands and signed a Memorandum of Understanding with the Ministry of Foreign Affairs and International Cooperation of Cambodia in August 2011.

The centre is situated in the Kandek community, Bakong district, Siem Reap province and lies around 10 kilometres from Siem Reap town. The Kandek community is a poor, largely rural community consisting of 10 villages, 2664 households and about 13.046 inhabitants¹. The community has a primary and a secondary school, which children attend four hours a day, six days a week.

The center started operating from a former storage building that was renovated to suit the needs of a school. Since the opening in 2010 three classrooms, a small house, a vegetable garden, toilet facilities, a kitchen and dining area, a sport field and washing and shower facilities have been built on the surrounding premises. The PURE! Dream Centre holds a 10 year lease agreement on the location.

2.2 Problem description and justification

Issues in access to and quality of education

Within the Kandek community, opportunities in terms of education are limited. There is no high school nor are there vocational training opportunities; the ones offered in town are often too far away and too expensive. Most children drop out of secondary school if they already make it past primary school. The use of physical violence in the classroom as a disciplinary method is common. Moreover, the quality of education is highly questionable. Teachers often fail to show up, show up late and classes easily count over 50 students. Children end up passing from grade to grade without actually mastering the curriculum content.

Issues in the attitudes towards education

Cambodia's education sector was completely destroyed by the long-drawn war and genocide calamity during 1970-1979. Since then it has only gradually developed under circumstances of severe shortage of human and material resources. As a result an entire generation remained poorly educated, a generation that often fails to acknowledge the importance of education. Due to the poor quality in which education is provided, parents prefer to take their children out of school as soon as they are able to generate much needed income.

Issues in job prospects

When young adults from the Kandek community are ready to enter the labour market, their poor educational backgrounds and their lack of skills limit them from finding decent employment. They ultimately have to settle for low quality jobs, generating unpredictable incomes, often insufficient to cover basic needs. Most settle for farming-related jobs or a job in the construction sector, but there is not enough demand for this work, causing high rates of underemployment. A vicious cycle exists which this youth is unable to break in order to change their future.

Justification

Within the Kandek community there is a need to:

- Complement and improve the quality of education at primary and secondary school levels;
- Improve access to high school and vocational education;

¹ Data from 2012

- Foster positive perceptions and attitudes towards education;
- Facilitate social and income-generating support to families.

2.3 Target group

The 58 students of the PURE! Dream Centre were selected from one of the following three villages: Trapaing Tem, Kohn Mok or Kok Thlouk. These villages were selected because they lie relatively close to the centre so that students are able to walk to school.

The children come from some of the most deprived families of these villages. Families were selected based on the findings from a community research performed in April 2010, a research supplemented with information gathered from group leaders².

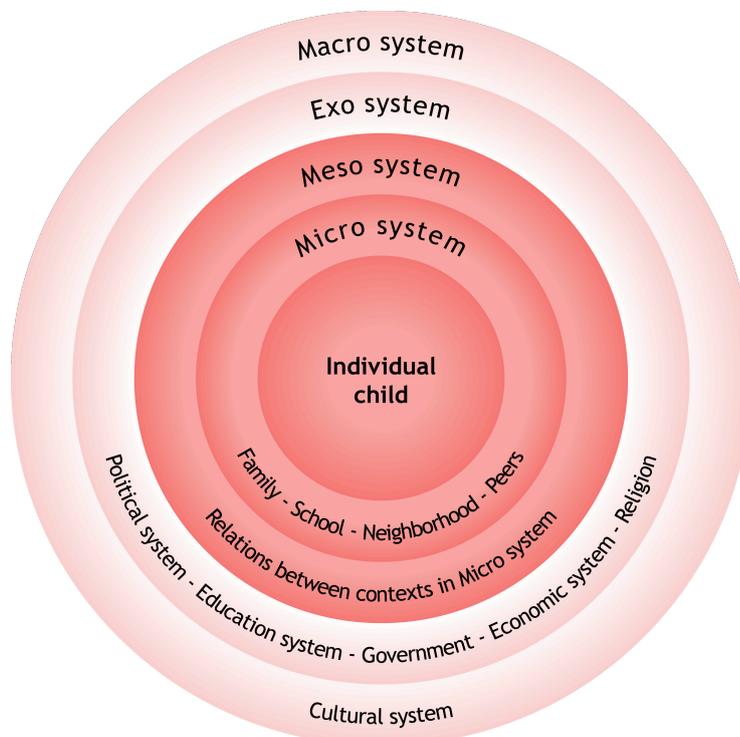
The PURE! Dream Centre aims to enrol new children, if funding and capacity allows it, between 2014 and 2017.

2.4 Mission and method

The mission of the PURE! Dream Centre is to achieve brighter future prospects for underprivileged children from the Kandek community in Cambodia, by providing quality education and care and social and income generation support to families to improve the situations children face at home. This support will be provided until children finish vocational education, high school or university and are able to find decent employment.

The method of the PURE! Dream Centre is based on the Ecological System Theory founded by Bronfenbrenner (1979), where the influences of several systems reflect on the development of the child. The focus is on micro- and meso-systems, due to the possible direct influence on those, taking exo- and macro systems into account. All systems are shown in figure 1.

Figure 1 - Model of Bronfenbrenner's Ecological System Theory

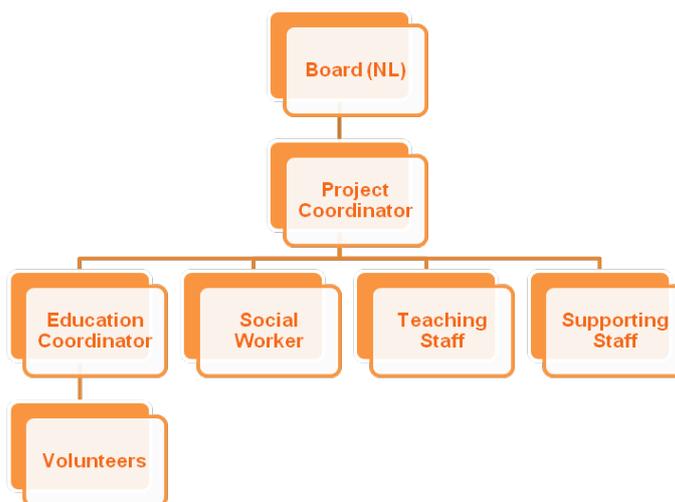


² Communities in Cambodia are governed by a commune leader and several village chiefs. These village chiefs are in turn supported by group leaders, each responsible for 25 to 30 households in their village.

This inclusive approach means that the focus is on the child, the family of the child and the community in which the child is living and programs build on three pillars:

1. **The child** – the education program
2. **The family** – the family support program with a social work and an income generation component
3. **The community** – the activities of the family support program extend to the broader community

2.5 Organizational structure³



2.6 Supporting Policies

Staff Policy

The staff policy of the PURE! Dream Centre concerns all staff members on temporary contracts or contracts of indefinite duration. The PURE! Dream Centre aims to be an ethical employer and provides opportunities to people who have difficulty finding a job, including those who have never held any formal employment. The staff policy focuses on the influx and outflow of staff, terms of employment, function management (job descriptions, salary scales and end of year bonus), personal development of staff (evaluations and annual appraisals, training opportunities and personal development plans), compensation and financial arrangements (travel and accommodation, saving scheme, loans) and different forms of leave.

Child Protection Policy

The PURE! Dream Centre believes the welfare of a child to be paramount and that all children without exception should be protected from harmful influences, abuse and exploitation. Ensuring the safety, protection and welfare of the children is therefore regarded the first and ultimate priority.

The child protection policy defines rules and appropriate behaviour when interacting with the children and applies to any associate of the PURE! Dream Centre⁴. Breaching this policy can lead to termination of employment or association and/or any other appropriate actions.

Visitor Guidelines

While the PURE! Dream Centre welcomes visitors, it is important to be conscious of and minimize the impact such visits have on the schedules and privacy of the children. Children should be able to concentrate on their learning and should not feel as if they are being put on 'show'. For this reason,

³ Although volunteers are not employed by the PURE! Dream Centre nor seen as staff members, they are included in the organizational structure as they provide continuous support to the education program and other activities.

⁴ Associates include interns, volunteers, employees, prospective employees, counterparts, consultants, contractors, partner organisation members and visitors.

the PURE! Dream Centre developed a set of visitor guidelines which are meant to maximize the benefits for both visitors and children.

Volunteer Guidelines and Procedures

Volunteering at the PURE! Dream Centre is about more than hanging out with the children. Although the time volunteers stay varies greatly, a minimum commitment of two months is required unless a volunteer is aged 25 years or older and has proven experience in a field needed at that specific time. Of course, anyone with specific skills or specialized knowledge may be able to assist over a shorter stay. The PURE! Dream Centre prefers to work with volunteers who are at least 21 years old and those who have had strong experience in working with children, such as education or social work. Once approved, applicants need to provide a scanned copy of their passport, relevant references and documentation, a police check from their country of residence and to abide the child protection policy. Up to three volunteers are accepted to assist in the education program at one time. Volunteers at the PURE! Dream Centre assist in delivering creative workshops with an educational component related to English, math or general studies.

3. Education Program



The different components of the education program all contribute to the overall goal – improving the future prospects of children. The education program stimulates academic, emotional and social development.

All children enrolled at the PURE! Dream Centre attend primary or secondary school. The PURE! Dream Centre provides supplementary education to strengthen their knowledge and improve their future job prospects. The curriculum is adapted to the developmental age of the children and evolves accordingly.

3.1 Vision

The Dutch law on childcare stipulates four core components that are required to prepare children for their participation in society. The PURE! Dream Centre applies these four core components in its daily practices:

Emotional security

Fostering emotional security entails providing a safe haven, security and encouraging self-confidence so children can relax and be themselves. It ensures that children flourish. Sources of emotional safety include: relations with staff, relations with other children and the layout of the school and classrooms.

‘Today I talked with my teacher about my problem and she listened to me. She suggested me something that was really nice’ – section from the Living Values diary of one of the children

At home and at public school, children are regularly confronted with different forms of violence including physical violence. Therefore, the PURE! Dream Centre provides a non-threatening and secure environment in which violence is not tolerated. Children have a relation of trust with the staff and feel free to speak and share their thoughts and opinions. At the PURE! Dream Centre children are accepted, noticed and respected and staff members are aware of the needs, interests and qualities of the children. Children are offered structure so they know what to expect, making them feel safe.

Personal competencies

Providing opportunities to children to develop their personal competencies entails allowing children to develop themselves, to learn how to be resilient, flexible, creative and independent, to learn new skills and build self-confidence, so children will be enabled to tackle challenges successfully and can adapt to changing circumstances.

The education program of the PURE! Dream Centre offers different classes and a curriculum that complements the curriculum of the public school. Cognitive, motoric, creative and personal development is stimulated through this curriculum, by means of extracurricular activities and by the acting of staff. The personal competencies of each child are closely monitored and their talents are developed.

Social competencies

To stimulate the development of social competencies it is important to ensure that children learn to associate and communicate, to help others, to solve and prevent conflict, to empathize, cooperate and develop a sense of social responsibility.

‘I asked some money from my mother to buy a snack at school, but she said she did not have any money to give to me. So I came to school without money. A friend told me I was still her friend even if I did not have money to buy a snack. She said she could share with me. I was so happy when I heard that word because I never noted she was my good friend’ – section from the Living Values diary of one of the children

First of all, the PURE! Dream Centre has rules on social interaction. Attention is paid to social skills during living values classes as well as through the pedagogic acting of staff. Social skills are also encouraged by mixed teaching methods, such as working in peer groups, and by means of child

participation. Staff members work to establish a positive atmosphere so that children feel they belong, stimulating them to develop positive interactions and friendships with each other.

Values, norms and culture

It is important to provide children the opportunity to internalize the norms and values of the society they are part of. It enables them to get familiar with different aspects of their culture and the diversity of their society.

The living values classes pay specific attention to this point. Attention is paid implicitly through corrections of teachers and in the rules and regulations for children.

The **Pedagogic Policy** explains in more detail and for different situations, how this vision is put in practice. It also provides guidelines for the pedagogic acting of staff; how to deal with different kinds of positive or negative behaviour.

3.2 Education characteristics

The International Bureau of Education, UNESCO, has identified eleven educational practices that are generally powerful and consistent in promoting important aspects of learning⁵. The PURE! Dream Centre aims to imbed all these characteristics in its education program. The characteristics are:

1. Mix of educational methods⁶
2. Clear explanation and instruction
3. Regular feedback and testing
4. Sufficient focus and time
5. Sufficient clarity and structure
6. Learning step by step
7. Learning to learn
8. Teaching each other
9. Adaptive education⁷
10. Taking homework seriously
11. Parent involvement



⁵ Brophy, J. (1999). *Teaching*. Lausanne: UNESCO, International Academy of Education. Walberg, H.J. & Paik, S.J. (2000). *Effective educational practices*. Lausanne: UNESCO, International Academy of Education.

⁶ At the PURE! Dream Centre the aim is to vary between classical instructions, working independently, working in peer sets, working in groups, playing educational games and lectures by students.

⁷ At the PURE! Dream Centre extra explanation and exercises are provided to children lagging behind, and challenging extra exercises are provided to fast learners.

3.3 Set-up and curriculum

The children are split into two groups: a morning group and an afternoon group. They follow lessons from 8am to 11am or from 1pm to 4pm. During the other half of the day, they are required to attend public school. Both the morning and the afternoon group are subdivided into three groups: green, pink and yellow in the morning and orange, red and blue in the afternoon.

The curriculum is based on existing methods, adapted to the Cambodian culture.

English classes

The objective of the English classes is to guide the students of the PURE! Dream Centre to the intermediate level of the English language. This will enable them to engage in day-to-day conversations, increase their future job prospects or benefit them when running a small business.

Khmer classes

Due to the poor performance of the children in their own language, remedial Khmer classes are provided in addition to the ones the children receive at public school which focus on reading and writing with the younger children and grammar and comprehensive reading with the older children. These classes are deemed necessary as Khmer forms the basis for all other classes and the future schooling of the children.

Computer classes

The computer classes run at the PURE! Dream Centre focus on learning via the computer; on the one hand they aim to engage students, encourage their creativity and stimulate critical thinking, logical reasoning and problem solving skills, on the other they complement other subjects such as English and Khmer and mathematics.

Math Classes

The rationale for providing math classes is practically identical to the rationale for providing Khmer literacy classes. When children lack the basics related to this subject, they will encounter difficulties with other subjects taught at higher grades as well as in their everyday lives.

General Studies

The objective of general studies is twofold: to support those children attending secondary school in subjects such as physics, chemistry and biology, and second to move beyond what is taught at public school to cover areas as geography, sociology and history more extensively. General studies is linked to the content of the computer classes and workshops.

Living Values classes

The living values program is a teaching philosophy that helps children explore and develop personal and social values such as: cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance and unity. Sexual education was added to this list. With use of different activities students are motivated to think about themselves, others and the world around them. It helps children develop personal, social, emotional and cooperative skills. Activities focus on self-esteem building, positive social communication, critical thinking, and artistic and dramatic expression.

‘While writing my story I cried because the story was sad and made me feel unhappy, but if I tried to tell this story to another person that I trust, I feel better because that story always in my mind’ – section from the Living Values diary of one of the children

The living values classes, taught by the social worker of the PURE! Dream Centre, provide an important opportunity to teach children how to express themselves and provide an effective means of processing bad experiences and initiating change.

Job orientation

As the children grow older, there is a need to introduce them to different possibilities and opportunities for the futures. Under this component of the education program, amongst other things, job visits are organized and role models are invited to the PURE! Dream Centre to share their experiences and lessons learned with the children. All to make the children realize and understand what opportunities

are out there beyond their community and to help them to start thinking about their own dreams for the future.

Workshops

The focus of the workshops is twofold: to stimulate creativity and to support other key subjects. Creativity is the most effective form of self-expression. The ability to be creative, to create something from personal feelings and experiences, can reflect and nurture the emotional health of a child and fosters mental growth. The workshop are organized to complement the subjects math, general studies and English. Educational games and creative assignments allow the children to get familiar with these subjects from a different angle. During certain weeks of the year these creative workshops are replaced for workshops related to specific themes, such as hygiene, health, the environment and food.

Library and Reading Corner

Related to Khmer and English literacy as well as to general studies, it is regarded crucial to stimulate the children to read and offer resources beyond their traditional study books. It opens a new world of information and knowledge; a world that children can access by themselves. The PURE! Dream Centre has a modest library and reading corner.

Sport classes

Sport activities are positively related to motoric abilities and cognitive development. Good quality physical education can contribute to social, cooperative and problem solving competencies.

When I was at the soccer field I was so nervous and I told one of my friends. She told me not to worry so much about the game because when we would work together, we would win the game' – section from the Living Values diary of one of the

Field Trips

The PURE! Dream Centre organizes at least one field trip per year, depending on funds available, to get the children to experience new surroundings and activities.

Hygiene

Students at the PURE! Dream Centre are stimulated and taught to practice good hygiene. The practice of proper hygiene is shown to be critical to improved health. The need to stimulate and teach this behaviour is caused by the fact that children do not necessarily learn how to practice this behaviour at home. Parents are too busy working and often have limited knowledge on hygienic behaviour themselves. Activities include washing hands, brushing teeth, showering and washing clothes. These activities are supplemented with constant education and reinforcement of the importance of hygiene in preventing health problems.



3.4 Food program

It is broadly recognised that low calorie intake severely limits the cognitive capacity of a child. Not having enough food to eat makes that children can hardly concentrate in class and while willing to learn are unable to do so. Hunger makes their learning process highly inefficient. Besides affecting their school performance, insufficient nutrient intake makes children susceptible to health issues. The children enrolled in the education program used to experience such insufficient nutrient intake and as a result showed unhealthy BMI levels. The PURE! Dream Centre therefore provides a daily nutritious lunch, noticeably benefitting their energy and concentration levels. Next to lunch, each child receives a piece of fruit in between classes. Besides being healthy, this snack gives them an extra energy boost.



3.5 Child and parent participation

Child participation

Involvement: child participation increases involvement. Involvement of children in the planning of activities and daily operations increases the likelihood that they will utilize the different activities and materials offered to them as they fulfil their needs and wishes. Child participation is about respecting the opinion of children.

Responsibility: child participation helps children develop a sense of responsibility. As a result children will be more respectful handling school property, more likely to obey the rules they helped formulate and will hold each other accountable towards them.

Social competence: child participation stimulates the development of social competencies. It teaches children how to analyze situations and how to work together. They learn to negotiate and make compromises. It can also be an eye-opener to adults who learn more about the perceptions of children and how they see their world.

Skills: children will develop skills such as organizing, analyzing, critical thinking, presenting, communicating and taking initiative.

At the PURE! Dream Centre child participation is put in practice by means of a student committee. This committee hosts bi-monthly meetings and has one representative per class. Committee members rotate on a regular basis. The committee is guided by a staff member.

Parent participation

The home environment is crucial to what children will learn within and outside school. It refers to such things as conversations about school and everyday events, encouragement and the expression of affection and interest in the child's academic progress. Increasing active involvement of parents and aligning the school environment and the home environment can greatly support these approaches. Three levels of parent participation can be identified:

	LEVEL 1	LEVEL 2	LEVEL 3
PARENT ORIENTATION	Own child	Own child in school	School of the child
SCHOOL ORIENTATION	Information exchange	Task relief	Involvement and right to speak
TYPES OF ACTIVITIES	Contact with individual parents	Contact with a groups of parents/ participation in education	Contact with parents through a parent counsel

The PURE! Dream Centre currently implements parent participation at level one. Participation is organized in the following ways:

- Formal parent-teacher talks are organized at the PURE! Dream Centre twice a year to inform parents about the academic and social development of their children;
- Parents are invited to school performances and other special events organized at the PURE! Dream Centre;
- Home visits are conducted on a regular basis by the social worker of the PURE! Dream Centre. During those visits, among other things, the development of the child is discussed.

3.6 Connection to the public school

One of the preconditions of the education program is for children to be enrolled at public school. The PURE! Dream Centre provides uniforms and school materials when necessary. School attendance is checked on a monthly basis and once in three months the social worker of the PURE! Dream Centre and the teachers of the public school meet to discuss the individual development of the children and any prevailing problems or issues. The information is documented in the personal files of the children.

The PURE! Dream Centre aims to further strengthen the relation with the public school by continuing to supplement their work, through exchanging experiences and lessons learned and by providing technical assistance when required and possible.

4. Family Support



The PURE! Dream Centre believes that while offering education to children is crucial to their development, to help them in a truly sustainable way, it is crucial to support their families in terms of the financial and social problems they face. With this, the PURE! Dream Centre aims to take an integrated approach to child development.

The family support component of the PURE! Dream Centre finds its roots in a series of family assessments conducted in 2011. These assessments were undertaken to obtain a comprehensive understanding of the home environments of the children. Financial problems cause the majority of families to face difficulties in meeting their day to day and most basic needs. They relate to actual income earned, but also to the stability of that income. They cause significant levels of stress resulting in complex social problems and situations.

4.1 Home visits

Home visits form the cornerstone of the family support program. These visits, by the social worker of the PURE! Dream Centre, are used to discuss the social issues families face. They provide an important opportunity to discuss problems, give advice, find solutions and collect valuable information. Depending on the family situation, families are visited once a month or once in six weeks. More specific topics covered include:

Parental violence

Witnessing domestic violence can have a profound impact on children. The experience of family violence can be traumatic to children because both the victims as the aggressor are the adults they are most closely attached to.

'Last night my family fought each other and I could not concentrate on my study. I always ask myself when my parents will stop fighting each other and make a happy family like other families. They fight each other almost every day and there are less days that they did not fight. I was so sad and unhappy. I felt no happiness at all with my family and myself' – section from the Living Values diary of one of the children

Parental abilities

The failure to provide children a developmentally appropriate and supportive environment closely relates to parental abilities. Findings from the family assessments point to issues including a lack of knowledge of non-violent discipline techniques, unrealistic expectation of child capacities, destructive social norms and failure to establish stable caring relationships.

The social worker of the PURE! Dream Centre aims to help parents to find resources, support, or coping strategies that allow them to parent effectively, even under stress. The former involves assisting parents to build stable caring relationships with their children; increasing their knowledge of parenting, including effective discipline practices, and of child development allowing them to encourage appropriate behaviour based on the age and developmental level of their child; suggesting ways to manage stress of daily life and recover from crises; and assisting parents in identifying and accessing a variety of support services.

Health and Hygiene

Of all issues related, the lack of knowledge on family planning and the practice of proper hygiene appear most pressing and therefore receive most attention during home visits. While families are generally entitled to free care at government hospitals and clinics, they lack the funds to cover the transportation costs involved to actually access this care. In response, the PURE! Dream Centre covers those costs in case of severe health problems. In case of hospitalization, expenses related to treatment, medicine and food are reimbursed.

4.2 Thematic workshops

To supplement the home visits, to strengthen certain messages and to reach a wider public, monthly thematic workshops are planned to be organized at the PURE! Dream Centre. These workshops would involve half day sessions and mainly target women from the Kandek community. Topics discussed are partially proposed by the women and may include such things as pregnancy, breastfeeding, family planning, general health and hygiene, domestic violence, mental health and child development and parenting skills.



5. Income Generating Programs



The PURE! Dream Centre believes that livelihood development programs stimulate empowerment and resourcefulness and can lead to sustained change. Programs primarily target women given that resources controlled by women are often associated with higher allocations to education and improved child well-being.

5.1 Home Based Production Program

The home-based production program targets underprivileged women from the Kandek community, whom are motivated and committed to change their situation.

The program can be seen as a so-called social business project. Program participants learn to process natural fibres, enabling them to produce commercially viable products for the local souvenir market; a market with a turnover of 70 million dollar a year and growing. Participants are considered independent producers, conducting production from home. They are responsible for their own production, the quality of their products and the purchase of supplies. Participant empowerment and autonomy are considered essential to the overall success of the program.

Production is conducted from home as the home is an obvious place for women to pursue entrepreneurial activities as it represents an inexpensive location. More importantly it allows women to combine work with home responsibilities. It attracts women because of the additional time they are able to devote to their families.

'Now my situation is completely different, I have money to pay for food and we could invest in our rice field. My husband also stopped fighting me' – comment by one of the home-based producers

While the PURE! Dream Centre has fulfilled a role similar to that of an entrepreneur or middlemen during the first two years of the program; capacity building empowered one of the producers to take on this job. The home-based production program is self-sustaining; it generates a decent income for all women involved as well as a small profit. At present, the role of the PURE! Dream Centre is limited to the provision of technical assistance.

5.2 Sewing Program

The sewing program targets young women from the Kandek community – those that dropped out of school at an early age, young mothers and those with few options for the future. They lack the skills and education necessary to qualify for decent employment. As a result they often settle for low quality jobs, generating unreliable incomes, often insufficient to accommodate their day to day needs. In addition, there are few to no opportunities available to them to improve their situations.

These young women are taught to produce products that can be sold at the local souvenir market by means of consignment agreements. Production is conducted from the PURE! Dream Centre and guided by one of the former home-based producers. The PURE! Dream Centre assists the women in product development, seeking customers and signing agreements.



5.3 Bicycle Tour

The PURE! Dream Centre offers a 17-kilometer-long bicycle tour, allowing tourists to experience Cambodian life at the countryside. Participants visit a local market and are invited into the homes of three local families. These families, employed by the bicycle tour, are compensated to show their work, their traditional practices and to serve a simple lunch. At the same time, starting tour guides are offered the opportunity to gain some practical experience.

'Back at home from a wonderful trip through Vietnam and Cambodia; we would like to thank you again for the wonderful day cycling through the countryside of Siem Reap. It was one of the highlights of our holiday' – Rob en Yvonne Lindenhof, March 2013

Any profits made are invested in income generation programs that support the development of the community and its members such as the home-based production and the sewing program.

6. Monitoring and Evaluation

The PURE! Dream Centre

Throughout the year, activities are monitored on a regular basis and results are documented against annual work plans developed in accordance with the policy plan presented. Mid-term progress evaluations are conducted in June and annual reports are produced in December. Lessons learned are documented to ensure continuous learning. This is especially important for newly initiated activities. Annual reports serve as a basis for upcoming work plans. The annual work plan 2013 can be found in Annex 1.

Child Development

The PURE! Dream Centre aims to record and monitor the academic and social development of each child by means of a child tracking system. Acting staff conduct regular child observations which are complemented with test results on academic performance for the different components of the curriculum. The development of each individual child is extensively discussed twice a year during a special team meeting. Report cards and parent-teacher talks follow these meetings.

