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Participatory Development Training Centre (PADETC)

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### ANNUAL REPORT

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## Part I

### ANALYTICAL SECTION

#### Executive Summary:

In 2010, Laos economy grew at a credible pace of 7.5%, and per capital income has risen to an estimated US\$800/person, putting the country solidly on the path of achieving its national goal of getting out of its least-developed status by 2020. This, as the government has proudly pointed out has been achieved mostly through adhering to its strategy of transforming land, water and other natural resources into capital – a strategy which has been largely achieved through promotion of domestic and foreign investments in large-scale industrial mono-cropping (rubber, sugarcane coffee, etc.), mining, dam development, and major infrastructural development, such as road construction, and urban expansion. The success side of this strategy has been increased integration of many rural communities to urban centers through the rapid expansion of trade and business networks and infrastructures and services, such as schools and hospitals, and communication systems. This has helped break the isolation of previously difficult to reach districts and villages and brought many rural folk, especially young people into mainstream development. The negative side of such a path of development, however, has been acceleration of deforestation; decline in Laos' rich aqua and bio-diversity; and environmental degradation. Also landlessness, hitherto unknown in Laos, is on the rise through land sale, land confiscation by government infrastructure development projects, or land loss through fraud to corrupt officials or dishonest developers. The urban and rural poor and the most marginalized ethnic minority groups have been most vulnerable to such loss of land and livelihoods, thereby rendering them to even deeper poverty and greater insecurity. Food shortages<sup>1</sup> have become even more widespread than ever before, a situation which cannot be attributed to natural calamities of floods and drought alone, but also to shifts in the land use patterns from subsistence farming to commercial mono-cropping and loss of forage land. As a result rural-urban and cross-border migration is taking place at an unprecedented rate, with more and more young people leaving their villages in search of better economic opportunities in the cities or in neighboring countries, and struggling to come to terms with the social and economic changes they face.

The government is aware of the opportunities and threats such rapid social and economic transformations can bring to Laos. On the one hand, Laos is truly coming out of years of political and economic isolation. And after years of public administrative and legal reforms and investment in capacity development, the Lao civil service has gradually improved. Legal frameworks and major laws have been developed, and the stage is set for real take-off if Laos

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<sup>1</sup> A WFP report in March said that more than 111,000 impoverished people living in south and center Laos would need emergency food aid before the next harvest in September/October this year. While seasonal rice shortages are common in many impoverished communities in the past, they were able to substitute rice with other root and food crops and forest products from upland fields and nearby forestlands, but such alternatives are no longer so readily available, as these lands are now transformed into company-owned commercial forests and industrial crops. (AFP 23 March 2011).

can manage its development priorities and pace well. The main challenge is still in implementation and monitoring of its plans, and in improving transparency and reducing corruption.

Within this evolving context, PADETC's organizational restructuring, started in 2009, with focus on institutional development, capacity development, and provision on "development servicing" in core areas of youth and sustainable education development proved to be strategic and timely. As a result PADETC has stayed ahead of the curve and is the lead agency and model for other non-government development institutions. In particular, PADETC's effort to build up the institutional and staff capacity of its learning centers and networks to meet the growing demand for development services (training/practicum; and social business development, etc.) proves appropriate just at the time when government and small businesses need to upgrade individual and organizational capacities to meet the changing social and economic challenges. As a result, PADETC in 2010, has attracted more recognition from government and non-governmental development partners as an indigenous capacity servicing and policy advocacy organization.

Despite such success, PADETC, being a local agency, continues to have to struggle to stay relevant and compete for the attention, time and support of government officials with the growing number of larger and much better resourced private business and development players. At the same time, PADETC must still continue to upgrade its own management and staff capacity and prepare for its own leadership transition and renewal.

For 2010, *PADETC's 3 Learning Centers and 3 "Networks"* have significantly strengthened their institutional and management capacity and center leaders have gained greater confidence in planning, finance management, and service delivery, even though there is always room for improvement. Demand for training services from *the three networks* continues to increase steadily and they have been able to respond to most of the requested services. In particular the provision of services by the monks network (Dhamma Sanchorn) has exceeded its planned outputs and impact. For the 3 Learning Centers, insufficient funds for infrastructure improvement, such as basic lodging and toilet facilities, expansion of demonstration sites, as well as development of training tools (such as completion of training curriculum, instructional videos, and training handbooks) have impeded some of the centers' capacity to respond to request for training services. For some centers, there is still additional need for managers to become more pro-active in communicating their service capabilities to prospective clients and in bringing business for the centers.

In terms of achievements, implementation of field activities and outputs ranged from **46%-279%** of the 2010 Action Plan. The wide range reflects the varying centers' staff capacities, staff changes, and the changing working environment, and the need for PADETC to be fairly flexible and re-adjust its plan according to actual opportunities and constraints.

In terms of outcome and impact, greatest progress was seen in the monks' network. Monks are now approved to conduct teaching of ethics and life skills education in schools outside Vientiane capital, thereby extending their reach to many schools in the provinces. The limiting factor is not in demand, but in the speed with which the Dhamma Sanchorn monks can be trained. This

reflects not only the greater acceptance by local and central governments to have monks contribute to social/moral education, but also reflects the concern of parents, schools and the government to the rising lifestyle risks (drugs, HIV/AIDS, trafficking, etc.) faced by children in the rapidly changing Lao society.

As Laos advances on the economic front, the Ministry of Education is under great pressure to produce more analytical and creative graduates from its schools and colleges. For this reason, PADETC's approach to helping children develop thinking and analytical skills through experiential and activity-based learning is increasingly accepted by education authorities. Hence the Quality School network of teachers and schools are regularly asked to transfer their skills to others so that the pool of teachers knowing how to use such teaching approaches can be expanded to meet the rising demand.

PADETC's integration of youth development and education for sustainable development, including cultural and environmental preservation and protection has also gained momentum. PADETC's participation in the production of the film "Betting on Laos" featuring the importance of bio-diversity and participatory natural resource management has gained both national and international recognition. It raised awareness of the issue to a very broad range of audience and initiated widespread discussion and debates among government agencies, development partners, and even large private investors on ways to balance natural resource extraction with bio-diversity management in Laos. PADETC's leadership and facilitating role in bringing together diverse agencies to discuss environmental and resource management issues as well as local expertise to mobilize communities and schools to raise the environmental conservation is further validated. This has enabled PADETC to successfully advance the concept and development of a "Learning House" to be used by INGOs and NPAs to share and learn from each other on relevant development challenges and helped PADETC play the "honest broker" role with a strong and principled voice for sustainable development with social equity among development partners.

Financially, PADETC continues to look for additional funding but it has not been very successful, except for getting additional funds from Novib, FASTENOPFER and from the Asia Foundation for capacity development of young university graduates. This persistent challenge reflects PADETC's continued weak capacity to write compelling proposals due to limited English language skills among its staff. For this reason, PADETC is still basically relying on the core grant from Oxfam Novib. Its funding support continues to be in deficit as compared to its planned budget. It also cannot re-adjust the salaries of some mid-level staff who have demonstrated stronger capacity and responsibility. As a result PADETC has lost a number of well-trained mid-level staff to the private sector and to some international NGOs who pay much higher salaries than PADETC. This is a serious challenge and PADETC may lose more staff unless it can improve its funding base in 2011 and beyond.

Fund mobilization from local sources may be a viable option as witnessed by the ability of the monks' network to raise some funding support from the local communities to support its activities. This is an area which PADETC will need to capitalize on further in future to help reduce its reliance on external funding.

## **Section I: Main Changes in the External Context and Major Organizational Development**

Laos' credibility with the international development and business community continued to improve as the Lao polity, society and economy continued to enjoy steady progress at a macro level. It's stature as a regional and global meeting and events hub also grew with its successful hosting of the SEA Games in 2009, and the International Conference on Landmines in 2010. While there are still major challenges to Laos' ability to meet the Millennium Development Goals by 2015, good progress has been made in meeting some of the education poverty reduction goals at the national level. However, such progress has largely masked the continued disparities and even widening gaps between the more developed urban areas along the Mekong River and the more remote rural and predominantly ethnic minorities' populated districts.

More development agencies and private companies, large and small, have opened offices in Vientiane Capital and in the provinces, competing and jostling to partake of a piece of Laos development and economic pie. Hence Laos in recent years has been very successful in attracting ever increasing amounts of international grant and loan aid, as well as private sector investments for its many social and economic development projects. For this reason, the development space in Laos has become more crowded, complicated and complex, posing ever increasing opportunities as well as challenges in terms of development coordination and cooperation. In this context, the need for PADETC, a small indigenous development agency, to stay relevant and strategic, and remain a valid voice for those most at risk of being further marginalized, such as the young rural and urban poor, and ethnic minorities, is even more pressing.

An organizational review in 2008/2009 allowed PADETC to shift course and focus from predominantly supporting implementation of grass-root development activities at community and school level to a greater engagement in organizational transformation within PADETC main office, and in the building up technical centers and networks for capacity development servicing and policy advocacy for government and non-government partners, especially emphasizing youth development and participation and education. This way, PADETC can use its more than 20 years of community and education development experience, lessons learned, and its comparative advantage to strengthen the planning, management, and technical capacity of other small grass-root development partners and groups and expand the scope and reach of its development vision for a sustainable and "livable" Laos – a vision which PADETC has termed "Education for Sustainable Development"<sup>2</sup>.

In 2010, PADETC's organizational restructuring has made further gains. Its focus on institutional development, capacity development, and provision on "development servicing" in core areas of youth and sustainable education development proved to be appropriate and timely. As a result PADETC has stayed ahead of the curve and is the lead agency and model for other

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<sup>2</sup> PADETC has consistently called the thrust of its work "Education for Sustainable Development" to stress the importance for government, civil society and international partners to invest in "educating" or "fostering" a new generation of Lao to become intellectually, morally and physically empowered to drive Laos development towards a politically, socially, economically and environmentally just and viable society into the future.

non-government development institutions. In particular, PADETC's effort to build up the institutional and staff capacity of its learning centers and networks to meet the growing demand for development services (training/practicum; and social business development, etc.) proves very rewarding, especially at the time when government and small businesses need to upgrade individual and organizational capacities to meet the changing social and economic challenges. As a result, PADETC in 2010, has attracted more recognition from government and non-government organizations.

In summary, the rapid changes in the macro development environment of Laos as well as the timely organizational restructuring of PADETC has put it on firmer ground as a small but critical civil society development actor in Laos. In the coming years, PADETC will have to continue to stay nimble, strategic and relevant, and fast-track leadership transition to its currently mid-level managers who will help PADETC to be more self-reliant and self-sustaining development servicing and knowledge development agency.

**PADETC Head Office:** The *project implementation role* of PADETC's Head Office continues to shrink throughout 2010, with the senior staff in PADETC HO scaling up responsibilities in coordination, oversight, and technical backstopping for the six centers and networks. Their time and energy are put into careful review, approval, monitoring and quality control of the centers' and networks' plans, and enhancement of cost-effectiveness and outcomes of planned activities.

The planning, monitoring and evaluation and quality assurance system was put in place in 2009 and is now regularly used. All centers are now able to develop annual result-based activity plans linked to indicators and budgets and timeline at the beginning of the year and presented to all staff at the January Planning Meeting for comments and validation, and consolidation into a common Annual Work Plan. The culture of weekly meetings both the Center managers and Senior Managers to share information, identify problems and take decisions has continued and proves to be highly beneficial as a forum for learning, transparent decision making, and leadership grooming.

Official Quarterly Reviews have also been institutionalized as a means to track progress and adjust plans and targets, and strategies, in line with the actual programming and financial situation. This is supplemented by regular monitoring visits from PADETC's HO team to provide encouragement, technical backup, and a culture of systematic follow-up, good monitoring and documentation practices, something which is sorely lacking in most Lao-based organizations and development programs.

**Operational commonalities of learning centers and networks<sup>3</sup>:** As with 2009, each center and network now operates independently, including developing its own annual work and budget plan which is reviewed and approved by the Head Office at the beginning of each year. The centers

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<sup>3</sup> The six learning centers and networks are: **Tateng Organic Farm:** for promotion of organic silk, vegetable, and fruit production; fish and goat raising; **Nong Beuk Eco-rice-fish farm:** for promotion of ecologically sound rice farming practices; **Sang Hua Bor Eco-forest Park:** for promotion of ecological and community forestry. **Quality School:** for promotion of quality and integrated education; **Youth Volunteer Network** to promote youth leadership and work with schools and communities to lead extra-curricular activities and integrated learning and integration of indigenous knowledge between schools and communities; the **Development Monks Network** (Dhamma Sanchoon) which teach children and youth ethics and lifeskills and promote healthy lifestyles.

receive partial funding from PADETC HO, but as cost centers, they are expected to generate income for most of its own operations and administration through development servicing or through local fund mobilization.

In 2010, the centers' and networks' managers have become more confident and mature, albeit not at the same pace. Many of the center and network managers are learning to use the space and opportunities given them to take management and project decisions on their own. Knowing that their survival depended on provision of relevant and excellent capacity and development servicing, many of the centers continued to use 2010 to firm up their own institutional, knowledge, and staff capacity, especially in policy advocacy, and practical services to address the "hot" issues of 'land rights', resource management, livelihoods challenges of communities threatened by resource extraction and exploitative projects.

Shared and cross learning among and between centers and networks is now a regular practice, thereby encouraging open feedback as well as some friendly competition. This has resulted in tangible improvement in management, technical and facilitating skills among center staff individually and collectively.

The centers and networks continue to enhance their self-reliance by increasing the demand for cost-recovery development training services, either in the form of short and medium-term courses; on-site practicum and demonstrative extension services; fee-based use of the centers for training, exhibition and product promotion by partner agencies; and expertise support as resource persons on a demand basis. The fees earned through the above are ploughed back to support other center/network activities, such as hiring of labor to upgrade the physical setup and functionality and security of the centers. The monks' network and the youth networks are especially able to raise funds from the community to support their community-based activities, such as school greening campaigns; consecration of forests for forest preservation; holiday camps for children on drugs/sexual education; school/community sanitation; etc. It is expected that mobilization of funds from communities will become more and more viable as communities see the value and benefit of such activities. While income from cost-recovery and community fundraising are still relatively small, it is expected that as the centers and networks scale up the quality of its services, demand will grow.

Another responsibility for PADETC HO staff is in reporting and fund mobilization – which has continued to show poor success because of lack of good leadership and expertise of the senior staff in this area. Given that the Director cannot manage this alone, PADETC often has to rely on pro bono external services for such work – something which is not very satisfactory because it relies too much on time availability and good will of others and put PADETC at risk of poor reporting and lost opportunities to secure funds to support the program. In future, PADETC needs to specifically allocate funds to secure professional services in the preparation of high quality reports, fundraising proposals, and other donor-servicing requirements.



## **Section 2: Evidence of Impact and Policy Change**

Guided by PADETC, the concepts of Education for Sustainable Development (ESD) have been further promoted by all the centers' and networks' programs and activities. All training and development servicing activities conducted have become more focused around advancing education for ecologically and socially sustainable development. For example the Youth network, the Quality School network, the Monks network (Dhamma Sanchorn), all work towards promoting and supporting school and community activities around issues of ecological and environmental sustainability, forest and water conservation, sufficiency economy, healthy lifestyles, organic production practices, awareness of the dangers of blind consumerism and greed, and drawing on indigenous wisdom and knowledge to appreciate and preserve cultural integrity and strengthen links between the younger and older generation. The ESD holistic and integrated approach to development have become much better accepted and appreciated by local government and community partners.

PADETC's head office was able in 2010 to deepen its advisory, trainer, technical back-stopper, and quality assurance role not only for its six learning centers and networks, but increasingly able to extend its organizational and management experience to assist other smaller and less experienced Lao civil society groups (NPAs) as well as to local government partners. In 2010, PADETC published an English and Lao language user-friendly visual guide on 'How to Improve Project Management in Organizations.' This visual guide was widely distributed to many Lao NPAs, iNGOs, and government counterparts and is now widely used as a reference for improving management capacity of partners. A few agencies have also requested training support from PADETC on how to use the guide for project and organizational improvement.

On another front, PADETC's aspiration to engage more in policy advocacy on development issues made significant headway in 2010. Using emerging concerns over land loss through contract farming and land concessions for foreign direct investments, PADETC was able to mobilize its networks of quality schools and youth volunteers, teachers, students and community leaders to apply simple action research/experiential learning tools to collect data on their communities' bio-diversity and natural resource management, and use the information to raise awareness of the local school and community/district authorities on its need for better land and natural resource management/preservation to protect the economic and cultural viability of their local areas. Two student-friendly comic books, termed "*Karacomix*" – (i) "We can do it" on dangers of use of chemicals fertilizers and (ii) "Bitter Bamboo" on benefits of preserving bio-diversity - were produced as learning tools to promote experiential learning and critical thinking in schools as well as stimulate schools and community action for environmental protection.

At the same time, drawing upon PADETC's media capacity and positive partnerships with the National Land and Natural Resource Management Agency of the Prime Minister's Office, the BBC "Earth Report Programme", GTZ, SDC, and Sida (Bangkok-based office), PADETC was instrumental in the production of the Earth Report documentary 'Betting on Laos' (a locally adapted Lao language version called 'Gambling on Laos' was produced for screening to the Lao audience). The film highlighted convincingly to a broad range of viewers the development challenges of commercial mono-cropping versus ecologically more sustaining local resource use

alternatives and helped raised awareness and debate among the public and government officials around issues of land concession and land use, and natural resource management. The film, which was screened to members of the National Assembly resulted in the National Assembly urging the government, policy makers, and local authorities carefully abide by the land use and environmental protection laws prior to making land concessions for investments. PADETC's role in the film's production, and especially the adaptation and production of the Lao language version, and the participation at discussions during the screening of the film, has earned it respect and professional recognition as a critical voice on development issues. In future, PADETC will be involved in similar partnerships to produce high quality films and documentaries for policy and advocacy purposes to highlight development pitfalls as well as ideas for possible viable alternatives.

In line with PADETC's vision of strengthening knowledge and learning especially for new civil society groups to prepare them to function professionally as civil society groups and groom them for official registration as NPAs, PADETC worked hard with a number of iNGOs to pool funds, ideas, and staff to establish a common facility whereby interested individuals and staff of CSOs/NPAs can come together share experiences, learn and deepen their knowledge on development issues of their own choosing in a safe environment. The result is the establishment of The Learning House guided by a Management Committee whose members are elected by the local CSOs/NPAs. One of PADETC's senior staff with experience in HR and Admin now serves on the Management Committee transferring some of PADETC's management and administrative practices and skills to volunteers of the Learning House and to other CSOs/NPAs as needed. Operationally the Learning House is still new, and more time is needed for it to develop into an active and functioning facility, equipped with staff and development resources (books, articles, reports film in physical and e-formats) where the general public (especially young people) and development practitioners and specialists can interact and share development ideas and experiences formally and informally. It is envisioned that the Learning House can become an important training ground for civil society growth in Laos.

To foster capacity and equal rights for women, especially minority women, PADETC provided the organizational umbrella for a group of young and enterprising Hmong women to operate the **VIV Ncaug** or 'Sisterhood' project. The purpose of this project is to promote mentoring for and networking and between Hmong women in Laos and abroad and provide them a forum to share information and problems. Through the publication of its newsletter in Hmong Language and English, Hmong women have become better linked and can break the sense of isolation and powerlessness many young Hmong women encounter within their deeply gender- and age-segregated society. PADETC provides working space for the project and lends legitimacy for the project to raise and receive funds through PADETC to implement its activities. PADETC also provides some basic administrative and financial management training support to the project staff as well as programming guidance as needed. PADETC sees this kind of support as important to help small and budding civil society groups to learn and grow prior to venturing out on its own.

PADETC's improving reputation as a capacity development servicing provider led to the signing of a two year contract with SNV to train SNV's project's government and community partners on "total sanitation" and to adapt existing training modules to local conditions.

Additionally, PADETC, as part of its mission to continue to provide relevant skill development to young people, was able to mobilize additional funds from Novib and the Asia Foundation to initiate a new project to provide training and work practicum for 12 new university graduates. These graduates, mostly from Social Work, have had some experience as youth volunteers in their university days and have demonstrated commitment to community development. The two-year training/practicum program (with assignment to any of PADETC's centers or networks) aims to provide these graduates with solid social development and community mobilization knowledge and work skills to enhance their future capacity and ability to promote sustainable and ethical development in their future work place, be it in government, NPAs, iNGOs, or the private sector.

PADETC has now stopped financing the development activities of the youth volunteer networks throughout the country after the youth volunteer program has become institutionalized into policy within the school system. PADETC's only support to the provincial youth volunteer program is to provide some training (e.g. training in village surveys on local bio-diversity, PRA techniques, and also annual exchanges to share experiences and sustain networking among the various provincial chapters). For their own youth development activities, the youth networks now raise their own funds (from internal or external sources) and operate them. Some of the youth chapters have become quite resourceful in mobilizing funds from some iNGOs (e.g. SNV), local communities, and local authorities. As many of the local education authorities and communities see the youth volunteers as important agents of change, they are now willing to provide small grants to the volunteers to lead in-school activities to stimulate learning, lead small community development activities, and also link members of the communities to teach indigenous knowledge and wisdom in their schools. This trend indicates that the youth volunteers' program supported by PADETC for so many years now has capacity to become more sustainable.

Given that the authorities and the communities now readily accept the participation and engagement of young people, it is time to further capitalize on the potential of the young by initiating a small grant facility to be managed by PADETC as a sub-granting agent. This will speed up the process of social change by young people and local communities of all ethnicity and gender.

The promotion of small and medium enterprise development for small producers (especially rural women) continue to empower the women in rural areas. The capacities of small producers to develop business plan, marketing and quality control of products have improved. The provision of micro-loans to the small business groups has helped business expansion as well as initiated more new start-ups. In 2010, the incorporation of fair trade principles are fully accepted and practiced in the village enterprises associated with PADETC, thereby adding value and income to the producers.

In conclusion, through a series of mutually reinforcing activities and projects, practical training and real life learning and demonstration, PADETC has achieved significant influence and credibility as an organization that employs civil society education and action to help Laos develop as an economically balanced and socially just society.

***Quality Schools and Youth Volunteer Networks have become models of child-centered and integrated learning and youth empowerment***

The concept of ESD has become better internalized into the education system through the work of the Quality Education and Youth Volunteers' Networks with education authorities understanding the "What" and the "Why" of ESD more and more and willing to learn the "How". To better demonstrate the "How", PADETC's education team in 2010 continued to organize a series of training workshops on activity-based learning approaches for Quality School networks of school teachers and principals. The training focused more on the use of indigenous knowledge to link content learning in the school curriculum with the knowledge of the community, the temples, and the young. This multi-stakeholders approach strengthened the bonds and cooperation between the school and the community and helped "break down the walls between school and community to make learning real and holistic for children, teachers and parents and simultaneously encourage everyone to see themselves and their lives rooted in the well-being of their homes, schools, and villages. PADETC is now trying to work with other development agencies, especially those with community-based projects to scale up this approach to more areas.

More concretely, in 2010, another 20 schools in Sisatanak district of Vientiane Capital have been incorporated into the Quality School Network. This has resulted in significant improvement in education delivery in the above district resulting in 70% of total 43 provincial "teachers of the year awards" given to teachers from the Sisatanak District. This is a real showcase of improvement of quality of teachers under the Quality School Project.

The adoption of the Quality School curriculum has been expanded to four more primary schools, in Luang Prabang province and other 10 primary schools in two target provinces (Xieng Khouang and Sayaboury). An estimated 153 new teachers from these schools have been trained to use these approaches benefiting the learning of over 8,000 students.

With the approval of district education offices, the two new instructional VCDs (*Dreams of the Future, and Lao language Teaching*) have been produced, with more than 150 copies and distributed for use in 144 schools of the QS network of 9 districts in three provinces<sup>4</sup>. In addition, another 15 private schools in the two provinces (Xiengkhuang and Sayaboury) are using the above VCD for classroom learning activities.

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<sup>4</sup> 6 districts in Vientiane Capital, 3 districts in Xieng Khouang, and 3 districts in Sayaboury

The demand for these instructional VCDs among teachers from the network of QS is on the rise and many teachers have requested copies from their district education offices. Meanwhile, some teachers have also made the copies of VCD from their fellow-teachers to use while awaiting for the official copies.

The use of indigenous knowledge curriculum and teaching materials using 20% of the curriculum time is also making relatively good progress. Two instructional books of indigenous knowledge are being made into VCDs and these will be finished in 2011. These VCDs builds on the instructional film ‘Dreams of the Future’, and will further support integrated teaching and learning approaches for three main subjects (Mathematics, Lao Language and World Around Us). In addition two cartoon books with 8 titles of indigenous knowledge<sup>5</sup> have been produced. These are still to be pre-tested in 90 schools in 3 target provinces prior to wider distribution.

With the positive impact on learning and the suitability of its teaching materials and approaches, the Ministry of Education has incorporated and disseminated the Quality School concepts and methods to all other provinces, thus increasing the impact of the QS approach to many more schools. As confirmed by the Ministry of Education, the education project supported by UNICEF has selected many QS schools in Vientiane capital as the direct project beneficiaries.

For youth development, more advances have been made in 2010. A new youth development curriculum has been finalized, with additional topics on environmental and bio-diversity protection, sufficiency economy, healthy lifestyle and ethics. In 2010, an estimated of 174 young volunteers were trained, with assignments in ‘community services’ as follow-up practice. As this revised Youth Training curriculum has been endorsed by the Department of Primary, it is now the approved curriculum for training of youth volunteers programs nationwide.

***Monks Network (Dhamma Sanchorn) promoting sustainable and ethical lifestyle and practices in schools and communities***

To achieve the objectives as planned in 2010, the monks network has steadily grown with more than 200 monks trained to work with 50 social leaders, community leaders and youth volunteers. Their contributions toward society range from providing spiritual and moral training, holistic education, self-reliance and community development. Teaching in schools, drug rehabilitation centers, in the temples and communities, these monks helped to promote the development of a compassionate society, living life in balance with nature.

Activities conducted to illustrate the above included:

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<sup>5</sup> Illustrative cartoon books based on traditional knowledge include *Papaya Salad*, *Growing Morning Glory*, and *Earthworms Raising*, etc.

- 3 forest consecration ceremonies<sup>6</sup> in which more than 1,000 people were in attendance. This means that they communities will ensure that the forests will be protected and used in a sustainable manner.
- 18 community service events involving participation of 6000 community members. The monks facilitators urged communities to value their community assets/properties (community ponds, streams, forests and woodlands, etc.) and take action for their protection and maintenance to benefit the entire community and for future generations.
- School campaigns on topics like drug prevention, green schools, and “Dhamma for Life” were conducted in 56 schools and attended by 50,000 students, parents and teachers.
- Use of the Buddhist channels of mass media (TV, radio, Newsletters), messages on compassionate living; healthy lifestyle and lifeskills education for youth; environmental protection; avoidance of greed and consumerism; Dhamma teachings and living were reinforced.

As a result of the above social engagement, the concept of socially engaged Buddhism is now firmly entrenched in the Buddhist Sangha and their inter-faith approach to teachings and social engagement has won the respect of people of all faiths and has made Buddhism as a philosophy and way of living for many Buddhists and non-Buddhists. As a result, its potential force for positive change is now acknowledged by both the local and central governments and development agencies alike.

### ***Learning and Demonstration Services for Sustainable Livelihoods***

**Sang Hua Bor Eco-Forest Park** is now in full operation and continues to serve as the ecological learning center for Padetc’s stakeholders and its networks. In 2010, the center has made the remarkable success in gaining better recognitions from the local authority, surrounding schools and development partners such as SNV, and some local NPAs for its innovative education focusing on eco-forestry and community sustainable development.

2010 outputs and outcomes included:

#### Training and community organizing services

- Following on the regular youth training program, about 459 youth volunteers have used their training to lead community organizing services around issues of natural resource management and bio-diversity preservation.
- As the previous year, the demand for Sang Hua Bor’s training services was high and over 500 people from different civil society organizations, international agencies working in Laos were trained. The topics of these trainings are consisted of TOT, project management, youth leadership and team-building, community forest, and environment/ecology protection and management.

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<sup>6</sup> “Consecration ceremonies” are common in Buddhist practice in which objects or areas consecrated are considered sacred and protected. Consecration ceremonies are conducted with a great deal of solemnity and respect and any desecration of consecrated objects and areas will be considered a blasphemy.

- More than 300 Sang-Hua Bor villagers participated in community services lead by the center, in which the issues of community forest and natural resource management were addressed.
- Over 8,000 seedlings have been produced and 44,500 trees planted in Sang Hua Bor Eco-Forest center and surrounding communities.

**Thateng Organic Farm/Learning Center** located in the Bolevan Plateau in Sekong Province, continues to operate as a good model of organic farming, as well as an agricultural vocational training site for students, teachers, and farmers in the southern part of Laos. As previous year, its training and practicum services are increasingly in demand by many people<sup>7</sup> and farmers from surrounding villages as well as other provinces. More than 90 people including tourists have visited the Thateng Farm as part of their eco-tourism experience.

Some outputs in 2010 include:

**Training Services:**

- 230 farmers from Attapeu, Sekong, Champasack provinces were trained on integrated farming, including the coffee growing and goat-raising. Some of these participants/farmers have now applied their learning in their own communities.
- One farmer group was recently formed and trained on integrated farming and production of organic vegetables. With the assistance of the Thateng farm, an initial cooperation was formed with two former groups (comprising 60 farmers), thereby expanding the application of organic farming techniques to more areas.
- 2 hectares of organic coffee plantation ‘Demonstration site’ was developed, and about 1,300 coffee trees were planted.
- 10 agriculture students from the Pakse and Sekong Agriculture Colleges successfully completed their field research/thesis at Thateng farm. Shortage of funds again prevented Thateng Farm from accepting more applicants from these colleges.
- The training modules developed by Thateng learning center have been integrated into the training programs of Sekong Agriculture College.

Thateng Organic Farm/Learning Center has now become a good model of organic farming in the southern part of Laos. Very recently, the district authorities of Thateng and Paksong have assigned their staff to closely collaborate with the Thateng learning center. With this role, it has gained better reputation as a demonstration/vocational and learning center for the public. More than 90 people, including the tourists and the representatives of development organizations have visited the farm and learned about integrated farming systems.

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<sup>7</sup> Students and staff of Pakse & Sekong Agriculture colleges, and NGOs

**Nongbuek Eco-rice farm/learning center** is fully operational and able to demonstrate ecologically sound rice farming practices. An agriculture expert from Thailand continues to provide technical support to upgrade the skills of the staff on eco-rice farming systems.

In June, more than 70,000 fish fingerlings were released into five nursery ponds, and other 11,200 fish fingerlings were released into the rice fields. With the existing '40m x 40m' demonstration plot for eco-rice farming, it managed to produce more than 470 kg of rice and three local varieties of rice seeds have been preserved. Another '40m x 40m' demonstration plot for organic vegetable has also successfully operated, in which a variety of seasonal crops/vegetables were grown.

Services delivered in 2010 include:

Training/technical services

- 312 persons trained on eco-rice farming techniques, and two farmer families have already applied these skills in their rice fields, such as the seed selection, preservation and other related eco-rice farming techniques.
- Provided technical advisory services to upgrade fish culture techniques to three community fish ponds in Nampao, Na-O, Phone-tan and Sang Houa-Bor villages
- Sale of 19,000 fish to farmers and after-sale technical/advisory services to buyers
- Over 3,000kg of organic fertilizers produced, and about 800kg was sold to the public
- 175 people visited the Nongbuek Eco-rice farm/center to learn about eco-rice farming, land preparation, making organic fertilizers; and healthy foods

Educational tools

- Developed final draft of two training handbooks on community fish culture and eco-rice farming and ready for publication in 2011
- Completion of study/action research on eco-rice farming by young volunteers
- Production of VCD on earthworm-raising, and brochures on eco-rice farming techniques.

### ***Public Information and Dissemination***

In 2010, public information and dissemination continues to play an important role for Padetc's work and its networks. It serves as a cross-cutting support mobilization and education tool for its various projects and activities to raise public awareness and influence debates of development policies and alternatives. A number of multi-media and user-friendly tools were produced with a focus on practical learning of all its project partners in schools, communities, and organizations to further enhance professional skills and action for change.

2010 outputs included:



#### TV forum, films and radio on education and environmental sustainability

- Production of 4 video films on ‘**Appreciation of learning from success**’
- Tools for management including: To Do List; How to Conduct the Meetings; and HR management. All these are also available in VCD format for use in training.
- Production of educational video film ‘Earthworm raising’
- 2 dubbed/updated films from TVE Japan on ‘Japanese experiences on pollution’. These films were screened in various public places in Khammouane, Champasack, and Luangprabang.
- In collaboration with TVE’s Earth Report, the film ‘Gambling on Laos’ and its Lao adaptation ‘Betting on Laos’ were produced and available to the global audience. The detailed report is in Annex 2
- Daily youth radio program featuring a wide range of PADETC’s works
- 26 articles were published by Buddhist clergy network which addresses youth issues and with youth participation.

#### Education tools (instructional videos, handbooks and manuals)

- One educational film ‘Lao language’ produced for teaching of Lao language and about 250 copies distributed to schools.
- 75 simple cartoon books on ‘Biodiversity’ were produced as part of the Quality School project and youth volunteer program. Of these 75 cartoon books, about 15 cartoon books have been filmed and now available for use and learning.
- Training manuals and handbooks produced by the various learning centers and networks.

#### Documentation of Lessons Learned and best practices

- Production of visual guide ‘How to improve Project Management in Organizations’ in English and Lao versions. About 2,000 copies are distributed to PADETC’s project partners, networks and other development agencies.
- Production of two comic books termed “*Karacomix*” (i) ‘We can do it!’ on action research using the example of risks of chemical fertilizers and (ii) “Bitter Bamboo” illustrating good practice of bio-diversity use are to inspiring the energy of the young volunteers as ‘agents of change’.
- Completion of center and network profiles in Lao language to provide information to the public and partner agencies.
- Planning, Monitoring, Evaluation Systems (PMES) is successfully applied in all PADETC’s learning centers.

With the organizational reform well established, PADETC’s energy was directed more to building professional credibility for policy advocacy at the national and international level. The Director was invited as a keynote speaker in a number of national, international and regional conferences and workshops on issues related to education reform, youth development, and bio-

diversity. Using these opportunities, PADETC was able to promote its vision of Education for Sustainable Development which promotes civil society engagement, especially for the empowerment and participation of young people and the community. Increasingly this message is getting through and more development partners (government and non-government) are using this approach in their development programs/projects and PADETC is often asked to provide formal and informal advice thereby expanding PADETC's influence on development policy and programming.

### Section 3: Outcomes achieved, intended and unintended

| Expected Outcomes  | Verifiable Indicators of Achievement   | Verifiable Results Achieved in Year 2  |
|--|--|--|
| <p><b>Outcome 1:</b> ESD with strengthened capacity of change agents among the youth, clergy, the communities, and the local authorities, and available fully operational learning facilities.</p> | <ul style="list-style-type: none"> <li>-at least 500 YV and 160 teachers have capacity to integrate the 3Hs principals into mainstream education curriculum and support the implementation of holistic teaching and learning</li> <li>-at least 16 national Eco-youth leaders and 140 local youth leaders have gained facilitation skills as environmental change agents, with the capacity to provide training and facilitation for the development of learning networks and clubs</li> <li>-Reduce drop out rate by 8-10%, and raise completion rates to over 80%</li> <li>-Improved overall quality of teaching and learning at 400 primary schools in 12 districts of three provinces</li> <li>-Policy approved and implementation on integration of local curriculum comprising indigenous knowledge and cultural practices into mainstream curriculum and taught in minority languages</li> <li>-At least 200-300 spiritual leaders (including nuns) have gained the capacity to promote and provide holistic education and sustainable life style in the schools and the communities</li> <li>-The real life training centers, eco-forest park, the eco-rice fish farm and organic farm are fully operational with quality training services, curricula and teaching tools fully tested and developed.</li> </ul> | <p><b>Youth for Development</b></p> <ul style="list-style-type: none"> <li>- 434 teachers from 59 schools and about 841<sup>8</sup> volunteers of which 50% are female, have been trained and upgraded in different skills, such as inquiry teaching, leadership, and management, biodiversity, environment, community services and ethics.</li> <li>- 12 local youth volunteers trained on basic research skills in ‘organic farming’ and following the village survey, data analysis with promotion of environment protection, bio-diversity, community forest and sustainability. Following this result, 75 cartoon books were produced, and these booklets gave credits to ‘young writers’ to acknowledge their contributions and encourage other young people to participate in such future learning activities.</li> <li>- <i>No official data/report available from education offices ‘Sinak, Saysetha, Saythany and Sikhot’, which will be collected by the end of school year 2011-2012.</i></li> </ul> <p><b>Quality Schools</b></p> <ul style="list-style-type: none"> <li>‘Quality School concepts’<sup>9</sup> are continuously promoted in 14<sup>10</sup> primary schools, and about 153 new teachers were trained on the above concepts, and applied in their classrooms, which helped improve the quality of teaching and learning, promotion of good learning environment, better links to local knowledge, and appropriate use of media for education’. Estimated over 8,000 students benefited.</li> <li>- Two instructional videos ‘Dreams of the Future, and Lao language Teaching’ were produced and 150 copies distributed for the teachers in 144 schools.</li> <li>- Cartoon books with ‘5 topics on local knowledge’ were already printed and will be made available in VCD format in 2011.</li> </ul> <p><b>Buddhism for Development</b></p> <ul style="list-style-type: none"> <li>- 224 Buddhist monks and 50 social leaders upgraded their knowledge on community development using 3H (Head, Heart and Hands) principle. This has helped to promote the formation and expansion of civil society networks whose focus is on enhancing quality of life and social and environmental sustainability.</li> <li>- 102 Buddhist monks trained ‘as Trainers’ on TOT, Mobile Dharma, and community mobilization and performed 3 ‘consecration ceremonies’ for forest conservation and protection of natural and community assets (Forest, Community fish ponds, etc) and promoted the respect and protection of community well-being. More than 1,000 community people attended.</li> <li>- Over 50,000 people have joined community services/seminars in 56 schools on <i>Mindfulness Living and harmonious living between nature &amp; man</i> conducted by Buddhist monks, which are also related to Drugs Prevention campaign, Keeping schools green, etc.</li> </ul> |

<sup>8</sup> 560 pers have been trained on Biodiversity, 67 pers trained on Environment and ethics, 64 pers in Nongbuk school trained on YV principles, and 150 pers regularly trained on week-ends. Note: out of this 50% are female.

<sup>9</sup> These concepts included improved quality of teaching and learning approaches, promotion of environment, integration of local knowledge/wisdom, and use of media for education’

<sup>10</sup> 4 schools in Luang Prabang, 5 schools in Xieng Khoung and 5 schools in Sayaboury

| Expected Outcomes  | Verifiable Indicators of Achievement  | Verifiable Results Achieved in Year 2   |
|--|---|---|
| <p><b>Outcome II:</b> Social and Environmental Enterprises supporting environmentally friendly small and medium businesses that generate employment and income opportunities for the poor especially women and minorities.</p> | <p>-VEC (Vientiane Entrepreneur Club) is a model for with socially responsible and environmentally friendly products and value chain development processes, with at least 30 small business members with the required skills in business, planning and marketing.</p> <p>-At least 8 ecological community fish ponds that have multi-pronged purposes: improve food and income security of communities and serves as a learning facility with the youth leaders training and facilitation</p> <p>-Developed community forestry to retain the control and management of natural resources with the communities, through official land certification. With the Eco Forest park as a fully operational training facility and 400 youth volunteers and community facilitator with the capacity to produce training on tree plantation.</p> <p>-Organic silk and cotton production, and organic farming will benefit in terms of income opportunities, to 2000 farmers and especially the women through organic silk and weaving cotton enterprises. Products will have high certified quality control and marketed through international fair trade markets</p> | <p><b>Vientiane Entrepreneurs Club</b></p> <ul style="list-style-type: none"> <li>- Services provided included business planning and budgeting, and management of small and rural entrepreneurs, and awareness and practice of fair-trade concepts and principles.</li> <li>- Organized a series of business trainings, review workshops/meetings, exhibitions/fairs for the members; regular monitoring visits took places to encourage all members to exchange/share their knowledge, and marketing experiences.</li> <li>- 15 VEC young entrepreneurs (all are women) trained on business management, marketing analysis using SWOT and business planning.</li> <li>- Provided good marketing supports to all members, such as improving the marketing techniques quality control and branding, customer servicing and improvement of supply chain system.</li> <li>- 227 members (&gt; 90% are women) received micro-finance support services.</li> <li>- Participated in numerous trade fairs and exhibitions organized within and outside Vientiane capital, in which the village products were displayed and promoted for marketing and sale.</li> </ul> <p><b>Nongbuek Eco-Rice and Fish Culture Learning Center</b></p> <ul style="list-style-type: none"> <li>- Five nursery fish ponds were established, in which 70,000 fingerlings were released, and an additional 11,200 fingerlings were released into the paddy fields.</li> <li>- Provided good technical services on fish culture in community fish ponds of villages namely Nampao, Na-O, Phone-tan and Sang Houa-Bor</li> <li>- Sale of 19,000 fish to five farmers and after-sale technical/advisory services/hands-on trainings provided to buyers</li> <li>- One demonstration plot (40m X 40m) for eco-rice farming developed and 3 local variety of rice were successfully tested and preserved.</li> </ul> <p><b>Sang Hua Bor Community Forestry</b></p> <ul style="list-style-type: none"> <li>- 459 youth trained on leadership skills, and followed the community services with tree planting practices.</li> <li>- Over 300 villagers participated in the community services organized by the center, and the issues of community forest and natural resource management were addressed. Along with the above 44,500 trees have been planted in the center and surrounding communities.</li> <li>- About 8,000 seedlings were produced and ready for planting in 2011,</li> <li>- Completed a ‘tree nursery’ as demonstration site for propagation of saplings and plants</li> </ul> <p><b>Thateng Organic Farm</b></p> <p>Thateng Farm continues to operate as a good model of organic farming for students, teachers and farmers in the south of Laos. Key activities undertaken included agriculture training, integrated farming techniques, coffee plantation, goat raising and organic vegetable/gardening.</p> <ul style="list-style-type: none"> <li>- 230 farmers were trained on integrated farming system along with field work practice</li> <li>- 3 farmer groups trained as ‘village trainers’ shared their knowledge and served other famers in their own communities and neighboring villages (Paksong and Thateng).</li> <li>- 2 hectares of organic coffee plantation developed as ‘Demonstration site’ and about 1,300 coffee trees planted</li> <li>- 10 agriculture students (Pakse &amp; Sekong Agr colleges) completed their field researches/thesis</li> </ul> <p><b>Nong buek Eco-rice farm</b></p> <ul style="list-style-type: none"> <li>- 3 local varieties of rice successfully produced in a demonstration plot (40m X 40m) for eco-rice farming and preserved for the next season.</li> <li>- 312 people trained on eco-rice farming techniques, land preparation, making organic fertilizers; and</li> </ul> |

|   |  |   |
|---|--|---|
|   | <p>-Food security enhanced with the Eco-rice farm is fully operational as training facility with 200 youth volunteers and 60 lead farmers capable of proving training on organic rice production and using the ecology of the rice field to produce traditional health food (fish crab, shrimps, frogs, vegetables, and variety of insects used as traditional food)</p>   | <p>healthy foods.<br/> - 119 people visited the Nongbeuk Eco-rice farm/center to learn about eco-rice farming.<br/> - Two simple training handbooks on eco-rice farming were developed and it is expected to publish in 2011.<br/> - Completed study/action research on eco-rice farming.</p>   |
| <b>Expected Outcomes</b>  | <b>Verifiable Indicators of Achievement</b>  | <b>Verifiable Results Achieved in Year 2010</b>   |
| <p><i>Outcome III: Wise mass media</i> dissemination of PADETC development model to influence policy and practice, on sustainable natural resource management and holistic learning and teaching with ESD concepts linking classroom learning with real life practices.</p> | <p>-the ministry of communication and relevant local authorities provide airtime, and will support the production and broadcasting of a large variety of multi-media materials</p> <p>-monthly TV program ‘integrated education’ is developed and broadcasted a bi-annual newsletters ‘youth participation in sustainable development’ developed and distributed widely</p> <p>-weekly radio program by and for young people covering topics of ‘liveability’, sustainable livelihoods, indigenous knowledge/wisdom, etc. developed and broadcasted</p> <p>-at least 4 TV forum/year on ESD, youth and development, produced and broadcasted at national and provincial TV stations</p> <p>-Video films on best practices, liveability series, are produced and shown on national TV</p> | <p>Good cooperation was made with local TV and radio stations through a number of supported media products and the regularly airtime given to air PADETC’s related activities.</p> <p>- TV programs on education on (life skills and mindfulness living) produced in collaboration with Dharma Sanchorn TV programs for youth.<br/> - 26 articles published in Buddhism Newsletter addressing sustainable natural resource management, community development and youth issues.<br/> - In Vientiane, the youth radio program continued with activities of the youth networks broadcasted regularly covering a wide range of Padetc’s youth development work related to the environment, HIV/AIDS; drugs prevention, local culture and customs, etc</p> <p><u>TV Forum and Films for public Information and Dissemination</u><br/> - 5 films produced by PADETC Head Office, the producers are the director, senior and center managers. These films are mainly focused on institutional development, environmental protection and sustainability.<br/> - Gaining good experience from film festival held last year, PADETC’s media unit started to prepare the second film festival ‘the Past, the Present, and the Future’, to be held in 2011.<br/> - 2 dubbed/updated films ‘Japanese Experiences on Water Pollution’ regularly screened in various public places of Khammouane, Champasack, and Luangprabang provinces.<br/> - Film ‘Betting on Laos’ is available on PADETC’s and International websites.</p> <p><u>Education tools (instructional videos, handbooks and manuals)</u><br/> - One educational film produced ‘Lao languageTeaching’ for teaching of Lao language in primary school.<br/> - Training manuals and handbooks made by the learning centers and networks in various formats, such as cartoon book, <i>Karacomix</i>, and handouts produced as part of the Quality School and Youth Volunteer programs; and other teaching and learning tools developed for Education for Sustainable Development.<br/> - Content from 15 books on ‘biodiversity’ are made into 15 short films.<br/> - 3 Films produced to support institutional capacity development: How to conduct meetings, To do List and HR management through maintaining HR Portfolio; They have been shared with other organizations for reference.</p> <p><u>Documentation of Lessons Learned and Best Practices</u></p> <ul style="list-style-type: none"> <li>• Visual guide “How to Improve Project Management in Organizations” is made available in</li> </ul> |

|  |   | <p>English and Lao language and will continuously be used for all PADETC’s learning centers, networks and its project partners. 2,000 copies were already distributed.</p> <ul style="list-style-type: none"> <li>• Production of two “karacomix” books on action learning from success ‘We can do it!’ and “Bitter Bamboo” are to inspire young volunteers to continue to learn from the communities through simple surveys or action research for data collection and analysis.</li> <li>• Completion of the six learning centers and networks profiles ‘in Lao version’ is now available for public dissemination.</li> <li>• PMES is effectively applied to all learning centers and networks.</li> </ul>   |
|--|---|---|
| <b>Expected Outcomes</b>   | <b>Verifiable Indicators of Achievements</b>  | <b>Verifiable Results Achieved in Year 2</b>  |
| <p><b>Outcome IV:</b><br/>PADETC becomes a learning organization that can capture learning measure progress and ensure quality and that fosters respect for diversities and gender equality.</p> | <ul style="list-style-type: none"> <li>-Have an effective and efficient planning, monitoring, and evaluation system, with the required competencies among senior management level and among the staff level</li> <li>-Have an Action research unit with the capacity to analyze data and information, and capture learning for policy advocacy</li> <li>-Have a clear gender and diversity policy at both organizational level and in program; with the required competencies at senior management level as well as among the field staff</li> <li>-Be a role model for the emerging Lao civil society such as the Lao Youth Network, the Vientiane Youth Center, and other similar groups that work on the empowerment of youth to promote active citizenship</li> </ul> | <ul style="list-style-type: none"> <li>- PMES are in use by all the learning centers while some new monitoring/reporting forms were also developed for specific purposes of the learning center such as logframe monitoring form, and memo of communication;</li> <li>- Senior managers attended a Five-day intensive training ‘Organizational Development Scan’ organized and sponsored by DED office;</li> <li>- Center’s profiles and management structures are systematically upgraded to guide Center Managers to operate, manage, and lead in a more systematic and professional ways;</li> <li>- The process of mutual learning between CMs &amp;SMs was established through weekly management meetings, field monitoring visits and Quarterly/Annually Review meetings.</li> <li>- A number of data collection forms are developed and improved for the learning centers, such as visit books, simplified reporting structure, photo document and filing system.</li> <li>- One senior manager has been assigned for gender focal point, but yet active as it should be. Only few contacts have been made with the Gender and Development Group.</li> <li>- In principle, the gender policy has been established at the head office and quite well implemented in all Padetc’s field activities.</li> <li>- The training and practicum tools developed and organized by PADETC are now being used to train other youth volunteer networks, students groups and civil society groups (e.g. NORMAI, VIS, Dithem, LEAP and members of the Learning house). Through this PADETC’s models of training and development vision are expanded to the wider civil society.</li> <li>- Well documented lessons learned and best practices of six learning centers on file, and are the main reference materials of PADETC to support civil society development. With that role, PADETC is working more closely with emerging NPAs and iNGO’s by setting up a facility called the “Learning House” designed to share and learn from each other. PADETC has gained respect and recognition and plays a leading role for others.</li> <li>- Two middle managers, one male and one ethnic minority female, were upgraded to be senior managers.</li> <li>- Three young and newly promoted senior managers are given more responsibilities and are being coached by older seniors;</li> <li>- Three original/older senior managers, two men and one woman, have shifted from being full time managers to take on more supervisory and coaching roles;</li> <li>- The director is play the role more as an advisor and policy advocate through speaking at high-level</li> </ul> |

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|--|--|---|
|  |  | <p>national and international conferences.</p> <ul style="list-style-type: none"><li>- Two outsiders have accepted to be on the board of advisor but the process is not yet formalized and operationalized.</li></ul> |
|--|--|---|

## **Unintended Outcomes**

With the timely support of the DED Institutional Adviser, and Junior Adviser, PADETC has transformed itself into a professional learning organization much faster than anticipated, with most of its staff acquiring key competencies and practice in planning, management, operation and service delivery. Strong improvements were also made in the areas of HRD, Admin and Finance. At the same time, the organization has vastly improved monitoring and quality assurance through institution of weekly meetings, quarterly reviews and onsite monitoring and feedback. An excellent coordination mechanism between the centers and PADETC's HO has also been developed.

All PADETC's learning centers and networks have become functional learning centers, each with a special area focus, but all around key areas for promotion of Education for Sustainable Development. With this development, PADETC has become rapidly recognized as an important capacity development and knowledge organization capable of providing professional development services to different development organizations, including the government agencies.

Cooperation with local civil society groups (NPAs) and iNGOs progressed much more smoothly than before, such as PADETC's cooperation for the establishment of the Learning House for training of development workers with the vision of encouraging the expansion of civil society with capacity to guide local development benefiting those most at risk of marginalization from mainstream development.

The policy advocacy role of PADETC was given a real boost when its strategic involvement in the production of the internationally and regionally acclaimed documentary "Betting on Laos" gained the attention of high level party and government leaders, leading to the issue of land management and granting of land concessions brought to greater scrutiny. The result was the issuing of a central government decree to halt further granting of land concessions for rubber and other mono-cropping activities until further study. While the decree for halting granting of land concession did not completely stop the practice in some local areas, the issue of better land and resource management is now high on the agenda of international development partners, international investors, and the government which hopefully will slow, if not completely stop, the most abusive forms of land grabbing.



## **Section 4: Principals Risks and the Milestones of risk mitigation for the reporting period**

### **Milestone 1: Formulation of a gender policy**

Gender equity has always been carefully taken into account by all of PADETC's strategies and activities. In 2010, a number of actions were taken toward the formulation of a gender policy to formally guide PADETC's work, such as closer collaboration with GDG for gender training and analysis. PADETC also has a gender focal point, who receives occasional advice from GDG, to ensure that gender issues are properly addressed. Also, in order to properly track gender mainstreaming in all its activities, PADETC's database all now collect gender disaggregated information. However, this is an area in which PADETC will continually need professional guidance and with quite frequent staff turnover and intake of new volunteers, they will need regular training to ensure that everybody follows the established gender policy and framework in all aspects of their work.

### **Milestone 2: Formulation of a diversity policy**

As in previous years, PADETC HO and six satellite learning centers and networks have conscientiously ensured that there is representation of people from different ethnic minority backgrounds participating and leading activities, whether these are in training or school and community development.

To further promote ethnic diversity in all its work, PADETC has provided institutional umbrella and management guidance a Hmong women's project - *VIV Ncaug*, which is a mentorship and networking project by and for Hmong women. In future, PADETC hopes to be able to host more projects like *VIV Ncaug* for other minority groups to encourage even greater diversity and inclusivity in its work.

### **Milestone 3: Improved Planning, Management and Evaluation for Quality Assurance**

A fully developed and functioning planning, monitoring and review system, with user-friendly monitoring forms and tools have be developed and are used in PADETC for staff assessment and tracking of project progress. All staff knows and can systematically use these tools to guide their work.

PADETC's HO staff responsible for the centers and networks also provides onsite monitoring and coaching visits on a regular basis.

A good data management system on PADETC's (HO and centers) administration, staff development, finance management, and reporting is also in place and all relevant data are regularly updated and serve as important management tools to ensure good functioning and transparent operation of PADETC's HO and centers/networks.

An annual external audit is conducted and reported every year to ensure that PADETC's finance management and accountabilities meet international standards.

#### **Milestone 4: Model of change that includes systemic change**

PADETC continues to be a leading and model civil society institution for other development partners and the evolving civil society groups in Laos. To ensure that PADETC stays strategic and relevant in the ever-changing development environment in Laos, PADETC has adapted and changed its operational and organizational modalities over time, and yet stay true to its mission of supporting Laos' development in a sustainable and socially just manner. It has always sought to test and demonstrate appropriate development approaches suitable to the Lao context with diverse stakeholders, and once these reach a certain degree of sustainability, they are transferred to local authorities or other development partners to take these to scale. This has led to many of PADETC's initiatives in education, youth development and engaged Buddhism being endorsed by the Lao authorities and/or adapted for expansion by larger and better funded development players.

In the last two years, PADETC has transformed itself increasingly as a capacity development and servicing agency with capabilities to provide capacity development in a number of closely related areas in education, community/youth development, environmental protection, and sustainable livelihoods. It's role as a policy advocate has also expanded.

#### **Milestone 5: Economic and Social sustainability and clear exit strategy**

In an ever more complex and competitive development context, securing funding has become a major challenge for a small civil society agency like PADETC, which lacks the staff or language competencies of large agencies to secure large multi-year grants in support of its work. Hence PADETC has opted to build up its centers and networks to provide development services on a cost-recovery basis. With time, it is hoped that these centers will become increasingly more self-reliant and sustainable, and less and less dependent on external funding. However, given that Laos' agencies are still poor funded, and the culture of public giving still new and limited, PADETC will to some extent still have to depend on some degree of external funding. For this reason, PADETC is continuously looking to diversifying its donor base, and in 2010, it has to some extent been able to attract small funds from iNGOs and bi-lateral agencies. This process will be continued in future years as a means for PADETC to gain greater sustainability and self-reliance.

## Section 5: Table of Beneficiaries for Year 2010

### 1. Education for Sustainable Development

| <b>Setting up a primary and secondary school in Dong Dok as demonstration facility</b>   | <i>Male</i> | <i>Female</i> |
|--|-------------|---------------|
| Project participants: 434 teachers/community members & 841 volunteers have been trained on the incorporation of 3H principles into the mainstream education curriculum | 158         | 276           |
| Final beneficiaries: Estimated 57,911 peoples  | N/A         | N/A           |
| <b>Assist 400 quality schools in executing the integrated teaching and learning.</b>   | <i>Male</i> | <i>Female</i> |
| Project participants: 32 youth leaders have been trained and helped 10 target primary schools in SY and XK to implement holistic/integrated teaching and learning      | 16          | 16            |
| Final beneficiaries: to be collected in 2011   | N/A         | N/A           |

### 1.2 Youth for Development

| <b>Train facilitation skills for Eco-youth leaders to assist 140 local youth volunteers as environmental change agents who in turn will involve some students and monks (in learning about and in producing seedlings, planting trees, and producing organic fertilizers).</b> | <i>Male</i> | <i>Female</i> |
|--|-------------|---------------|
| Project participants: 14 Eco-youth leaders and 12 local youth volunteers have been trained on facilitation skills to train students and spiritual leaders.   | 13          | 13            |
| Final beneficiaries: to be collected in 2011.  | N/A         | N/A           |

| <b>Training of youth volunteers on holistic learning to become future youth leaders and facilitators of holistic learning network or club</b> | <i>Male</i> | <i>Female</i> |
|---|-------------|---------------|
| <b>Project participants:</b> 25 youth volunteers trained on the mentioned subjects.   | 16          | 11            |
| Final beneficiaries: to be collected in 2011  | N/A         | N/A           |

### *1.3 Buddhism for Development*

|  |             |               |
|--|-------------|---------------|
| <b>Supporting and training/promoting holistic education and sustainable life style in the schools and communities.</b>         | <i>Male</i> | <i>Female</i> |
| Project participants: 224 spiritual leaders (monks and nuns) trained and promoted 3H education & SLS in school and communities | 224         | 0             |
| Final beneficiaries: Estimated > 50,000 people   | N/A         | N/A           |

## *2. Social and Environmental Enterprises*

### *Vientiane Entrepreneurs Club*

|  |             |               |
|--|-------------|---------------|
| <b>Setting up a social enterprise club, which promotes socially responsible and environmentally friendly products and processes.</b> | <i>Male</i> | <i>Female</i> |
| Project participants: 242 members are the members of small businesses  | 15          | 229           |
| Final beneficiaries: to be collected in 2011   | N/A         | N/A           |

|  |             |               |
|--|-------------|---------------|
| <b>Supporting and promoting small businesses through credits, techniques, management, processing, and marketing.</b> | <i>Male</i> | <i>Female</i> |
| Project participants: 227 small business members received both technical & financial supports                        | 12          | 215           |
| Final beneficiaries: to be collected in 2011   | N/A         | N/A           |

### *Ecological Fish Culture*

|  |             |               |
|--|-------------|---------------|
| <b>Ecological Community Fish Culture</b>   | <i>Male</i> | <i>Female</i> |
| Project participants: 5 fish farmers have been trained and participated in the project activities (3 community fish ponds/5 private fish pond) | 8           | 0             |
| Final beneficiaries: to be collected 2011  | N/A         | N/A           |

***Community Forestry***

| <b>Setting up and operating the Eco-forest park as training facility in Hua Xieng</b>                         | <i>Male</i> | <i>Female</i> |
|---|-------------|---------------|
| Project participants: 759 volunteers and villagers have been trained on community forestry and reforestation. | 419         | 341           |
| Final beneficiaries: to be collected in 2011.   | N/A         | N/A           |

***Organic Farming***

| <b>Set-up and operate Organic Farm training facility, Tha Teng, Xekong Province</b>   | <i>Male</i> | <i>Female</i> |
|---|-------------|---------------|
| Project participants: 240 volunteers/villagers have been trained on organic food production techniques, management, and marketing | 144         | 96            |
| Final beneficiaries: to be collected in 2011.   | N/A         | N/A           |

| <b>Setting up and operate Eco-rice farm training facility in Ban Beuk, Vientiane capital</b> | <i>Male</i> | <i>Female</i> |
|--|-------------|---------------|
| Project participants: 312 participants trained on organic rice production, fish culture.     | 218         | 94            |
| Final beneficiaries: to be collected in 2011.  | N/A         | N/A           |

## **Section 6: Conclusion and Lessons Learned**

With the successful reorganization of PADETC, it has become a more decentralized and focused on learning, knowledge building, and development servicing in core areas of youth and sustainable education development. This transformation has proved to be timely and strategic and has helped PADETC to stay ahead of the curve and remains the lead agency and model for other non-government development institutions. In particular, PADETC's effort to build up the institutional and staff capacity of its learning centers and networks to meet the growing demand for development services (training/practicum; and social business development, etc.) proves appropriate just at the time when government and small businesses need to upgrade individual and organizational capacities to meet the changing social and economic challenges. Throughout 2010, PADETC continued to deepen its own capacity development efforts of its staff and centers while continuing to provide training/development services for government and non government partners and scaling up of its policy advocacy role. PADETC's participation in the production of a documentary "Betting on Laos" for the world renown BBC's Earth Report gave PADETC international and national recognition as a serious partner for sustainable development. Through this involvement, the technical and analytical capacity of the media team within PADETC has also improved. Consequently, PADETC's media team is now in demand by other agencies to support film/video production for their programs. In summary all the hard work and efforts made by PADETC in 2010 has further reinforced its reputation as a serious indigenous capacity servicing and policy advocacy organization.

Despite such success, PADETC, being a local agency, continues to have to struggle to stay relevant and compete for the attention, time and support of government officials with the growing number of larger and much better resourced private business and development players. At the same time, PADETC must still continue to upgrade its own management and staff capacity and prepare for its own leadership transition and renewal. Nonetheless, PADETC is convinced that this is the correct path towards greater sustainability and will be continued to be pursued in to the future.

## Section 7: New set of Milestones of Progress and Risk Reduction<sup>11</sup>

| Risks  | Milestone of risk reduction or control  |
|--|---|
| <p>1. Staff recruitment with focus on minority groups ‘ethnicity’ is remained challenges<br/>(REMAINED VALID)</p>  | <p>Support representative of each ethnic group to become a leader to implement the activities.<br/><br/>Continue to provide organizational umbrella and training/coaching support to the <i>VIV Ncaug</i> or ‘Sisterhood’ project – a Hmong women mentoring and networking group to enhance inclusivity for ethnic minorities and women groups.</p>   |
| <p>2. No. of project beneficiaries (direct &amp; indirect) planned are very ambitious compared with the exciting status of staff turnover<br/>(REMAINED VALID)</p> | <p>Ensure realistic planning for 2011 Annual Work Plan for each center/network and review and revise beneficiary numbers as needed.<br/><br/>Use Quarterly Reviews to update number project beneficiaries and keep records for proper documentation.<br/>(REMAINED VALID)</p>   |
| <p>3. Insufficient funding base for some activities set in the program.<br/>(REMAINED VALID)</p>   | <p>Apply to other funding agencies: EU, UN agencies, and other iNGOs. Improved fundraising capacity, especially capacity for development of high quality project proposals. If necessary allocate funds to get professional assistance for project proposal development.<br/><br/>Develop possible in-house direct fund raising system<br/>(REMAINED VALID)</p>   |
| <p>4. Management &amp; leadership skills remain a critical aspect for some center managers<br/>(REMAINED VALID)</p>  | <p>Continue to build-up the capacity of CMs through a close guidance, advice/support and coach by the SMs.<br/><br/>(REMAINED VALID)</p>  |
| <p>5. Board of directors is not yet established and will be addressed when the appropriate time arises.<br/>(REMAINED VALID)</p>                                   | <p>Two possible board members have already been identified and agreed upon. A female member is needed to ensure gender balance, we will continue to look in 2011. It is taking longer time because we want to establish a board that really can be of value to PADETC.<br/><br/>Currently PADETC Management/Steering Committee consists of eight senior managers, (among them, 3 are newly promoted from middle managers level) who oversees overall management functions, ensuring the transparency and quality control of the programs to give time to identify appropriate Board members. (REMAINED VALID)</p> |

<sup>11</sup> All five principal risks are remained valid for the following years.

**Proposed milestones for the next project period to measure the progress toward achieving the intended outcome and reducing the principal Risks**

Ensure/improve higher professional/management capacity of the 3 learning centers to become well known/accepted among public and private school as learning facilities for students, teachers, or parents.

Managers of learning centre and network able to efficiently/effectively manage their centers and capable to produce good quality reports - financial & quarterly and annual narrative reports) along with maintaining and updating of proper filing and documentation systems without much help from head office of PADETC.

To select one school, Sompanya kindergarten, to become a leading model school and a learning place where teachers from public and private schools come to learn and share experiences.

Sompanya school's primary and lower secondary levels are operational and its project-based learning modules are recognized by district and provincial education authorities. And the concept of Education for Sustainability becomes well-known among high level educational officers.

The 6 learning centers and networks obtain additional direct funding from other sources to support their activities;

Assisting some chapters of youth volunteers in outer provinces to write proposals and obtain additional funding directly;

Obtaining professional external assistance to develop compelling project proposals to secure additional funding support to achieve planned outputs as stated in the original logframe. Also start mobilizing funds for the next program cycle (2013-2016)

Create strong alliance between the youth volunteers, the development monks, and quality school networks to work together as a team to transform and to empower the grass-root community towards a sustainable and just development pathway.

Drafting of a book in Lao language, tentatively titled "Balance Development in the Context of a Changing Asia" to influence policy on development in Laos.

Production of a documentary film on ESD or "Education of the 21<sup>st</sup> Century" to advocate the links between education and sustainable development;

Continue documentation of PADETC's best practices/success stories to inspire other emerging NPA's and to attract support from potential funders;

Update PADETC's website to reflect its current decentralized structure, profiles of the centers/networks and their new areas of work/services

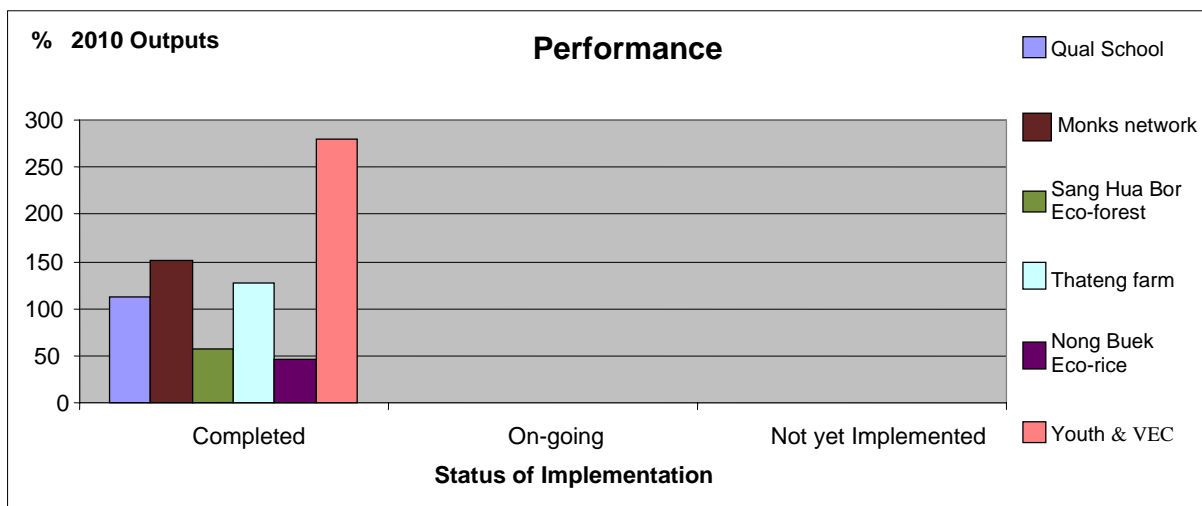


## Part II:

### Detailed description of activities

Overall, 2010 was another successful year for PADETC as an indigenous learning and development organization. The program has largely met its intended objectives. Some areas of the outputs were under the logframe target while others exceeded the planned targets. As the 'transformation or learning' process in PADETC deepened, most staff have gained confidence and professionalism in working with other the project partners (both government and local NPAs). The project outcomes have been positive as confirmed by regular onsite field visits to project areas, encouraging feedback from project beneficiaries, and the improving quality of training and community services accomplished by the centers and networks, and in the documentation and reporting submitted as case studies and success stories (see Annex 2).

#### **Section I: Performance Status of PADETC's Learning Centers against Outputs anticipated in Year 2**



In 2010, project outputs were largely met against planned activities. On the average, its six areas of field work achieved 110% of what was planned (ranging from 46% to 279%). The wide range reflects the varying staff capacities, availability of funds for activities, changing working environment, and the need for PADETC to be fairly flexible and re-adjust its plan according to actual opportunities and constraints.

**Section 2: Operational Budget for the Next Project Year, including the Opening Balance**

Balance sheet date: 31 December 2010      Balance sheet currency:      US Dollar

Exchange rate to base currency on balance sheet date: *It varies from month to month* (USD 1.3146 = 1 Euro in December 2010)

| <b>ACTIVE/ASSETS</b>   | <b>Last FY</b>    | <b>Second to last FY</b> | <b>PASSIVE/LIABILITIES</b>  | <b>Last FY</b>    | <b>Second to last FY</b> |
|--|-------------------|--------------------------|---|-------------------|--------------------------|
| <b>Current Assets</b>  | <b>2010</b>       | <b>2009</b>              | <b>Current Liabilities</b>  | <b>2010</b>       | <b>2009</b>              |
| Cash on hand and bank balances   | 526,214.89        | 454,582.97               | Accounts payable - monies you must pay to your creditors within twelve months   | 290,419.52        | 54,828.26                |
| Accounts receivable – monies to be paid to you within twelve months            |                   |                          | Restricted funds - money on hand that is destined for use within in the next twelve months.                             |                   |                          |
| Other short-term assets (with a life of less than one year) (itemise)          | 215,835.09        | 20,291.62                | Accrued expenses - such as back salaries or taxes that must be paid within twelve months                                |                   |                          |
|  |                   |                          | Other current liabilities – additional obligations that must be paid within twelve months.                              |                   |                          |
| <b>Fixed Assets</b> – Long-term investments with a life greater than one year. |                   |                          | <b>Long-term liabilities - debts</b> and other monies you owe such as a mortgage that must be paid after twelve months. |                   |                          |
| Buildings  |                   |                          | Historical balancing  | 451,630.46        | 420,046.33               |
| Office furniture   |                   |                          |   |                   |                          |
| Office equipment   |                   |                          | <b>EQUITY (NET ASSETS)</b>  |                   |                          |
| Other (itemise)  |                   |                          | Capital fund, general reserve or retained earnings of unrestricted assets   |                   | 264,348.09               |
| Opening balanced from previous years   |                   | 1,960.80                 | Designated fund of assets whose use is temporarily or permanently restricted  |                   | 196,848.47               |
| <b>TOTAL ASSETS</b>  | <b>742,049.98</b> | <b>532,132.38</b>        | <b>TOTAL LIABILITIES AND EQUITY</b>   | <b>742,049.98</b> | <b>532,133.00</b>        |

**INCOME AND EXPENDITURE BUDGETS**

A more detailed income and expenditure statement may be included in the original proposal. In the table, for each of the last 2 years, and for the current year, and then for the one, two or three years included in the proposal, present the information for the entire organization. Novib requires activity-based income and expenditure budgets for your entire organization. In addition, it must be clear what is the income and expenditures earmarked for the Project to be financed by Novib as presented in 8 and 9 above as well as in the original proposal.

**NOTE:** The format for these budgets is available in Microsoft Excel.

**INCOME** Fiscal year (month to month): Currency:

| Description  | Actual income during the last two fiscal years |                   | Current fiscal year* | Summary Projected Income for the coming three fiscal years |            |            |
|--|--|-------------------|----------------------|--|------------|------------|
|  | 2009   | 2010              | 2011                 | 2012   | 2013       | 2014       |
| Average exchange rate for fiscal year Euro/USD         | 1.3812   | 1.3294            |                      |  |            |            |
| <b>A. OPENING BALANCE</b>                              | 88,364.91                                      | 424,971.92        | 460,643              | 383,359.4  | 322,651.02 | 288,403.32 |
| <b>B. Income</b>                                       |  |                   |                      |  |            |            |
| Actual (last 3 years) and secured (next 3 years)       |  |                   |                      |  |            |            |
| - Own income   |  |                   |                      |  |            |            |
| From membership and contributions                      |  |                   |                      |  |            |            |
| From products and services                             |  |                   |                      |  |            |            |
| Other own income                                       | 4,694.05                                       | 27,421.72         |                      |  |            |            |
| - Income from donors                                   |  |                   |                      |  |            |            |
| Novib - Oxfam Netherlands                              | 554,505.73                                     | 331,073.61        | 179,470              |  |            |            |
| Other Oxfams   |  |                   |                      |  |            |            |
| Other donors   | 191,726.68                                     | 191,566.69        | 66,767               | 6291   |            |            |
| - Other income (interest, etc)                         | 1,239.65                                       | 833.54            |                      |  |            |            |
| <b><i>SUB-TOTAL Actual Income/Secured Income</i></b>   | <i>752,166.11</i>                              | <i>550,895.56</i> |                      |  |            |            |
| <i>Sub-Total Secured and Restricted Income</i>         |  |                   | 246,237              | 6291   |            |            |
| <i>Sub-Total Secured and Non-Restricted Income</i>     |  |                   |                      |  |            |            |
| <b>Non-secured but expected (for next three years)</b> |  |                   |                      |  |            |            |
| - Own income   |  |                   |                      |  |            |            |
| From membership and contributions                      |  |                   |                      |  |            |            |
| From products and services                             |  |                   |                      |  |            |            |
| Other own income                                       |  |                   | 25,000               | 27,500   | 30,250     | 33,275     |
| - Income from donors                                   |  |                   |                      |  |            |            |
| Novib - Oxfam Netherlands                              |  |                   |                      | 350,000  | 350,000    | 350,000    |
| Other Oxfams   |  |                   |                      |  |            |            |
| Other donors   |  |                   | 183,701              | 124,127  | 165,501    | 49,000     |
| - Other income (interest, etc)                         |  |                   |                      |  |            |            |
| <b><i>SUB-TOTAL Non-Secured income</i></b>             |  |                   |                      |  |            |            |
| <i>Sub-Total Non-Secured and Restricted income</i>     |  |                   | 208,701              | 501,627  | 545,751    | 432,275    |
| <i>Sub-Total Non-Secured and Non-Restricted income</i> |  |                   |                      |  |            |            |
| <b>B. TOTAL INCOME</b>                                 | 752,166.11                                     | 550,895.56        | 454,938.01           | 507,917.60   | 545,750.8  | 432,275    |

\* It is understood that this will be a mix of actual and projected income.

## **EXPENDITURES**

|   | Actual expenditures during last two years |           | Current fiscal year* | Summary Projected Expenditures for the coming three years |           |           |
|---|---|-----------|----------------------|---|-----------|-----------|
|   | 2009                                      | 2010      | 2011                 | 2012  | 2013      | 2014      |
| <b>C. EXPENDITURES</b>                            |   |           |                      |   |           |           |
| - Administration/Overhead costs funded by Novib   |   |           |                      |   |           |           |
| Personnel costs                                   | 77,147.68                                 | 83,968.62 | 133,200              | 133,200   | 135,864   | 135,864   |
| Travel costs                                      | 0   | 1,517.28  | 819.33               | 819   | 835.72    | 835.72    |
| Investment in fixed assets or depreciation        |   |           |                      |   |           |           |
| Office expenses                                   | 15,416.74                                 | 15,519.38 | 16,705.5             | 16706   | 17039.61  | 17039.61  |
| Communication                                     | 299.10                                    | 537.75    | 451.9                | 452   | 460.94    | 460.94    |
| Materials and supplies                            | 9696.03                                   | 6445.36   | 8716.35              | 8716  | 8890.68   | 8890.68   |
| Other expenses (audit cost, retreat...)           | 4304.4                                    | 10954.29  | 8239.69              | 8240  | 8404.49   | 8404.49   |
| Sub-total   | 106863.95                                 | 118942.68 | 168132.78            | 168133  | 171495.43 | 171495.43 |
| - Activity /Project funded by Novib               |   |           |                      |   |           |           |
| Personnel costs                                   | 63407.16                                  | 75108.64  | 58200                | 58200   | 59364     | 59364     |
| Travel costs                                      | 51849.13                                  | 62966.72  | 62000.56             | 60001   | 63240.57  | 63240.57  |
| Investment in fixed assets or depreciation        | 15553.62                                  | 6057.88   | 11670.21             | 11670.21  | 11903.61  | 11903.61  |
| Office expenses                                   | 9141.65                                   | 14163.13  | 12584.58             | 12584.58  | 12836.27  | 12836.27  |
| Communication                                     | 0   | 76.73     | 41.44                | 41.44   | 42.27     | 42.27     |
| Materials and supplies                            | 16005.51                                  | 15633.67  | 17085.16             | 17085.16  | 17426.86  | 17426.86  |
| Other expenses (Tools, facilities, consultant...) | 9848.1                                    | 25161.88  | 18905.39             | 18905.39  | 19283.49  | 19283.49  |
| Sub-total   | 165805.17                                 | 199168.65 | 180487.33            | 180487.33   | 184097.08 | 184097.08 |
| - Other Activities by Project or Programme        |   |           |                      |   |           |           |
| Personnel costs                                   | 71501.69                                  | 52194.14  | 66795.75             | 103200  | 105264    | 105264    |
| Travel costs                                      | 29165.14                                  | 36980.45  | 35718.62             | 35718.62  | 36432.99  | 36432.99  |
| Investment in fixed assets or depreciation        | 2962.6                                    | 1913.01   | 2632.83              | 2632.83   | 2685.49   | 2685.49   |
| Office expenses                                   | 7479.53                                   | 4976.24   | 6726.11              | 6726.11   | 6860.64   | 6860.64   |
| Communication                                     | 595.38                                    | 45.07     | 345.84               | 345.84  | 352.76    | 352.76    |
| Materials and supplies                            | 0   | 11793.82  | 6368.66              | 6369  | 6496.04   | 6496.04   |
| Other expenses (Tools, facilities, consultant...) | 31185.64                                  | 89210.29  | 65013.80             | 65014   | 66314.08  | 66314.08  |
| <b>Sub-total Project Expenditure</b>              | 142889.98                                 | 197113.02 | 183601.62            | 220006  | 224405.99 | 224405.99 |
| <b>C. TOTAL EXPENDITURES</b>                      | 415559.10                                 | 515224.35 | 532221.73            | 568626  | 579998.50 | 579998.5  |
| <b>D. CLOSING BALANCE (A + B - C)</b>             | 424971.92                                 | 460643.13 | 383359.4             | 322651  | 288403.32 | 140679.82 |

\* It is understood that this will be a mix of actual and projected expenditure

### **Section 3: Describe other lesson learnt during the reporting period at both institutional and project level**

The organizational transition of PADETC is taking place during a period when Laos is experiencing very rapid social and economic transformation, when cheap land concessions and rising foreign investments especially for large-scale industrial mono-cropping (rubber, sugarcane coffee, etc.), mining, and other resource extracting industries have drastically changed the patterns of land use and landownership in many parts of Laos, and seriously undermined the food security, environmental sustainability and livelihoods of many rural Lao, especially the more disadvantaged groups. Simultaneously, driven by Laos' greater openness in international relations and all other spheres, there has also been an influx of international, bilateral and non-government development agencies opening offices in Laos to support Laos' development programs. Within this context, PADETC is now more relevant and nimble to respond to these social challenges. With more than 20 years of development experience and reputation, PADETC is in a position to scale up its level of work, especially to assist other NGOs and foster the growth of civil society in Laos, especially to provide development servicing (training/practicum; and private business development, etc.) to meet the ever-increasing demand for upgrading of individual and organizational capacities and government's human resource development needs. Through such services, and with a more open atmosphere in Laos, PADETC has become more engaged in policy advocacy in both the public and private sphere.

However, capacity of the Centers and Networks to meet public and private demand for services has still some way to grow but it is confident that they are well on the way of doing so. PADETC fundraising efforts continue to be not too successful despite repeatedly project concept notes and project proposals to agencies such as the EU. This persistent challenge reflects PADETC's continued weak capacity to write compelling proposals due to limited English language skills among its staff. As an institution, PADETC will have to either develop those skills in-house or seek external resources and professional assistance to support fundraising and internal resource mobilization.

Currently, PADETC continues to rely on the core grant from Oxfam Novib. Its funding support continues to be in deficit as compared to its planned budget. It also cannot re-adjust the salaries of some mid-level staff who have demonstrated stronger capacity and responsibility. As a result PADETC has lost a number of well-trained mid-level staff to the private sector and to some international NGOs who pay much higher salaries than PADETC. This is a serious challenge and PADETC may lose more staff unless it can improve its funding base in 2011 and beyond.

Fund mobilization from local sources and through cost recovery will have to be continued to be pursued in earnest, and it is hoped that within the next 3-5 years, PADETC will achieve a greater degree of self-reliance and less dependent on external donation.