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Participatory Development Training Centre (PADETC)

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SECTION I

ANALYTICAL SUMMARY

With the policy focus on Foreign Direct Investment (FDI) led economic growth, Lao PDR has continued to record Gross Domestic Product (GDP) growth rates of 6-8 percent over the past five years, with 8.1 percent recorded in 2010. Foreign Direct Investment in hydropower, mining, commercial agriculture and timber have increased, as have revenues from tourism. Ambitious megaprojects are planned or underway across the country, from high speed rail links to Thailand and China, hydropower projects on the mainstream of the Mekong, and important new bauxite mines in southern Lao PDR.

Market signals continue to support the present policy trajectory of Lao PDR, with record or near-record high prices for gold, copper and rubber regionally and internationally. Regional demand for raw materials such as rubber, sugar and timber are also strong, supporting increased commercialization of agriculture and forestry, and increased integration in regional markets.

At a political and economic level, Lao PDR is increasingly engaged in the Association of Southeast Asian States (ASEAN), with a growing middle class with social, cultural and economic ties with societies in neighboring states. Expanding access to internet, mobile phones and other IT have given Lao citizens greater access to information from a wider range of sources (NGO Consortium 2011).

Despite significant economic progress and greater regional engagement, other development indicators point to more intractable problems in the Lao context. Some 33 percent of the population continues to live on less than 1.25 USD per day. Universal primary education stands at 62 percent, well off the Millennium Development Goal target of 95 percent. Malnutrition is persistent, with 37 percent of children under the age of five classified as underweight. On 8 of 18 targets for the MDGs, Lao PDR is reported as being either off-track or seriously off-track.

The prevailing policy goal of the Government of Lao PDR is graduating from Least Developed Country Status by 2020. Given the experience of past five years and its present trajectory, in spite of the persistence of major developmental challenges such as those mentioned above, it would appear highly likely that the goal will be attained, possibly well before 2020.

This is the context in which PADETC and other development partners and civil societies operate. Increasingly PADETC has assumed a number of different roles – as a leader within the CSO sector, as a mentoring agency supporting CSO capacity building, and as a direct implementing agency of projects. The challenge faced by PADETC in the coming years is one of finding the right balance between these priorities, while maintaining the best interests of the organization and the needs of the operating context.

SECTION II

PADETC's PROGRAMMING

A. Summary of Progress

❖ Continuing Organizational Transformation:

The idea that PADETC needed to change back in 2009 is becoming more real in 2011 as the prospect of getting core funding becomes more and more difficult. At the same time the number of civil society in Laos, local and international has grown larger. As of December 2011, some 16 NPAs have been formally or temporarily approved by the government. From this point of view, the environment is such that there is more people chasing for less fund. PADETC's strategy of "spinning off its large numbers of programs/projects to become "Learning Centers and Networks" has therefore proven not only farsighted for its own survival, but also provides a greater chance for its affiliated centers and networks to survive and grow independently.

In this new environment, PADETC's programming in 2011 is shaping and sharpening into three separate but interlocking spheres or sectors of activities:

1. CSO Sector Leadership and Advocacy: This refers to the formal and informal leadership roles taken up by PADETC staff on sector level initiatives, engagement with government at national and local levels, and participation in regional and international CSO sectors activities. In early 2012, PADETC's participation in the Asia-Europe People's Forum (AEPF) preparations at steering committee and sub-working group level (with seven senior staff involved in total) has been a case in point. Lesser examples may include PADETC participation in NPA/INGO sector meetings, and bilateral contacts (formal and informal) with government.

2. Enabling Environment for CSOs: In this sector, PADETC uses its institutional experience to develop skills for NPAs and other partners, thorough a combination of institutional capacity building, and providing backstopping for newer organizations in need of management support (for project cycle management, planning, financial management, etc). An example of this is PADETC's participation in the SDC Consortium proposal, submitted in October 2011.

3. Direct Service Delivery: In this context, PADETC uses six complementary learning and training centres as practical demonstration sites to facilitate real-life and skill-based learning, especially for young people¹. These activities may be undertaken on behalf of INGO or donor partners, or based on PADETC's own initiative.

¹ Those Centres and Networks are:

a. Learning Centres:

- Thateng Organic Farm: organic silk, vegetables and fruit production, goat raising.
- Pannyanivej Eco-rice Fish Farm: ecologically sound rice-based farming practices.
- Suanmailao Eco-Learning Forest Park: ecological and community approaches to forestry.

❖ **Deepening of Institutional Capacity:**

In the year 2011, PADETC continues to deepen its institutional building and strengthening of weak areas, such as staff leadership, governance, administration, and management for the Head Office as well as the 3 Learning Centres and 3 Networks as well as improving servicing the target groups. Much of energy and time was spent on establish an effective and functioning working relationships between the Head Office and its 6 satellite Learning Centers and Networks and among themselves. This is to ensure a strong tie of interlocking of complementary programming, as well as continuous sharing and mutual learning environment.

❖ **Director's Transition Process**

The director has stepped back his involvement in the day to day management a lot more than in previous year. He spends his valuable time in adding more values to existing programs, imputing new idea, taking more active leadership role in CSO environment of the country, attending more policy level meeting with government partners, sharing PADETC experiences with the regional partners as keynote speaker (2 times) and participant (2 times) in international conferences. The director also successfully experiment exporting traveling Dharma to the Lao community in Portland Oregon. There is a strong indication and possibility that this program will reach out to other states in the USA.

By being more active outside of PADETC's office, the Director is not only promoting and extending the work of the organization, he at the same time creates space for his deputies to take more active leadership role left behind. This puts into practice the leadership transition process more consistently, but still too slowly.

During 2011 and also by design, there is also a very clear and consistent transition of responsibilities and authorities down the line. When the director is less available and less active in a leadership role and management affairs within the Head Office (HO), the 7 member Management Committee (MC) take charge. And the director takes the back seat and the back stopper role. Earlier in 2011, it was the 3 deputies who were more in charge. Towards the second half of the year, the 4 young members of the management committee were given much greater role of leadership with close mentorship by the 3 older ones (or deputy-directors). In this transition process there is clear evidence of learning overall. But at the beginning there was clear mixture of confusion, fear and anxiety among the younger members of Management Committee - MC. On the other hands, the 3 older members of the committee are not skilled enough to coach and mentor their junior in an objective and professional manner. So tension and frustration arise on a number of occasions.

b. Networks:

- Youth Network : Promoting social and environmental responsibility among youth
- Dhamma Sanchorn/Nakhun Noi forestTemple: Network of engaged Buddhism for promoting ethics and education of the heart
- Vientiane Entrepreneurs Club/Saoban Shop: network of social and environmental friendly enterprises, promoting traditional crafts.

At the next lower level of management, the heads of Learning Centers and Networks are tasked as managers and were coached, at the onset of the year by the year by 3 older members of the Management Committee. From mid- 2011 onwards, it was the younger members of the MC who carried on the tasks of coaching and mentoring. The older members of the MC adopt the role of advisors and technical back stoppers.

This cascading down of decision making and responsibilities went all the way down to the management system at the Learning Center and Network level. Here, the heads are known as Center Managers (CM). They, together with their staff and partners developed a management system that cater to their specific needs and yet maintain the quality of that required by the HO. And it is the role of the young members of the MC to monitor and upkeep these standards.

❖ **Staff Capacity Development Progress and Challenges**

By and large, PADETC's staff continues to demonstrate high levels of commitment to PADETC's vision and support for its organizational and leadership transition process. This has entailed an immense effort of self-teaching and peer-to-peer learning, and the process is much more complicated and takes up a lot more time and effort than originally anticipated. It has also caused much pain and anxiety to the staff. As reported by a staff, "many things go against our nature and culture. For example, junior staff are not feedback or evaluate their bosses or their colleagues who are of older age. As a result the whole truth is not known. Thus, management decision can be completely off target". The fear of change and stepping out of one's comfort zone also makes everything more complicated for the staff, meaning that changes have to introduced and re-introduced for 3 or even 5 times before getting absorbed. However, after more than 3 years of persistence, in 2011, PADETC has in fact begun to demonstrate what a "Learning Organization" really is.

Physically, the HO has divided its assets (the transports, equipment, furniture) to various Learning Centers during 2011. A proper handing over procedure was developed and followed. There is an MoU between the HO and its satellite centers on how they should conduct themselves and how the assets should be used and maintained².

In 2011, the early part of the year was still devoted to coaching and guiding of the managers of the centers and networks on management issues and quality assurance by using the weekly meetings as a forum. In the latter half of 2011, quality assurance takes the form of regular vigilant monitoring and mentoring visits to the satellite centers by the Management Committee.

For the coming years, PADETC will need to continue improving and mitigating in this process of delegation of power. As one deputy director commented, "The progress is so slow. I feel like I am spending 70% of my time talking about the same thing over and over again". For this reason the separation of weekly MC meetings and Center Managers (CM) meetings are very important. The MC has to be careful not to be seen too negative and pessimistic for fear of discouraging junior officers. It has to remind itself to focus more on positive developments rather than negatives to

² In one case, where a center has not followed the established guidelines and regulations, a pickup truck was revoked for number of months.

avoid de-motivation. Despite the fact that the MC is trying hard to be fair and participatory, clashes do occur and it is not sure how to move forward.

To better assess the staff moral situation, the director invited Ms. Karen Smith from CORD to interview members of the MC individually in order to assess their ideas on how to best move forward as well as asking what they can contribute. The results show much royalty and confidence among them, much higher than in most organizations. (See summary and quotes from Interview in Annex 1).

❖ **PADETC emerging as a “Model” for Lao NPAs**

As indicated by the recent Impact Assessment of PADTEC, commissioned by Oxfam Novib³, the experience of PADETC in building its institutional system, training staff, delegation of authorities, transition of leadership is a very important indigenous experience in the process of institutional maturation. This is the first of its kind in the history of Lao civil society, and is possible because PADETC started civil society work many years ago and ahead of everyone else locally. Many Lao NPAs are looking to learn from PADETC. How PADETC continues to mature will be of good lesson for emerging NPA to learn from. However one thing is certain and as validated by the Impact Assessment, “PADETC has succeeded to date by remaining flexible, dynamic and engaged. As opportunities expand, PADETC must renew this sense of dynamism in order to stay at the forefront of the CSO sector” (See Annex 2).

B. Detailed Program Activity Progress

The detailed reporting of achievements in 2011 is divided into the following core areas of PADETC’s work: (I) Providing CSO Leadership and Advocacy; (II) Providing Direct Services; (III) Enabling CSO Environment and Government Partners; and IV Progress in Other Areas

I. Providing CSO Leadership and Advocacy:

In 2011, PADETC focused a lot of its time and energy towards providing CSO leadership and advocacy through international, regional and national workshops/conferences and forums to promote PADETC’s model of sustainable development/education for sustainable development (ESD). PADETC’s Director is especially active in this role as he intentionally devolves his management responsibilities to his deputies and middle management to provide them the space to develop their leadership skills in running PADETC routine operation. Below are some key activities of such CSO leadership and advocacy:

❖ **Research Studies:**

- In February of 2011, PADETC’s Director hosted a research team from the Tokyo’s University of Sacred Heart. The activity involved training of 32 youth volunteers in Xieng Khouang

³ The impact assessment of PADETC is at the request of Oxfam Novib to serve as a preparatory phase for strategic planning and future project development for PADETC.

province to jointly conduct a survey in 6 villages with 2 graduate students from the University of Sacred Heart under the theme *Basic Study for Building a “Broader ESD Model” for Developing Countries with Creation and Dissemination-Related Multi-media Materials*

The survey uses the development tool called “Wisdom Box” that PADETC adapted from Atkisson’s Compass for Sustainability Tool. This tool helps the youth volunteers to learn about the 4 pillars of sustainable development and their values, and at the same time allows young people to assist communities in identifying their most pressing development issues to work on. In addition the youth volunteers also assist the communities to delineate their communal land through mapping and help them legitimizing their rightful ownership by submitting satellite picture maps with usage plans to the district authorities. (For details, please see full report in Annex 2.1 and Annex 2.2, Or log onto: <http://www.u-sacred-heart.ac.jp/graduate/report/1104.html>.)

The results of this study has been published by the University of Sacred Heart and shared among member countries of the Japan Unesco Office, ACCU. This report was later accompanied by a short video film titled “Inter-Generational Learning” describing the process of how these youth volunteers interact with community members and leaders to in a mutual-learning process and to create a community development plan that follow the “four pillars” of sustainable development. (Please see film on web link: http://uploader.com/files/6/ujc7n2qfde86h0/Inter_Generationa_learning.avi. Also see Annex 3: short synopsis of the film “Inter-Generational Learning”.)

❖ **Lectures:**

- In March/April 2010, PADETC’s Director was invited to the University of Sacred Heart in Tokyo, Japan, where he made a presentation on “**Exploring the Heart of Education Through Spirituality and Sustainability**” to a group of graduate students and professors. (See Paper in Annex 4.)
- On 25-27 August, He also presented a paper at the **International Exchange Platform: RE-THINKING PROPERTY - Pathway to a Well-Being Society at Chulalongkorn University, Bangkok** PADETC’s Director shared his experience on how to involve young people in the implementation of sustainable development and showed the film “Inter-Generational Learning” to more than 60 participants from 16 countries. The aim of the conference was to provide a creative platform for exchanges and to formulate a strategic action-research plan that brings together a diversity of researchers’ and practitioners’ efforts towards an alternative development path.
- During 28-31 October 2011, PADETC’s Director was invited to Changwon in Korea to address an audience of 700 participants from over 20 countries at the 13th Asia-Pacific Regional Volunteer Conference (IAVE) with the theme of “Volunteer Initiatives for a Sustainable Global Community: Climate Changes, Poverty, Conflict, and Natural Disaster”. At this conference, he talked about the need to strengthen positive emotions within everyone and to get the young people more involved in the process of development.

He ended the talk with showing the film “Inter-Generational Learning” as a means of sharing the Lao experience working with volunteers with other countries in the region.

- On 19th November, PADETC’s Director was invited as a keynote speaker at the Asia Public Intellectual Fellowship Program organized by the Association of South East Asian Universities (Indonesia, Japan, Malaysia, Philippines and Thailand). The theme of the meeting was on the values of regional diversity, creative and multidisciplinary knowledge, and trans-border concerns and alternative responses to regional needs⁴. (See invitation letter Annex 5. And the full keynote speech in Annex 6. An interview with the Director will be published in the API annual magazine soon. See draft in Annex 7.

❖ **Presentation in Laos:**

- In February, PADETC’s Director presented a paper on “Energy development and people’s energy in Laos” to a group of Norwegian Delegates who are on a study trip to Laos (31 January – 03 February 2011) for an “Energy Dialogue” with the Lao Government and civil society groups.
- In November 30th 2011, PADETC’s Director presented the philosophy and experiences of PADETC to foreign volunteers working in Laos at the CUSO Annual Retreat in Vang Vieng.
- In September, at the Meeting “Towards Organic Asia” (September 23-25 2011), PADETC’s Director was invited by the Gross National Happiness Network and its affiliate School for Wellbeing to present and shared its experiences on the issue of sustainable development with colleagues from Vietnam, Thailand, and Myanmar.
- Presented two lectures on “Education of the 21st Century” - one in Xieng Khouang Province and one in Vientiane Capital to more than 60 Lao education officials in February.
- PADETC’s Director also published an article in Lao Language on “Different Ways of Doing Meditation and How it Strengthens One’s Mind”.

II. Direct Services (through Learning Centers and Networks):

The 6 Learning Centers and Networks continue to provide direct services to the communities and other NGOs/organizations in the form of training/coaching and other services. Each institution has a set of its own training modules, tools, and network of communities to work with. Details of

⁴ Being a keynote speaker at the API Fellowship Program is a high honor as previous speakers included such luminaries such as former President of the Philippines the late Mrs. Corazon Aquino; former Environment Minister of Indonesia HE Dr. Emil Salim; novelist and Chairperson of The Nippon Foundation Mrs. Ayako Sono; and the Crown Prince of Perak and Co Chancellor of the University of Malaya HRH Raja Nazrin Shah Ibni; and Sultan Azlan Muhibbuddin Shah.

their work are summarized in their quarterly and year-end reports. (These reports are all in Lao and are too voluminous to translate – a total of 96 pages⁵).

During 2011, the Learning Centers and Networks reduced the volume of their fieldwork to other provinces to invest effort in setting up and operationalizing institutional internal management system, team work, and leadership development. These soft skills are necessary foundation for effective service delivery to communities and other development partners.

All Learning Centers conducted three types of activities: Physical infrastructure development of the center; Strengthening of management system; and Service Delivery. The activities details described below only cover the service delivery items. The physical infrastructure and management set-ups are too numerous to list. They are available in the Lao language in the reports by each of the Learning Centers and Networks.

At the end of the year 2011, the Head Office instructed all three Learning Centers to start the process of registering as NPA. This Viv sNcaug, or sisterhood group of Hmong women was also advised to begin the process of registering as an NPA. The Head Office is guiding them and bringing in advisors to support them in this process. Some examples of achievements of the Centers and Networks are described below:

❖ **Eco-Forest Learning Center:**

Located in a 14 hectare of depleted forest, its main mission is to educate the young people and the public on the importance of ecology in relation to holistic education and development. It has facilities to conduct training and throughout 2011, it has provided numerous training of youth leaders and youth volunteers from many parts of the country through partnership with the Ministry of Education and other NPA such as Huam Chai Pattana. It also produced seedlings of important indigenous hard woods to distribute through the monk network and the school network. Its staff travels the country to train other youth leaders as well as community members in the provinces on new approaches such as “total sanitation”, “Wisdom Box”, “communal land mapping”, “use of indigenous knowledge”, etc.

During 2011, the Eco-Forest Learning Center team has been sub-contracted by a number of iNGO’s (SNV, Helvetas, Plan International, Child Fund, Namthern 2 Project) to conduct training to community members in 6 different provinces totaling 434 persons of which 246 are women. About 80% of the total participants are from ethnic minority groups.

❖ **Eco-Rice-Fish Farm – Panyanivej:**

⁵ The content of centers/networks reports follow structured format under the following headings: (1)Background; (2) Objectives; (3) Mission; (4) Progress of activities; (5) Management, network, staff, and coordination; (6) Monitoring and evaluation; (7) Outputs and Outcomes; (8) Strengths, Weaknesses, Opportunities, and Threats - SWOT (for purpose of analysis of center development); (9) Conclusion; (10) Recommendations; and (11) Detailed work plan for next quarter

The mission of Panyanivej is to educate young people and the public about rice-based integrated farming systems and use of various low input sustainable agriculture techniques. It has promoted raising fish together with the rice to control insect pests as well as promoting better nutrition of farmers from getting extra-protein from the fish. At the same time, the use of organic fertilizers, such as worm casts, in the fields is an indirect way of fertilizing the rice. This actually promotes synergistic practices similar to those practiced in traditional rice cultivation and have been proven to be sustainable and should to be valued and transferred from generation to generation.

Panyanivej major role is to demonstrate these techniques scientifically to farmers, students and visitors. In addition it trains teachers on how to link these real life learning activities to the traditional subject-based teaching and learning in schools. For this, Panyanivej has teamed up with PADETC's Sompanya School to spread such learning activities to it to the network of Quality Schools.

During the 2011 Panyanivej trained 318 people of which 142 are women, and 190 are students and teachers. Occasionally the place is use to host meetings in a country style setting for other NPA.

❖ **Tha Teng Integrated Farm:**

Located in Southern province some 600 km from the capital city and on the rich Bolevern Plateau, Tha Teng farm has good climate and good soil to produce vegetables all year round. Thus it is a very good place for growing organic vegetables and the well-known Lao coffee. The mission of the farm is to be a training ground for young people and farmers in the four Southern provinces which share the rich volcanic plateau soil. Being the oldest (three years old) of the Learning Center has all the necessary facilities and experiences needed to conduct training and demonstrations. Unfortunately, the Center has lost its former manager and has been suffered from lack of strong leadership from the still new and young manager. Hopefully with sometime the new manager will assume his role more confidently and effectively.

In 2011, the Tha Teng Center provided training and coaching services to 41 families. Recently, an Agreement has been made with district authorities to jointly conduct agricultural extension services in the 4 districts for promotion of organic vegetable production and sales.

❖ **Youth Volunteers Network:**

The Youth Volunteer program which has been adopted into policy by the Ministry of Education is now managed by the Ministry. PADETC continues to be the Ministry's partner, trainers, and technical advisor as needed.

Within PADETC, the Youth Development Program has becomes part of its Education for Sustainable Development Program. All Learning Centers and Networks are designed to be real life learning laboratory supporting the Education for Sustainable Development Program. And the Youth Volunteers continue to be agents of change at their schools and communities. They try out the new learning tools and approaches and show others how to apply these tools. Their learning success then encourages teachers and school administrators to adopt these new tools and approaches. The 'Wisdom Box' and "Design For Change" are two latest development tools being

introduced to the youth volunteers for the implementation of ESD. Their real life practice in using these tools has been recorded in two video films for further dissemination.

❖ **Development Monks Network:**

Substantial concrete progress has been achieved by the Network of Development Monks who continue to expand their work at the community level as well as at the policy level. In 2011, the monks' network conducted training for 32 new trainer monks who regularly teach ethics and moral study in 50 more schools. The network in 2011 also "ordained" another forest in the rich Boleven plateau and thereby "mark it as sacred" for protection by the communities. The network also catalyzed two more schools to plant trees in cooperation with the communities and the local authorities.

To upgrade their training, the training modules for the training of both monks and students are again revised and improved. The national monastic school at Ong Teu is in the process of incorporating these modules into its formal program. The Ministry of Education has also indicated that it is interested to review these modules with the intent of incorporating these into the formal school curriculum.

In terms of outreach, the actual number of people reached by the direct services of the monks' network is very high, mainly due to the monasteries decentralized management systems, with many monks conducting their own services using the modules produced. It is estimated that each of the trained monks reach out to at least 20 to 30 students and lay people each week. With over fifty schools reached by the monks, it is estimated between 200 to 700 students are taught by the monks each week. However, as the reporting system by the monks' network is weak, accurate figures of numbers of students and lay people reached can only be estimates. It is hoped that in 2012, better management and monitoring systems can be put in place, but could be quite difficult given the independent and decentralized nature of the temple networks.

In May, the Dharma Sanchorn extended its valuable work of supporting spiritual well-being and responsible living to Lao communities abroad. PADETC was approached by the Lao community in Portland Oregon to invite the Dharma Sanchorn monk to help establish enhancement of spiritual teaching for healthy living (teaching of the "Heart") to the Lao community at their temple. With approval from the Sangha in Laos, Mr. Sombath Somphone (Director of PADETC) and Venerable AJ Sithon (the head monk/trainer for Dharma Sanchorn) went to Portland together. Mr. Sombath spent 10 days helping to develop a three month training program for the Lao community there. Then Venerable AJ Sithon spent 3 months there training fellow monks and lay people to conduct and practice meditation for healthy living. During the three months, weekly retreats were conducted where between 50 to 60 people attended. After Venerable AJ Sithon returns, the weekly retreats continued with support of a monk he has trained up. The project was so successful and well received that the same community and two other Lao communities in the US are asking for two more monks from the Dharma Sanchorn project to go and start similar types of meditation practice and retreats for their clergy and lay people in 2012. See more details at www.laobuddhistcenternw.org

❖ **Dok Lao Media Service: "Discovery of Lao Knowledge"**

Dok Lao Media Service continued to promote participatory media production for education and sustainable development by supporting media services to the Learning Centers and Networks within PADETC as well as providing services to other development partners in the CSO community. Its service delivery activities during 2011 included: training of 34 new film makers; conducting of Laos' 2nd Lao film festival where 3,000 viewers attended; airing of 90 radio sessions which reached an estimated 7,200 listeners; production of 17 short films jointly with youth volunteer networks in provinces - of which 15 were on bio-diversity; printed one handbook on short film making; and duplication and distribution of 420 copies of DVD.

At the end of 2011, Dok Lao Media Service started the process of registering its service as a social enterprise and hopes to complete the process by April 2012. By becoming an official social media enterprise, Dok Lao will be able to become more sustainable and economically more viable.

❖ **Social Enterprise Network– Saoban Shop:**

In 2011 Saoban shop, a social enterprise and member of the Vientiane Entrepreneur Club (VEC) for promotion and marketing rural Lao handicrafts officially became independent of PADETC's funding support and now operates on its own. This is a result of years of incubation by PADETC. The shop has really performed well this year and now attracts between 20 -30 costumers per day. Besides retail business, Saoban shop is also expanding its wholesale business to other business establishments in Laos (in Vientiane, Luang Prabang, Vang Vieng, and Xieng Khouang) and abroad (USA, Korea, Japan). The Saoban brand is getting known as a fair-trade social enterprise supporting rural women and improving the livelihoods for 17 producer communities in 7 provinces. For more details, please log on to: [www. Saobancrafts.com](http://www.Saobancrafts.com).

Saoban Shop is officially a member of Fair Trade Laos and continues to play a critical role as advisor/trainer for other new social businesses in the principles of fair-trade and responsible supply chain development. Saoban has also been invited to international Fair Trade events in Thailand and elsewhere to showcase their products and business model.

❖ **Social Enterprise Network – Sompanya School:**

Sompany school, another social enterprise which started in 2010 continues with institutional development to become a recognized alternative educational establishment. In 2011 it expanded its operation to enroll students for the primary and lower secondary level, thereby extending its education services beyond kindergarten which started operation in 2009. It now has a total of 23 teachers and 230 students. The school's professional services are being upgraded by a former PADETC volunteer who has returned after her 4 years of graduate study in Thailand in the field of holistic education. Sompanya school continues to need a lot of coaching and mentoring from PADETC's management staff to operate more effectively although increasingly the application of education for sustainable development approaches are slowly being understood by the teachers. The school now increases the use of project based and activity based learning to make learning more meaningful to students and has started to network and share experiences with other schools within the Quality School network. The Ministry of Education is very supportive of the work of Sompanya school to become a model for other schools to learn from. For pictures of activities please log on to: Facebook: Sompanya school.

Other social enterprises such as Lao Chalern Recycling, and Lao Fuel Stoves continue to prosper independently and without need for support from PADETC.

III Enabling Environment for CSO and Government Partners:

To scale up its influence on CSO and Government partners' capacity and skills, PADETC continues to develop user-friendly and tested tools (from years of PADETC's experience) that promote sustainable development which can be used by any development and education partners. These are templates promoting an open source approach to partnership and development. The followings are some examples:

- ❖ ESD with youth volunteers as driver for change – Sompanya School and the youth volunteers are working hand in hand with the Ministry of Education. Detail instruction in Powerpoint presentation in Lao language and 4 video films;
- ❖ The sustainable development model centered around quality education/holistic education (Balanced development of *Head, Heart, and Hands*) with education of the heart as the heart of education. This is a vision visually represented as a **house with 4 pillars**.
- ❖ *Wisdom Box* – simple survey method that is guided by the 4 pillars of sustainable development model. It uses strings to connect various pillars as a way to visually analyze results. It is can be called a “modern PRA” for sustainable development. See Annex 8.
- ❖ Village community land mapping using Google Satellite maps; Annex 9
- ❖ The Lao debate using simple digital video pictures to communicate concerns by members of the communities to relevant authorities for feedback and guidance. Annex 10
- ❖ Result-based meeting techniques. Video film
- ❖ To do list as personal time management techniques. Video film
- ❖ Financial management training using *Mango modules* which has been translated and adapted into Lao language. PADETC finance team is partnering up with GDG and CORD staff to conduct training for other NPAs.
- ❖ *Total Sanitation techniques* - A team of 3 young staff from the Eco-forest Learning Center has been trained to be trainers on this approach. During 2011 they have been sub-contracted by a number of iNGO's (SNV, Helvetas, Plan International, Child Fund, Namthern 2 project) to conduct training to community members in 6 different provinces.

- ❖ ***Design For Change:*** This is to be part of a global movement to make education more relevant and fund. The DFC process employs ‘design thinking’ approach to learning and focuses on developing students' creative confidence. Teachers and students engage in hands-on design challenges that focus on developing empathy, promoting a bias toward action, encouraging ideation, developing metacognitive awareness, and fostering active problem solving." (Stanford Education). This helps to improve children’s empathy, critical thinking, team-work, reading, writing and confidence. Sompanya School is introducing this to 10 schools at the moment and is looking for funding to support this in 60 more schools. It is a tool to be used in Quality School programs. DFC sample video clip: <http://youtu.be/3irbOGuEh0g>
- ❖ ***Learning House for Development*** - PADETC played a critical role in the Learning House set-up, including assignment of its key staff to conduct management coaching and serve on its Steering Committee. A total of 10 NPAs are now housed at the LHD and it is actively used by other CSOs to organize meetings, trainings, and special events.

Progress in other Areas:

❖ **Finance/Administration Unit:**

PADETC’s Finance/Administration unit continues to grow and provide good support to all PADETC’s work and increasingly also provide advisory and training support to the Finance/Administration units of all PADETC’s Learning Centers and Networks as well as to other NPA’s. PADETC’s Finance/Administration unit especially benefitted from its professional training by Mango with support from Oxfam Novib. Recently the unit conducted two separate finance training sessions for Lao NPAs and will continue to coach them on their finance management.

The Internal operation of the finance is also strong, efficient, and effective and is now trying to ensure that these systems are also in place for all of PADETC’s programme units (including the Viv Ncaug, a Hmong sisterhood group). Some of the other programme units have resisted the use of the established systems, but once they know that such practices are required by the funding agencies, they began to appreciate and comply to the use of the established systems more. This learning and maturation process has taken time, but is progressing satisfactorily.

❖ **PADETC’s Finance Situation**

In 2011, PADETC spent 335,101.32 EUR total; 26.02% was spent on Administration; the rest was spent on 8 different program activities; with the Youth Leadership taking the highest percentage of 31%, followed by the organic silk and cotton 11.23%; the Social and Environmental Enterprises 10.55%, and the other 4 program activities sharing more or less equal shares of 5%. For details see Annex 11.

It has to be noted that reports on expenditure figures is organized and reported according to the original budget structure. As PADETC evolves and smaller satellite units split off as Learning Centers and Networks, the budget lines need to be changed. In the next programme, it is proposed that the budget structure be changed to match with PADETC's new organizational structure. This will allow the financial analysis to more accurately reflect the programme strength of each of the Learning Centers and Networks.

In 2011, PADETC obtained very little additional funding. It got 20,000 USD from Asia Foundation for its Youth Internship project. In addition it also obtained some income from service delivery from various development partners/CSO. See Annex 11.

❖ Fund raising:

Fund raising continues to be an issue. PADETC continues to depend on Oxfam Novib for its core funding, the Asia Foundation and a smaller contribution from Fastenopfer Foundation. Now that PADETC is reaching the end of its funding cycle by end 2012, it has no clear indication of how it will survive beyond that date. It has been doing a good job in providing leadership and advocacy and services to other NPAs, but its fundraising track-record continues to be weak despite efforts to submit funding proposals to donor agencies. In 2011 four project activity proposals were written and submitted to:

1. USA Embassy Democracy Fund: A one-year proposal called "Empowering Youth Volunteers through Titling" of Communal Lands" was submitted. The proposal was approved for 20,000 USD. The project has been funded and is in progress at the moment.
2. A proposal titled "Youth as Agents of Democratic Change through Knowledge and Information Acquisition and Exchange" was submitted in Dec of 2010 to the UNDEF (which supports projects that strengthen the voice of civil society, promote human rights, and encourage the participation of all groups in democratic processes). The proposal with a budget request of 200,000 USD for 2 years was short listed, but the donor came back with more than 100 questions for PADETC to respond to. The last 15 questions were responded to only a week ago. We now continue to await the result of our request.
3. PADETC submitted a proposal "Media and Young People as Rights Advocates" to use media and young people as agents of change to AusAid's Human Right Grants Scheme. The project intends to bring the government authorities, the communities, private sectors, and young people to discuss and debate on various issues of development on issue of the rule of law. These debates will be broadcasted on TV. Status: the proposal for 90,000 AUD has been short-listed, approved and waiting for final contract to be signed. See project outline in Annex 5
4. A Proposal for "Design for Change Laos" has been submitted to AusAid, USAID, and World Vision to advance literacy and reading through engaging young Lao learners to develop their

own stories about relevant issues and to share them with other students in Laos. The project is requesting 300,000 USD for two years. Status: no response, no feedback yet.

❖ **Board of Directors:**

The process of development of job descriptions for the board of directors was drafted with guidance and facilitation from CORD. We have identified a set of tasks for prospective board members to meet PADETC's needs. Five persons have been narrowed down as possible board members. The next step is to fine-tune the Job descriptions. This work will be continued in 2012.

SECTION III

Principals Risks and the Milestones of risk mitigation for the reporting period

Milestone 1: Formulation of a gender policy

Despite of PADETC's strategies and activities in 2011 were taken toward the gender policy formulation (Collaboration with GDG, Houan Chai Phathana and Viv Ncuas), this policy is not yet in place and still remained for further development in the year coming.

Milestone 2: Formulation of a diversity policy

In 2011, the representation of people with diversity of background was an essential works for PADETC HO and its satellite learning centers and networks, while implementing the activities, trainings and community services. Similarly, a great support was continuously given to VIV Ncaug 'Sisterhood' for both management and capacity development.

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

PMES is in a good operation for Padetc and its satellite learning centers. In 2011, M&E team (consisted of 3 senior managers representing the Programme Unit, AR, and Admin) was set up to specifically provide onsite field monitoring support and coaching visits on a regular basis.

Serving as internal program audit, this team is conducted and reported every quarter to PADETC's senior management committee. A regular Weekly Management Meeting was held to monitor the progress and give strategic advices as necessary to the team.

Milestone 4: Model of change that includes systemic change

As indicated by the recent Impact Assessment of PADTEC, commissioned by Oxfam Novib⁶, the experience of PADETC in building its institutional system, training staff, delegation of authorities, transition of leadership is a very important indigenous experience in the process of institutional maturation. This is the first of its kind in the history of Lao civil society, and is possible because PADETC started civil society work many years ago and ahead of everyone else locally. Many Lao NPAs are looking to learn from PADETC. How PADETC continues to mature will be of good lesson for emerging NPA to learn from. However one thing is certain and as validated by the Impact Assessment, "PADETC has succeeded to date by remaining flexible, dynamic and engaged. As opportunities expand, PADETC must renew this sense of dynamism in order to stay at the forefront of the CSO sector".

Milestone 5: Economic and Social sustainability and clear exit strategy

⁶ The impact assessment of PADETC is at the request of Oxfam Novib to serve as a preparatory phase for strategic planning and future project development for PADETC.

The situation is similar to 2010, and even more complex and competitive development context, while PADETC still faces the lack of high professional staff with language competency ‘English’ to raise funds for its works. Therefore, the search for multi-year funding scheme/diversifying donor base are remained the priority for Padetc in the coming years. In 2011, four project proposals were written and submitted to donors, and only three have approved for further implementations.

Reported on the 2011 Set of Milestones of Risk Reduction or Control

Risks	Milestone of risk reduction or control
1. Staff recruitment with focus on minority groups ‘ethnicity’ is remained challenges (REMAINED VALID)	Support representative of each ethnic group to become a leader to implement the activities. Remained valid for 2012. In 2011, the good/effective advisory services provided to the <i>VIV Ncaug</i> or ‘Sisterhood’ project through a series of trainings (program and financial management). Continue to support institutional building for VIV Ncaug to become an NPA.
2. No. of project beneficiaries (direct & indirect) planned are very ambitious compared with the exciting status of staff turnover (REMAINED VALID)	The realistic planning for 2011 Annual Work Plan for each center/network have been revised with beneficiary numbers reduced substantially. Continue to use Quarterly Reviews to update number project beneficiaries and keep records for proper documentation. (REMAINED VALID)
3. Insufficient funding base for some activities set in the program. (REMAINED VALID)	Three proposals submitted to US Embassy ‘Democracy Fund, AusAid ‘Human Rights’ and UNDEF ‘Strengthen the Voice of Civil Society in Democratic Processes’ and approved. To be implemented in 2012-2013. <i>Improved fundraising capacity, especially capacity for development of high quality project proposals. If necessary allocate funds to get professional assistance for project proposal development.</i> <i>Develop possible in-house direct fund raising system (REMAINED VALID)</i>
4. Management & leadership skills remain a critical aspect for some center managers (REMAINED VALID)	Continue to build-up the capacity of CMs through a close guidance, advice/support and coach by the MCs. (REMAINED VALID)
5. Board of directors is not yet established and will be addressed when the appropriate time arises. (REMAINED VALID)	The job description for the board of directors has been drafted with guidance and facilitation from CORD. We have identified a set of jobs from various options available to meet PADETC’s needs. Not so easy to match these needs to the ability of available or suitable possible board members. 5 persons have been narrowed down as possible members. The next step is to fine tune the Job descriptions to really meet what these member can really help with but not always meet PADETC’s needs. Towards the end of the year it is decided by the management committee that it should not be expected the board members to be too involved but to help in case of emergency and unpredicted challenges. This will continue into 2012.

Proposed milestones for the next project period to measure the progress toward achieving the intended outcome and reducing the principal Risks in 2012

No	Milestones set for 2011	Progress toward achieving the outcome 2011	Proposed milestones for 2012
1	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.	<p>During 2011, A lot of time and effort has been invested in soft skills development and there are essential for foundation of the center, and long-lasting direct serving to communities and other development partners. 3 learning centers namely Eco-forest, Eco-Rice-Fish farm and Tha Teng Integrated farm are begin to the process of registration as NPA.</p> <p>A good support from HO as well as the sharing experiences with other successful NPAs is necessary</p>	<p>Continue upgrade professional capacity of all six LCs through the short & intensive courses.</p> <p>Enhance networking and & sharing best practices with other successful NPAs, such as GDG, NORMAI and Padetc's strategic partners</p>
2	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.	<p>Each center has its own filing system which full in line with the HO model 'e-file-server'. The reports 'quarterly, annually' produced by each center in 2011 are made with quiet good quality, while there is always a room for improvement on the narrative/analytical parts.</p> <p>In view of the above, a continuity of support and follow-up 'coaching & mentoring' from the HO is remained essential for the coming year</p>	<p>Further improve coaching and mentoring works from HO to support all LCs.</p> <p>A short report writing course to be organized for all CMs</p>
3	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.	To become a leading model school is relatively earlier to confirm in 2011 for Saompanya school. Meanwhile, all education techniques and tools 'ESD' are slowly understood by teachers, not yet by parents as well as its project-based, activity-based learning is shaping up slowly also. However, its networking and sharing with other schools 'quality school project' are undergoing along with a committed MoE's partner to see Sompanya become a good model for other schools to learn from.	Continue to support Sompanya to become the school model for other public and private schools in VTE
4	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	<p>In 2011, the ESD concept become well known at nationwide both public and private schools.</p> <p>Estimated 16 schools⁷ are already applied the project-based learning techniques into their classroom teaching and learning.</p>	Further support and implement the variety of teaching and learning approaches 'project-based, activity-based linking with ESD concept' in Sompanya school and quality school network.

⁷10 in VTE, 1 in KM, 1 in Sekong, 1 in Bolikhamsay, 1 in LP, 1 in XK & 1 in SY

	Education for Sustainability becomes well-known among high level educational officers.		
5	The 6 learning centers and networks obtain additional direct funding from other sources to support their activities;	<p>All centers are doing very good jobs at the implementation aspect but the fundraising is threatening its very existence and in 2012 the fundraising continues to be an issue for the learning centers.</p> <p>In 2011, three centers (SHB, TT and PYN) have been able to generate the incomes from training delivery services, and that are back to support the operational functionality of the centers.</p>	<p>Facilitate and support LCs in writing project proposals through a specific workshop ‘</p> <p>Encourage CMs to meeting with the potential donors operated in the country</p> <p>Improve marketing strategy for all LCs through various tools of communication such as film, video, and publication</p> <p>Networking with other NPAs & iNGOs</p>
6	Assisting some chapters of youth volunteers in outer provinces to write proposals and obtain additional funding directly;	It is yet undertaking, and remains to be of the key milestone in 2012.	<p>Continue to assist youth groups on resource mobilization through various activities and services for development agencies.</p> <p>Organize a short-course on writing project proposals</p>
7	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)	<p>There were few big attempts to compete for fund by writing project proposals. In 2011, 4 proposals were written and submitted to:</p> <ol style="list-style-type: none"> 5. USA Embassy- Democracy Fund with 20,000 USD funding approved. 6. AusAid- Human Right Grants Scheme with 90,000AUD approved 7. UNDEF- Strengthen the voice of civil society in democratic processes. \$180,000 requested and is at the final review process. 8. AusAids, USAID, and World Vision-project -Design for Change Laos”. \$300,000 requested no response, no feedback yet. <p>The Impact Assessment has been completed in March 2012, in which the 3 key areas of recommendations ‘<i>the establishment of a fully functional Board of directors, PADETC’s registration as an NPA and the drafting and submission of new project documents to secure funding for the medium term</i>’ are relevant and will be used as an vehicle to developing the long-term strategic planning for the next cycle 2013-2016.</p>	<p>Continue to look for a high professional consultant to develop the project proposal for phase III of Padetc (2012-Impact Assessment Report to be used as the basis for new phase).</p> <p>Continue to develop/write new project proposals and submit to all potential donors within and outside the country.</p>
8	Create strong alliance between the youth volunteers, the development monks, and quality school networks to	There progress in making alliance between youth volunteers and quality schools, especially in Xieng Khouang province. Alliance of youth and monks started to work in Sekong and in Khammouane	Continue to develop in 2012

	work together as a team to transform and to empower the grass-root community towards a sustainable and just development pathway.		
9	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.	At national and international levels the Director continues to promote PADETC work in relation to its model of sustainable development and Education for Sustainable Development. Detailed in the narrative part of the report.	Remain valid in 2012
10	Production of a documentary film on ESD or “Education of the 21 st Century” to advocate the links between education and sustainable development;	<p>One Film produced titling ‘Inter-general learning’ at the Eco-rice-fish farm ‘Apyanivej’</p> <p>Two presentations were made by the Director: One in Xieng Khuang province, the other at the Capital City of Vientiane, on “Education of the 21st Century” Where over 60 education authorities attended.</p> <p>Publication of one article in Lao language on “Different Ways of Doing Meditation and How it Strengthen One’s Mind”.</p> <p>Publication of Basic Study for Building a “Broader ESD Model” for Developing Countries with Creation and Dissemination Related Multi-media Materials (A join study conducted in XK with the University of the Secret Heart, Tokyo, Japan).</p>	Remain valid in 2012
11	Continue documentation of PADETC’s best practices/success stories to inspire other emerging NPA’s and to attract support from potential funders;	<p>In 2011, as a Consortium member, Padetc was very active in developing the project proposal ‘Supporting Civil Society for Inclusive Development, Poverty Alleviation and Good Governance in the Lao PDR’. SIDA is highly interested to fund this. By May 2012, the project ill approved and launch the project implementation officially.</p> <p>A number of films, mini-hand books and booklets made by the Learning centers during 2011, is now available for use of NPAs. Please see Annex....’2011 publication’.</p>	Continue to further develop in 2012
12	Update PADETC’s website to reflect its current decentralized structure, profiles of the centers/networks and their new areas of work/services	In 2011, due to the lack of IT expert, the website is yet progress as planned, while the structure, the profiles/contents are already made by the centers and networks.	IT expert to be recruited with a short-term contract in May-June 2012

SECTION IV

Conclusion and Lessons Learned

The present development policy trajectory of Lao PDR is likely to maintain its present course, given the strong economic indicators generated by this policy approach. PADETC continues to have an urgent and vital role to play in ensuring that development in Lao PDR is not valued by economic indicators alone, but includes social, ecological, cultural and spiritual dimensions as well.

In 2011, PADETC's organizational and leadership transition is maturing and progressing in the right direction. This reflects the capacity of PADETC to be flexible, realistic while staying on-top of the evolving political, social and economic change taking place in Laos.

As always, this has been possible mainly because of the opportunities, support and trust shown to PADETC by Oxfam Novib. PADETC would like to sincerely thank Oxfam Novib for its unfailing and steady support all these years and it looks forward to continuing this partnership into the future.

ANNEX 12: Operational Budget for the Next Project Year, including the Opening Balance

Balance sheet date: 31 December 2011 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 2011)

ACTIVE/ASSETS	Last FY	Second to last FY	PASSIVE/LIABILITIES	Last FY	Second to last FY
Current Assets	2011	2010	Current Liabilities	2011	2010
Cash on hand and bank balances	530,465.99	526,214.89	Accounts payable - monies you must pay to your creditors within twelve months	240,738.06	290,419.52
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)	175,718.03	215,835.09	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.		
Fixed Assets – Long-term investments with a life greater than one year.	12,872.20		Long-term liabilities - debts and other monies you owe such as a mortgage that must be paid after twelve months.		
Buildings			Historical balancing	478,318.16	451,630.46
Office furniture					
Office equipment					
Other (itemise)					
Opening balanced from previous years			Capital fund, general reserve or retained earnings of unrestricted assets		
			Designated fund of assets whose use is temporarily or permanently restricted		
TOTAL ASSETS	719,056.22		TOTAL LIABILITIES AND EQUITY	719,056.22	742,049.98

Note: The financial audit report for 2011 is to be made available in April 2012.