



## ສູນອົບຮົມຮ່ວມພັດທະນາ

Participatory Development Training Centre (PADETC)

P.O.Box 2147 Vientiane Lao PDR.180 Nakham of Luang Prabang Road.Sikhot Vientiane.Tel & Fax (856-21) 219130

*E-mail: padetc@etlao.com*

---

## ANNUAL REPORT

2009

**Name of the Project: Padetc 2009 - 2012**  
**Project Number: LAO-501623-0006078**  
**Report Period: January – December 2009**  
**Date of Submission: 17/03/2010**

**Logos of Donors who support this project: Oxfam Novib**

**TABLE OF CONTENT**

**PAGE**

Part I: Analytical Section:.....3  
Summary .....3  
Section 1: Organizational Development.....5  
Section 2: Evidence of Impact and Policy Practice Change .....8  
Section 3: Outcome achieved intended and unintended.....17  
Section 4: Principal risks and the milestones of risks mitigation for the reporting period.....22  
Section 5: Table of beneficiaries.....24  
Section 6: Conclusion and Lesson learnt.....27  
Section 7: New set of milestones of progress for the following year.....28  
Part II: Detailed description of activities.....30

## Part I

### ANALYTICAL SECTION

#### **Executive Summary:**

After more than a decade of hands-on experience in the field in leading innovative bottom-up approaches of development - from sustainable agriculture, youth development, and support to improvement of education at school level, PADETC has restructured its organization to capitalize on its strengths to move towards greater focus to institutional development and capacity development to become more effective in “development servicing” in areas of PADETC’s experience and comparative advantage.

After completing the EC-funded project at the end of 2008, PADETC has focused on transforming itself to become a “Learning Organization”. Through restructuring and intensive in-house training and coaching during most of 2009, its program leaders and managers have developed higher levels of professionalism and competencies. Its’ general support staff have also be upgraded in various skills. As a result, PADETC’s organizational and management foundation has become much firmer, enabling PADETC to more effectively play an advisory and capacity development role for facilitation and promotion civil society growth in Laos. Moreover, its’ reputation as an agency to lead youth development, holistic education, and facilitation of clergy for social engagement for faith-based community education and development has become widely recognized inside and outside Laos.

*PADETC’s 3 Learning Centers and 3 “Networks” have been developed.* While the management skills of their leaders are still in need of strengthening, a much stronger sense of ownership has taken root in all the centers and networks. Demand for their training services has also increased steadily, with clients coming mainly from government institutions, development agencies, and private sector organizations and individuals. Despite the time and effort spent on reorganization, PADETC has come close to or exceeded its planned levels of activity for 2009 for all four key Outcomes.

In terms of achievements, implementation of field activities and outputs ranged from 57% -210% of the 2009 Action Plan. The wide range reflects the varying staff capacities, changing working environment, and the need for PADETC to be fairly flexible and re-adjust its plan according to actual opportunities and constraints.

Financially, PADETC continues to look for additional funding but it has so far not very successful. This reflects PADETC’s continued weak capacity to write compelling proposals, because of the limited English language skills among its staff. For this reason, PADETC is still basically relying on the core grant from Oxfam Novib. Three concept notes have been sent out and one draft proposal was developed and awaiting response. PADETC hopes that these efforts will yield some positive results and improve the funding situation in 2010.

The organizational transition of PADETC is taking place also during a period when Laos is experiencing very rapid social and economic transformation. Taking advantage of the

Government's cheap land concession law, foreign investments are rapidly pouring into the rural areas, especially for large-scale industrial mono-cropping (rubber, sugarcane coffee, etc.), mining, and other resource extracting industries. This has drastically changed the patterns of land use and landownership in many parts of Laos, and has seriously undermined the food security 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.

Operating against such a back drop of major social and economic transformation is both a challenge and an opportunity for PADETC. For PADETC, the greatest challenge is to compete for the attention, time and support of government officials for its development ideas and approaches with the growing number of larger and much better resourced private business and development players. At the same time, new opportunities have opened up for PADETC for its development servicing (training/practicum; and private business development, etc.) as demand to upgrade individual and organizational capacities among the staff of local government agencies and private organizations are also on the rise.

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

In January 2009, the operations of PADETC I has been transformed into PADETC II, which comes out of the synthesis of best practices of PADETC I and a new visioning of where PADETC should be in the next 10-15 years. PADETC II is envisaged to be organizationally, technologically and managerially capable to provide professional development servicing aimed at having a greater impact upon development policy directions and people's livelihoods in a participatory and ecologically sound manner.

There are six satellite learning centers linked together in a network of complementary training-cum-demonstration centers. Each has its own manager and technical mandates for a common objective of making Laos a more liveable society. Together they become a strong force to influence young people, educators, and policy makers on Integrated Education and on Sustainable Development. The seventh center is the main office which supports overall coordination and quality assurance.

**Commonalities that connect the centers and networks:** The centers and networks will be developed to provide cost-recovery development servicing, comprising training (short and medium-term courses); practicum sites for real life demonstration and extension work; sites for exhibition and product promotion; and centers of documentation of best practices through a shared network of resource persons.

Overall multiple year program planning (4 years 2009-2012) is based on commonly agreed goals and general objectives. Each satellite learning centre determines its own set of SMART objectives and SMART indicators (outputs and outcomes). The objectives and indicators are presented in a general strategy annual planning workshop, called PADETC II Assembly Meeting, in which specific plans are shared, cross-cutting activities are discussed, and action planning and timeframes agreed and consolidated into an overall Annual Action Plan.

Within the current 4-year program cycle, each satellite learning center implements two types of extension and training work. Externally funded activities are done free of charge for the target communities. For business people and for other development agencies, including government agencies, a reasonable market rate is charged. The proceeds come back to maintain and improve the operation of the centers. It is expected that progressively servicing for fees will be the predominant mode of training and extension.

**Head Office:** Oversees the coordination and quality control of all satellite centers. It calls bi-annual meetings of directors from all centers to review implementation of previous plans and approve new plans. It plays an advisory role on management issues such as human resource management, overall financial oversight, resource mobilization for core costs, and donor servicing and reporting.

*Staff – Over Management and Oversight:*

- **One Director** who oversees the entire network of PADEC II, with respect to policy direction, coordination and quality assurance. Together with directors of satellite centers, the general director approves annual operation plans for programs, advises and facilitates coordination among the centers, and resolves management and staffing problems as needed. The Director, as the chief executive of Padetc II, represents the office and liaises with funders and government authorities.
- **One executive secretary** to assist the Director and to support Director to monitor and coordinate the clerical operations among the satellite centers.
- **A team of 3 action researchers** to design and oversee the capacity development for monitoring and evaluation of the centers, as well as conduct regular coaching for quality, productivity, and compliance with overall program direction of Padetc II
- **A team of 5 people for administration and finance** to oversee and monitor the implementation of professional accounting and management standard for all satellite centers.
- **One clerk and two general support staff**

**Operational concept at each learning center:** Each center runs its day to day operation rather independently. But its overall annual plan must be presented and agreed upon or approved by the head office and directors from other fellow satellite learning centers at the beginning of each year. The centers may have partial funding support from the head office, but is mainly responsible for the overall fund raising and income generation to maintain and expand its own operations. It is responsible for designing its own products, package them attractively, and promote them.

*Staff - considered as field staff:*

- **Center Manager:** oversees all program activities in a holistic way, and liaises with main office, funders, and customers/clients. He or she is responsible for the operation and management of his/her satellite center, but can hire and fire staff only with approval of main office.
- **One or two trainers:** support design of, and conduct quality and effective training. They also develop a network of alumni to ensure that the transferred skills are utilized to improve the livelihood of people, the *liveability* and ecology of their community.
- **Workers:** the number and function are to be decided by the center manager.

**The six satellite learning centers and networks are:**

1. Tateng Organic Farm (located in Sekong Province): for promotion of organic silk, vegetable, and fruit production; fish and goat raising.
2. Na Khoun Noi Temple (28 km from Vientiane) and Saphantong temple (in town): for promotion of ethics and *'the heart'*.
3. Sang Hua Bo Eco-learning Park (38 km from Vientiane): for promotion of ecological and community forestry.
4. Sompanya School (8 km from Vientiane): for promotion of quality and integrated education.
5. Vientiane Enterprise Club (VEC): for promotion of social and environmentally-friendly enterprises; no office yet.

6. Nong Beuk Eco-rice-fish farm (5 km from Padete's Head Office): for promotion of ecologically sound rice farming practices.

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

In 2009, PADETC continued to step up its efforts to advocate and promote Education for Sustainable Development (ESD) concepts through its various programs and activities, strengthening the capacity of agents of change among the youth, clergy, the communities, and the local authorities.

The engagement of the Buddhist clergy in advancing concepts of sustainable education and development has also paid off. More temples are interested in cooperating with Padetc, especially for training, to build the clergy's capacity for social engagement and development of their communities. This has resulted in the Sangha becoming recognized by the State and civil society as an important social force to counter negative social and environmental challenges that come with rapid urbanization and social change.

The learning centers and networks are fast becoming thriving centers of learning and practice and have capacities to provide training on demand on a subsidized or fee-paying basis. Demand for training is high, but funding constraints both on the part of Padetc and the client organizations capacity to support have limited expansion of such services.

Promotion of small and medium enterprise development for small producers (especially rural women) have advanced in 2009. As a result capacities of small producers to plan, manage and produce and market quality products has improved. The inclusion of micro-finance into the project has also meant that small producers can have access to credit for business start-up or expansion. In addition, the promotion of fair trade principles in its village enterprises has meant that producers get a fair price for their products. All this has led to improvement of household income, improved social security, and better livelihoods for the producers.

In summary, through the multi-various mutually reinforcing activities and projects, and through its practical training and demonstration at schools, field-based demonstration sites, Padetc has significantly influenced policy direction and practice towards child-centered integrated education, increased credibility and space for youth and community participation, and enhanced awareness on environmental sustainability and cultural integrity, and improved livelihoods at the community level.

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

In the second quarter of 2009, Padetc, in partnership with the Department of Physical Education (DPE), Ministry of Education (MOE) successfully organized a youth program review workshop in Thalat, in which standards of the youth volunteer selection and recruitment procedures were revised and improved. During the same period, Padetc, with support from an advisor, also facilitated a review workshop on 'Improving Youth Training Curriculum'. Using the new curriculum, 67 young volunteers in two target provinces (Sayaboury and Xiengkhoung) were trained and followed up with 'community services' for promotion of awareness of climate change, environmental protection, community sustainability, and ethical knowledge.



Together, the standardization of recruitment criteria and procedures and revision of the Youth Training Curriculum have been endorsed by the DPE and applied to all youth volunteer programs throughout the country to streamline and guide the recruitment and training curriculum of youth volunteer programs nationwide.

Significant advance has also been made in promoting the model of Quality School child-centered and integrated teaching and learning approaches pioneered by Padetc. In 2009, another 38 schools in Sisatanak district of Vientiane Municipality have been incorporated into the Quality School Network resulting in significant improvement in education delivery in the district, resulting in Sisatanak district declared as a 'District Education Model'. Further adoption of the Quality School curriculum has been expanded in three provinces (Vientiane, Sayaboury and Xieng Khouang) through training and practice. At least 322 new teachers from these 3 provinces have been trained to use these approaches reaching some additional 9,663 students.

PADETC's supported instructional VCD for teachers developed since 2007, have finally been approved by the Sisatanack Education Office for distribution in 2009. As a result, 10 titles of instructional VCDs have been distributed to 1,440 teachers and are now used in 75 primary schools benefiting at least 21,600 students. Demand for these instructional VCDs was so high that schools and teachers who did not receive copies often copy them from their fellow-teachers to guide and improve their teaching.

Development of the indigenous knowledge curriculum and teaching materials using 20% of curriculum time allocated to "local curriculum" is also making progress. In 2009, the use of indigenous knowledge to support integrated teaching and learning approaches have been developed for three main subjects (Mathematics, Lao Language and World Around Us) using illustrated cartoon books based on traditional knowledge like *Papaya Salad*, *Growing Morning Glory*, and *Earthworms Raising*). These have been tested in 21 schools in 3 target provinces. Additionally, in collaboration with Vientiane Agriculture College, Padetc also initiated the development of an indigenous knowledge curriculum and teaching materials to promote the value of traditional agriculture. School authorities and community participants where these materials are piloted are enthusiastic about the use indigenous knowledge to enrich the curriculum, meaning that the pilot curriculum and materials developed will be disseminated for more widespread use in the near future.

Sompangna School also now serves as a private learning center for teachers and volunteers to support the expansion of quality learning and teaching through activity-based learning. In 2009, 400 teachers from 59 schools about 20 volunteers were trained and upgraded their teaching, leadership and management skills.

As a result of the positive impact of the Quality School learning and teaching approaches and the appropriateness of its teaching materials and tools, the Ministry of Education, with support from UNICEF, has incorporated and disseminated many of the Quality School concepts and methods to 8 provinces, thereby expanding the impact of the Quality School approach to many more schools. And to showcase Padetc's innovative approach of involving youth in education, Television for Education Asia Pacific, in 2009 produced a film called "It's Alive" (in English)

under the series “Saving the Planet” which is distributed and broadcasted globally. Feedback on the film has been very positive and highly rated in a number of websites. The film will be translated into Lao for wider access for the Lao public.

With the Quality School and Youth Development established as “models of best practices” Padetc’s support to implementation will be further reduced to channel its energy to mobilizing and advising integration of holistic education into mainstream education systems. For this reason, in 2009, PADETC’s Director was very active in technical consultations and workshops for senior level education officials in Laos and in the region, sharing experience and ideas on options and strategies on holistic education and sustainable development.

### ***Buddhist clergy promoting sustainable and ethical life style and practices in schools and communities***

In the course of 2009, the involvement of the Buddhist clergy for promotion of ethical values and lifestyle in schools and communities has further taken root in terms of the breath of activities and scale of reach.

During the year, some 233 Buddhist clergy (among them seven nuns) were trained to shore up the work of Dhamma Sanchorn (Mobile Dhamma) for school and community development. Training focused on awareness of Buddhist teachings and practice of harmonious living between nature and man. Fourteen Buddhist monks were selected to be trained as trainers and community mobilizers resulting in them leading 51 consecration ceremonies<sup>1</sup> of community assets (e.g. community forests, community fish ponds, etc.) as protected areas for common use. More than 10,000 community members and students were in attendance. These consecration ceremonies have successfully mobilized communities to value their community assets and take action for its protection and maintenance to benefit the entire community and for future generations.

The Buddhist networks also continued to conduct seminars/community service on “Mindfulness Living” in which more than 2,000 people participated. In addition, the Dhamma Sanchorn monks also lead school campaigns and temple events on “Drug Prevention”, “Keeping Schools Green”, etc.

The Buddhist clergy network also actively used the mass media to take its messages on engaged Buddhism for sustainable development to the public. It now publishes a Newsletter 3 times per year, and produces CDs on “Lao Culture”, “Curriculum for Dhamma Teaching” for dissemination. Dhamma Sanchorn also regularly broadcasts programmes on education, environmental protection, and spiritual well-being on national TV and radio. Through these channels, the public is exposed to issues on development from a faith-based perspective. In recognition of their positive influence and active contribution to social and educational development, 15 Buddhist monks were awarded “Appreciation Letters” from the authorities of Sisatanak, Pakgum and Chanthabury districts.

---

<sup>1</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.

With regular support from Padetc, Nakoun-roy Temple and the Buddhism Teacher Training College has been developed as a Training Center for ‘Engaged Buddhism’. Experiences on engaged Buddhism in education and development were also regularly shared between Padetc and the Spirit for Education Movement (SEM) in Thailand for networking and learning of lessons. Such networking and sharing has expanded the perspectives of the Buddhist clergy on sustainable development issues and brought about increased understanding of the common development challenges in the region.

With the expanding scale and scope of engagement of the Buddhist clergy in development and education, the prestige of the Lao Sangha as a credible faith-based social institution has increased. It is now recognized as more than just a ceremonial and temple-based religious institution. As the Buddhist Sangha is highly respected in the Lao community, its potential as a real force for positive change is increasingly recognized by the state and by development partners. Padetc has therefore played a crucial role in bringing to the fore this previously under-utilised social force within Lao society. In 2010, Padetc’s cooperation with the Buddhist Sangha is expected to grow.

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

Learning and demonstration for sustainable livelihoods have been fully established through the activities and services provided through its 6 service centers and networks. A brief summary of the achievements accomplished by these centers and networks in 2009 is provided below:

**Sang Hua Bo Eco-Forest Park** has been established and is now fully operational and serves as the ecological learning center for Padetc’s stakeholders and its networks. A functional management system<sup>2</sup> with rules and regulations were established along with the building-up of the capacity of the center manager and its staff. The center profile and available services (in Lao) will soon be posted on the PADETC website.

Operated for only one year, the center has succeeded in building-up good relationships with the local authority as well as village schools. The center now works closely with the nearby villages and schools through the schools’ volunteer groups, and village Lao Women’s Union and Lao Youth Union groups on issues related to protection of community forest and water resources and education of land issues.

Some outputs included:

#### Training and community organizing services

- 472 youth volunteers trained on leadership skills and followed with field practices ‘to learn and respect the value of community and its traditional knowledge in regard to forest and water resources management’.

---

<sup>2</sup> Availability of Operational structure, Profile, Log frame, Quarterly Plan and Annual Plan

- Training services provided to over 200 people, from different civil society organizations working in Laos, training them in topics comprising environment/ecology, voluntarism, youth leadership, and team-building.
- Completion of training module<sup>3</sup> for youth comprising topics on TOT; life skills; analyzing and prioritizing skills; volunteerism; and community development focusing on reforestation.
- Production of a training video, 'Forest for the Future', and a short educational film "Are you Happy?" for the Vientiane Film Festival jointly hosted by Lao National Film Department and DED in March 2009.
- Participation of more than 400 Sang-Huabo villagers in community services addressing issues of community forest and natural resource management.
- About 30,000 seedlings have been produced and 10,000 trees planted in Sang Huabo Eco-Forest center.

**Thateng Organic Farm/Learning Center** has been established in the Bolevan Plateau in Sekong Province and is fully operational as an agricultural vocational training site with an efficient management and administrative structure. In 2009, it has further improved its servicing capacities, especially with services offering training in agriculture, goat raising, silk production (mulberry plantation with silkworm-raising), and production of organic vegetables. Its training and practicum services are increasingly in demand not only by students and staff of agriculture institutions and NGOs, but also farmers from surrounding villages and other provinces. Also, the Thateng Farm has attracted quite a number of tourists interested in farm stays as part of their eco-tourism experience.

Examples of outputs in 2009 include:

**Training and Research Services:**

- 122 farmers were trained on integrated farming and goat-raising; and of these, 25 farmers were trained to become Village Trainers. They now provide the services in their own communities in Bolikhamsay, Khammouane and Sekong provinces. Also, two farmer groups comprising 60 members were formed in Thateng and Paksong districts.
- 30 young volunteers from Sekong province have trained on organic farming with the expectation that they will use the skills learned to promote organic farming in schools and in communities.
- Seven agriculture students from the Vientiane Agriculture College successfully completed their field research/thesis at Thateng farm. Shortage of funds prevented Thateng Farm from accepting all of the 30 applicants from the College.
- 12 young volunteers from Sekong Province completed an action research/ case study on 'The Use of Chemicals in Farming at Lackhao village'. The research which focused on field-based learning involving farmers resulting in an

---

<sup>3</sup> The above module is now available for use

interesting report and recommendations using an innovative ‘comic life’ format which has been produced in Lao and English. (see Annex 1).

Development of Educational tools:

Three training modules drawn from Thateng’s technical experience were developed:

- Mulberry and silkworm raising
- Home garden
- Goat raising
- One video film on the organic farm has been produced and is available for use

Thateng Organic Farm/Learning Center has gained reputation as a demonstration and learning site for students, young people, teachers, and farmers. More than 55 people, including tourists, have visited the farm. In July, Thateng farm received a delegation of high level officials led by the Minister of Agriculture and Forestry on the basis that the Minister has heard about the farm.

(The center profiles along with all detailed information in Lao Language have been posted at Padetc’s website.)

**Nongbuek Eco-rice farm/learning center** was successfully established with the aim of promoting ecologically sound rice farming practices and a vocational training site for students and farmers. To upgrade agricultural technical skills, four technical staff attended intensive training on Eco-rice farming systems in Suphanburi Province, Thailand. The farm is still in early stage of development, with work in 2009 concentrating on getting the system in place, prior to expanding its services to the public. Currently, a ‘40m x 40m’ demonstration plot for eco-rice farming has already been established, and eight fish ponds have also been dug to demonstrate eco-fish culture. In June, about 259,000 fingerlings were released into five nursery ponds, and other 67,840 fingerlings were released into the rice fields. Although not all the systems are fully operational, some public services were also delivered in 2009; some examples include:

Training/technical services

- 39 farmers (7 are women) were trained on seed rice preservation and selection and eco-rice farming techniques.
- Technical advisory services to upgrade fish farming techniques in two community fish ponds in Samket and Veingkeo villages
- Sale of 100,000 fish to farmers and after-sale technical/advisory services to buyers.
- 77 visitors, of which 67 are youth volunteers, visited the Nongbuek center to learn about eco-rice farming, land preparation, making organic fertilizers; and healthy foods.

Because of insufficient skills in writing handbooks, the production of training handbooks on eco-rice production has not yet been completed, but is planned for 2010.

*Vientiane Entrepreneur Club (VEC)*<sup>4</sup> is well established and today provides excellent services in promotion of small and medium scale business for rural entrepreneurs, especially women. Members of the VEC receive support in the form of training in business planning; regular meetings for group members to share business ideas and information; opportunities to showcase and sell their products at trade fairs/exhibitions; and also micro-loans for business start-up or expansion. In 2009, VEC has a membership of 299 members (>90% are women), and about 142 members have been trained on business management, product improvement; customer servicing, including home stay as part of promotion of 'eco-tourism'. As many of the VEC members are village crafts producers (mainly organic silk, cotton, and bamboo products), VEC also trains members in fair trade principles in terms of pricing and operation and compliance to protect the interest and rights of producers, especially rights of women and children and link them to fair trade import and export outlets in Laos and abroad<sup>5</sup>. With PPP (Private Public Partnership), VEC assistance also focused on supporting brand building for producers through product displays, product advertising, improvement of quality control and supply chain. To provide a marketing outlet for producers, Padetc also operates a retail shop in Vientiane called "Saoban Shop" as a place to market village handcrafts of VEC members for domestic retail and for export.

VEC also promotes partnership with other Padetc learning centers, by opening up opportunities for any of the center staff or partners to upgrade their business management skills and become VEC members. At VEC fairs, other centers are also encouraged to showcase their products and advertise their services.

As a result, VEC has supported the improvement of livelihoods of rural producers, especially women, through empowering them with skills and opportunities to establish their own businesses, improve household income, and provide rural producers, especially young girls and boys with economic alternatives at home rather than migrate to the cities. At the same time, Laos' rich culture and tradition of village handcrafts is promoted and sustained.

In 2009, VEC outputs include:

#### Training and Marketing Services

- Two training courses for 15 technical staff trained on Micro-finance Best Practices and Credit Administration (in cooperation with DED).
- 56 women from Bolikhan district trained in business planning and product improvement
- Monthly meetings among VEC members for exchange of information and sharing of business opportunities (e.g. sharing of orders between producer groups).
- Organizing one pilot eco-tourism trip for a small group of Japanese tourists to Thaphoxay Village to test potential for expansion of "village handcraft-cum-homestay tour"

---

<sup>4</sup> The Vientiane Enterprise Club started to serve entrepreneurs

<sup>5</sup> Among the fair trade principles observed among members, include ensuring that producers do not exploit child labor, ensure that their children receive proper education and health care; and do not exploit women.

- Participation in products fairs in collaboration with business groups in and outside Vientiane for product promotion and sale, such as:
  - Food festival in Vientiane capital<sup>6</sup>
  - Villager's Fair organized by the Vientiane Women's International Group
  - Mekong Fair at Udon Thani Thailand<sup>7</sup>
  - Interior Lifestyle 2009 in Tokyo Japan<sup>8</sup>
  - Folk Art Market 2009, Santa Fe International in New Mexico USA<sup>9</sup>.

#### Product Branding and Promotion:

- 1,000 copies of brochures,
- 500 copies of product sheets,
- 3 big banners and 4 signage used for exhibition and relevant events
- four success stories published in Saoban Webpage
- Promotional materials in Lao Start, Lao TV channel, and Vientiane Times newspaper and Interior lifestyles columns of 'Magazine 2009', etc.

#### Micro-finance support

- 62 small and rural entrepreneurs received loans amounting to US\$ 8,865.
- 35 rural entrepreneurs received loan support from UUCS 'Unitarian Universalist Congregation of Salem' amounting to USD\$ 2,140;
- On-the-job training for small and rural entrepreneurs before releasing the loans.
- Setting up on one display room for VEC members for handcrafts in Thaphoxay Village

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

Public information and dissemination is an important aspect of Padetc's work and serves as a cross-cutting support mobilization and education tool for its various projects and activities to raise public awareness and understanding, and influence debates of development policies and alternatives. At the same time, Padetc also emphasizes production of multi-media user-friendly tools for practical learning of all its project partners in schools, communities, and organizations to build skills and promote practices for positive behavior development and change.

Examples of outputs in the area of public information and dissemination include:

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

- More than 20 films produced by local film producers, including Padetc's center managers, focusing on environmental protection and sustainability (community forestry or community fish pond) for a 3-day film festival "Liveable Laos" in March organized by Padetc's media unit in cooperation with DED. The film festival was

---

<sup>6</sup> Vientiane Business Women Association

<sup>7</sup> Lao Handicraft Association

<sup>8</sup> Lao Commercial Chamber

<sup>9</sup> Orijyn Company in USA

attracted thousands of people, including government officials, the diplomatic corp, and Lao people. After the film festival the films continued to be regularly broadcasted by the TV stations.

- In collaboration with TVE Asia Pacific, a short-film 'It is Alive' showcasing Padetc's Quality School/Youth Volunteer teaching and learning approaches was produced and available to the global audience.
- Two dubbed/updated films have been received from TVE Japan - 'Japanese experiences on Pollution'. These have been screened to all Padetc learning centers, including to the youth volunteer groups.

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

- Two major educational films have produced: 'Dream of the Future' and 'Integrated Farming System'. These films are to be used for teaching of indigenous knowledge.
- Instructional videos produced as part of the Quality School project, and other teaching and learning tools developed for Education for Sustainable Development and Social/environmental Enterprises are uploaded and made available on PADETC website.
- Training manuals and handbook produced by the various training centers and networks.

#### Documentation of Lessons Learned and best practices

These publications are to support continuous learning support within Padetc and for partner organizations interested in building organizational and staff capacity for development management and support's Padetc mission of being truly a participatory learning and training center.

- Handbook on "Management & Leaderships with Coaching Skills". This handbook is based on materials used for training of Padetc's Center and Middle Managers and is now made available to all centers and uploaded on the Padetc's website for access by other organizations.
- A series of 'human interest stories' and "success stories" also available on the website (see Annex 2).
- Profiles of the six learning centers and networks and management structures.
- Project Management and Evaluation System developed by the Action Research Section of Padetc.

With the reorganization process completed by end 2009, Padetc's Director focused more time and energy in high level mobilization and advocacy events and national and regional networking. His facilitation and advisory services were sought for a number of important workshops and seminars related to education reform, youth development, and sustainable development and attended by senior government officials. In addition he was invited to serve as keynote speakers in a number of international and regional conferences and workshops on sustainable education for development (UNESCO workshop in Bangkok) and youth forum (Korea). These high level advocacy activities increased Padetc's credibility and helped influence policy directions on education and development.



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

Expected Outcomes	Verifiable Indicators of Achievement	Verifiable Results Achieved in Year 1
<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> <p>67 young volunteers in two target provinces<sup>10</sup> were trained and followed by ‘community services’ with promoting the awareness of ‘climate change, environment, communities, and ethical knowledge’</p> <p>No official data/report available from education offices ‘Sinak, Saysetha, Saythany and Sikhot’, which will be collected in the coming year.</p> <p><b>Quality Schools</b></p> <p>The concept - ‘School Model’ was promoted in 15<sup>11</sup> primary schools in 3 provinces. With this concept, QS project had played a crucial roles in supporting and providing advice in regard to the quality of teaching and learning approaches, promotion of environment, local knowledge, and use of media for education’.</p> <p>Instructional Videos ‘Lao language, World Around Us’ produced for the teachers. Cartoon book ‘5 topics on local knowledge’ drafted (printing in 2010) 63 teachers from 21 primary schools<sup>12</sup> have been trained and integrated teaching of local knowledge into their classroom teaching plans.</p> <p><b>Buddhism for Development</b></p> <p>233 Buddhist monks (7 are nuns) trained on community development, Development of Head, Heart and Hands (“3H”); Man and Nature. 14 Buddhist monks trained as trainers and performed 51 ‘consecration ceremonies’ of natural and community assets (Forest, Community fish ponds, etc) and promoted the respect and protection of community well-being. More than 10,000 students and community people attended.</p> <p>&gt; 2,000 people have joined community services/seminars on <i>Mindfulness Living</i> conducted by Buddhist monks, which are also linked to Drugs Prevention campaign, Keeping schools green, etc.</p>

<sup>10</sup> In Sayaboury, 33 young volunteers (17 are female) and 34 young volunteers (17 are female) in Xiengkhouang.

<sup>11</sup> 15 schools in VTE, 5 schools in XK and 5 schools in Sayaboury

<sup>12</sup> 11 sch in VTE, 5 schools in XK and other 5 schools in SY

Expected Outcomes	Verifiable Indicators of Achievement	Verifiable Results Achieved in Year 1
<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>  Provided an excellent opportunity for the small and rural entrepreneurs. Various forms of meetings, mini-review workshops and VEC regular visits took places to support and encourage all members to exchange/share their technical knowledge, expertise and marketing experiences.</p> <p>-299 VEC members (&gt;90% are women), out of them about 142 members have trained on business management, improving the techniques of products, quality control as well as customer services system, including the home stay ‘eco-tourism’<sup>13</sup>.</p> <p>- Product advertising, branding, quality control, supply chain developed for village weavers of Thaphosay and Bolikan.</p> <p>- Participated in numerous trade fairs and shows to showcase products and promote marketing and sale</p> <p><b>Nongbuek Eco-Rice and Fish Culture Learning Center</b></p> <ul style="list-style-type: none"> <li>- 8 fish ponds dug in Nongbuek center;</li> <li>- Fish raising training and technical services provided to villagers and youth</li> <li>- 259,000 fish fingerlings<sup>14</sup> were released into the five fish nursery ponds and other 67,840 fish fingerlings released into the paddy fields.</li> <li>- 100,000 fish sold</li> </ul> <p><b>Sang Huabo Community Forestry</b>  Sang Houabo Eco-Forest Park fully operational.</p> <ul style="list-style-type: none"> <li>- 472 youth trained on leadership skills, followed by tree planting practice.</li> <li>- At least 10,000 trees have been planted in the center.</li> <li>- 400 villagers participated in the community services organized by the center, addressing issues of community forest and natural resource management, replanted another 4,000 trees, in the center and over 50 trees in school yards</li> <li>- Tree nursery established for propagation of saplings and plants</li> </ul> <p><b>Thateng Organic Farm</b>  Thateng Farm established<sup>15</sup> as demonstration and agricultural vocational training site. Main activities were undertaken include agriculture training, goat raising, silk production (mulberry plantation with silkworm raising) and organic vegetable/gardening.</p> <ul style="list-style-type: none"> <li>- Built one silk worm house as breeding center for silkworm raising.</li> <li>- 4 hectares planted with 2,600 mulberry trees;</li> <li>- 10 baskets of silkworm eggs provided to village farmers in Laksao;</li> <li>- 7 kg of silk produced and sold to the market.</li> </ul>

<sup>13</sup> Thaphoxay and Phonesong villagers organized the eco-tourisms for 12 people (2 Japanese, 7 American students, 3 foreigners/buyers)

<sup>14</sup> Tilapia, common carp, and cat fish, etc.

<sup>15</sup> Six staff includes Mr. Tene-CM, Ms. Kaiteng (Mong), Mr. Sonmany, Mr. Khamphan (left in Aug 09), Mr. Mixay, Mr. Bousone.

	<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><b>Nong buek Eco-rice farm</b></p> <ul style="list-style-type: none"> <li>- One 40mx40 eco-rice demonstration plot developed</li> <li>- An estimated 77 people visited the center, of whom 67 are youth volunteers, to get experience on eco-rice/eco-fish farming system and healthy food.</li> <li>- Production of training handbooks on eco-rice production has yet to be completed, but this is planned for 2010..</li> </ul>
--	--	--

<b>Expected Outcomes</b>	<b>Verifiable Indicators of Achievement</b>	<b>Verifiable Results Achieved in Year 1</b>
<p><b>Outcome III: Wise mass media</b> 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>	<ul style="list-style-type: none"> <li>-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</li> <li>-monthly TV program ‘integrated education’ is developed and broadcasted a bi-annual newsletters ‘youth participation in sustainable development’ developed and distributed widely</li> <li>-weekly radio program by and for young people covering topics of ‘liveability’, sustainable livelihoods, indigenous knowledge/wisdom, etc. developed and broadcasted</li> <li>-at least 4 TV forum/year on ESD, youth and development, produced and broadcasted at national and provincial TV stations</li> <li>-Video films on best practices, liveability series, are produced and shown on national TV</li> </ul>	<p>Good cooperation with local TV and radio stations, and Padetc-supported media products regularly given airtime.</p> <ul style="list-style-type: none"> <li>- TV programs on education (life skills and healthy life-style integrated produced in collaboration with Dhamma Sanchorn TV programs for youth.</li> <li>- 3 issues of Newsletters produced by Buddhist clergy network include youth issues and with youth participation.</li> <li>- Youth radio programs continued with youth networks and broadcasted regularly by provincial radio stations covering a wide range of topics on environment, HIV/AIDS; drugs prevention, local culture and customs, etc</li> </ul> <p><u>TV Forum and Films for public Information and Dissemination</u></p> <ul style="list-style-type: none"> <li>- More than 20 films produced by local film producers, including Padetc’s center managers, focusing on environmental protection and sustainability (community forestry or community fish pond) for a 3-day film festival “Liveable Laos” in March organized by Padetc’s media unit in cooperation with DED. The film festival was attracted thousands of people, including government officials, the diplomatic corp, and Lao people. After the film festival the films continued to be regularly broadcasted by the TV stations.</li> <li>- In collaboration with TVE Asia Pacific, a short-film ‘It is Alive’ showcasing Padetc’s Quality School/Youth Volunteer teaching and learning approaches was produced and available to the global audience.</li> <li>- Two dubbed/updated films have been received from TVE Japan - ‘Japanese experiences on Pollution’. These have been screened to all Padetc learning centers, including to the youth volunteer groups.</li> </ul> <p><u>Education tools (instructional videos, handbooks and manuals)</u></p> <ul style="list-style-type: none"> <li>- Two major educational films have produced: ‘Dream of the Future’ and ‘Integrated Farming System’. These films are to be used for teaching of indigenous knowledge.</li> <li>- Instructional videos produced as part of the Quality School project, and other teaching and learning tools developed for Education for Sustainable Development and Social/environmental Enterprises are uploaded and made available on PADETC website.</li> <li>- Training manuals and handbooks produced by the various training centers and networks</li> </ul>

		<p>for youth and villagers.</p> <ul style="list-style-type: none"> <li>- 3 Drama films ‘Disadvantage Children, Climate Change, and HIV AIDs’ were produced for Volunteer Youth Development Association</li> </ul> <p><u>Documentation of Lessons Learned and best practices</u></p> <p>These publications are to support continuous learning support within Padetc and for partner organizations interested in building organizational and staff capacity for development management and support’s Padetc mission of being truly a participatory learning and training center.</p> <ul style="list-style-type: none"> <li>• Handbook on “Management &amp; Leaderships with Coaching Skills”. This handbook is based on materials used for training of Padetc’s Center and Middle Managers and is now made available to all centers and uploaded on the Padetc’s website for access by other organizations.</li> <li>• A series of ‘human interest stories’ and “success stories” also available on the website. The details are listed in see Annex 2.</li> <li>• Profiles of the six learning centers and networks and management structures.</li> <li>• Project Management and Evaluation System developed by the Action Research Section of Padetc.</li> </ul>
--	--	---

<b>Expected Outcomes</b>	<b>Verifiable Indicators of Achievements</b>	<b>Verifiable Results Achieved in Year 1</b>
<p><b>Outcome IV:</b> 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>- Project Monitoring &amp; Evaluation System designed and effectively used by all the learning centers. A number of monitoring tools revised and some are newly developed for specific purpose of the learning center.</li> <li>- On-the-job learning ‘center management and leadership’ took place on a weekly basis, with participation of Senior Managers and Middle Managers.</li> <li>-Centers’ profile and management structures and systems developed and used to guide center management and administration</li> <li>-The mutual learning process developed between CMs and SMs.</li> <li>- A number of data collection forms have been developed and adopted by the learning centers, including the reporting structure.</li> <li>- One of senior manager has been assigned to be the gender focal point, but has yet to have close contact with the Gender and Development Group.</li> <li>-The gender policy is not yet developed within the office. Meanwhile, gender awareness is well adapted into all Padetc’s activities.</li> <li>-With support from Padetc on youth empowerment ‘youth - agent of change’, the six new learning centers targeting mainly young people have been established. Training activities and practicum have large participation by youth volunteer networks, and students.</li> <li>- Active documentation of lessons learned and best practices promote concept within Padetc and among NGOs that Padetc is an active “Knowledge Center. (See above on media and publications)</li> </ul>

## **Unintended Outcomes**

As with the previous year, the DED Institutional Adviser, assigned to Padetc, continued to assist Padetc in organizational development and management improvement. The dedication and systematic support has yielded very positive results in strengthening Padetc's management, organizational and human resource development capacities. Work processes and management systems, especially monitoring and reporting systems have been improved and greatly facilitated Padetc's transition to PADETCII. In particular, Padetc's advisor's monthly "Center Management Training and Coaching", quickly helped center managers develop key competencies for center management and operation, and service delivery.

Through participation and observation, one spillover effect is that Padetc's staff and center managers have also learned new and improved facilitation skills in participatory training, including focus group discussions; appreciative enquiry; feedback; data analysis and reporting. These are crucial skills for Padetc and its center to provide competent and effective training and learning services. As a result increased demand for Padetc to provide institutional capacity development from other development agencies has increased. For example:

- In September, the Action Research Team was invited to facilitate the DED local expert workshop.
- The Eco-forest Park team also supported youth leadership for different development organizations.
- In May 09, the media unit (DokLao) trained the Company of Social Security Welfare in Basic Video Production Skills for, and helped produce a promotional film on "social insurance".

Padetc's cooperation with local civil society groups have also grown. For example, an MoU was signed with the Vientiane Agriculture College (VAC) for posting graduate students to Thateng Organic farm, and a new joint project between VAC and PADETC on the promotion and preservation of traditional agriculture knowledge in Donbang Village, Vientiane Capital, was agreed. In addition, Padetc was also asked to produce 3 Drama films 'Disadvantage Children, Climate Change, and HIV AIDs' for the Volunteer Youth Development Association. The Huam Jai Association - 'Supporting Ethnic Minority Youth Volunteers' also expressed interest to join the PADETC youth program. These new cooperation provides Padetc with new opportunities, but also strains Padetc's resources and staff capacity. While Padetc continues to support other NGOs, it must also ensure that its capacities are not over-stretched and negatively impact on the quality and effectiveness of its work.

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

### **Principal Risk #1: Formulation of a gender policy**

In following-up with the results from a gender session facilitated by Oxfam Novib PO, we has begun to take a number of serious steps to develop an organizational policy, such as one senior manager was assigned to be the gender focal point and occasionally have liaised with GDG on gender relevant subjects.

The gender topic/awareness issues have been mainstreamed not only Education part, such as youth training programs, but also actively promoted in SEE component, especially 299 VEC members, among them > 90% are women.

All project activities have maintained a database disaggregated by gender of all participants.

However, we believe that, Padetc still needs to build in-house gender expertise and to internalize gender concepts, which are broader than women's issues.

### **Principal Risk #2: Formulation of a diversity policy**

In the course of 2009, Padetc HQ, including the six learning centers have been supported the representatives of youth groups with ethnic minority background to take a leading role in their target communities with providing leadership/management trainings. So we believe that the youth development component is inclusive of all minorities, but yet the livelihoods part is not systematically.

Thateng organic farm received and trained seven agriculture students 'three of them are Hmong' from Vientiane Agriculture College. After the five months of the field researches/studies, Ms. Kaiteng 'Hmong' was recruited and accepted to work in Thateng organic farm as the field staff/trainer.

### **Principal Risk #3: PMES as a Management Tools**

With an active role of AR Section, the Project Monitoring & Evaluation System (PMES) has been designed and effectively used by all the learning centers.

A number of monitoring tools revised and some are newly developed for specific purpose of the learning center.

The Office Review Meeting has taken place on a regular basis 'Quarterly & Annually' and Mangers of learning centre and network were capable to write their own progress/narrative reports with acceptable quality.

Centers' profile and management structures and systems developed and used to guide center management and administration.

**Principal Risk #4:** Model of change that includes systemic change

Padetc and its the learning centers have been working very closely with local authorities at different levels to advocate for ethnically appropriate education, that are integrations of local knowledge into the mainstream curriculum ‘three main classroom teaching subjects’, production/distribution of instructional materials to support the primary schools with predominantly minority population such as in Xiengkhouang and Sayaboury provinces.

Similarly, the director of Padetc has been invited ‘Keynote Speaker’ to a number important international and regional conferences/workshops on ESD. His advisory services were sought for a number of important workshops and seminars related to education reform, youth development, and sustainable development and attended by senior government officials. As a result, these high level advocacy activities has increased Padetc’s reliability and helped influence policy directions on education and development.

**Principal Risk #5:** Economic and Social sustainability and clear exit strategy

With the expanding scale and scope of engagement of the Buddhist clergy in development and education, the prestige of the Lao Sangha as a credible faith-based social institution has increased. It is now recognized as more than just a ceremonial and temple-based religious institution. As a result, in 2009, a series of Dhama Sanchorn project activities ‘under Buddhist clergy for Development and Education’ undertaken in schools and communities were partly financed and mobilized by Buddhist Sangha.

As part of business model, 142 VEC members have trained on business management, product improvement; customer servicing, including home stay as part of promotion of ‘eco-tourism’ and fair trade principles.

In collaboration with DED through Private Public Partnership project, VEC assistance also focused on supporting brand building for producers through product displays, product advertising, improvement of quality control and supply chain. Now “Saoban Shop” is serving as the market place for village products of VEC members for domestic retail and for export.

## Section 5: Table of Beneficiaries for Year 1

### 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: 400 teachers/community members & 20 volunteers have been trained on the incorporation of 3H principles into the mainstream education curriculum	38	382
Final beneficiaries: to be collected in 2010	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: 67 youth leaders have been trained and helped 10 target primary schools in SY and XK to implement holistic/integrated teaching and learning	33	34
Final beneficiaries: to be collected in 2010	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: 16 Eco-youth leaders and 140 local youth volunteers have been trained on facilitation skills to train students and spiritual leaders.	77	79
Final beneficiaries: to be collected in 2010	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>
Project participants: No. youth volunteers trained on the mentioned subjects.	N/A	N/A
Final beneficiaries: to be collected in 2010	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: 233 spiritual leaders (monks and nuns) trained and promoted 3H education & SLS in school and communities	226	7
Final beneficiaries: to be collected in 2010	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: 299 members are the members of small businesses	5	294
Final beneficiaries: to be collected in 2010	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: 142 small business members received both technical & financial supports	5	137
Final beneficiaries: to be collected in 2010	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 participated in the project activities (1 community fish ponds/1 private fish pond)	2	3
Final beneficiaries: to be collected in 2010	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: 427 volunteers and 400 villagers have been trained on community forestry and reforestation.	420	407
Final beneficiaries: to be collected in 2010	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: 167 volunteers/villagers have been trained on organic food production techniques, management, and marketing	113	54
Final beneficiaries: to be collected in 2010	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: 77 participants trained on organic rice production, fish culture.	40	37
Final beneficiaries: to be collected in 2010	N/A	N/A

## Section 6: Conclusion and Lessons Learned

In 2009, Padetc invested a lot of time and energy on transforming itself to streamline its management to be efficient and effective in delivering services to its partners and the public. In this process, Padetc has re-organized itself and re-assigned staff; as a result, many activities were regrouped under the activity plan of the “six Learning Centers and Networks, under what is called PADETC II.

The Head Office consists of 4 senior managers under the Director and overseeing Administration and Finance, Action Research (for monitoring and quality assurance) and Advisory Support to the Centers and Networks. The Media team continues to work at the head office of Padetc and may evolve to be a member of the VEC. Each of the learning centers has its own Center Manager (CM), and 2 to 3 staff, and a few workers.

This new arrangement, referred to as PADETC II, means that Padetc now has a more decentralized structure. In the process, Padetc’s management was put under a lot of strain and its staff suffered painful adjustments. Some staff, uncertain of how this change would impact on their job security left Padetc. This leaves Padetc II *with 45%* less staff than in 2008. At the same time funding cuts required the top five managers, including the director, had to accept a salary cut of 50% in order to maintain the salary levels of younger staff members. (This salary cut was later restored with an additional injection of 200,000 Euros from Oxfam Novib for the 5 year program cycle). In this process of transformation, Padetc lost one senior manager, one highly trained and well experienced trainer, and a sizeable number of field/project staff.

During the process of transformation Padetc was fortunate to have at its office two very competent external advisors. One was provided by DED as a full time advisor on capacity building. The other, highly trained and highly experienced, is a volunteer on a part-time basis. The two have guided and coached Padetc top managers during this transformation process. Many tools and mechanisms for management and monitoring and evaluation have been set up, designed, tested, and institutionalized. They also provided a series of training on management and leadership skills to senior managers, centre managers, and middle managers, including training on the use of tools (for staff management, leadership, monitoring, and evaluation).

By end 2009, Padetc II has completed its reorganization and new management structures firmly established. The process of mutual sharing and cross-learning has become routine through the weekly Senior Management and Center Managers’ meetings. The Quarterly Review and Reporting System is also established in which quarterly achievements were reviewed against work plans and documented. Through this process, data collection and data analysis has improved to support evidence-based review and reporting.

In general, all Senior and Center Managers are proud of what they have accomplished and staff motivation and morale has also improved over time as they see their centers established and their skills to manage and provide services to the public enhanced. As demand for the centers and networks services increased, their confidence likewise grew.

## Section 7: New set of Milestones of Progress and Risk Reduction<sup>16</sup>

<b>Risks</b>	<b>Milestone of risk reduction or control</b>
1. Staff recruitment with focus on minority groups 'ethnicity' is remained challenges	Support representative of each ethnic group to become a leader to implement the activities. Continue the training of ethnic group leaders.
2. No. of project beneficiaries planned are very ambitious compared with the exciting status of staff turnover	Ensure realistic planning for 2010 Annual Work Plan for each center/network and review and revise beneficiary numbers as needed. Use Quarterly Reviews to update number project beneficiaries and keep records for proper documentation.
3. Insufficient funding base for some activities set in the program.	Apply to other funding agencies: EU, UN agencies, and other INGOs. To do this successfully, improve fundraising capacity, especially capacity for development of high quality project proposals. If necessary allocate funds to get professional assistance for project proposal development.  Develop possible in-house direct fund raising system  Seek support for Director to conduct advocacy fundraising visits to home offices of donor agencies.
4. Management & leadership skills remain a critical aspect for some center managers	Continue to build-up the capacity of CMs through a close guidance, advice/support and coach by the SMs.
5. Board of directors is not yet established and will be addressed when the appropriate time arises.	Two possible board members have been identified and agreed up on. As both are males, we still in search for a female member who is suitable to ensure gender balance. It is taking longer time because we want to establish a board that really can be of value to PADETC.  In the mean time we manage by Management/Steering Committee consisting of five senior managers oversees overall management functions, ensuring the transparency and quality control of the programs to give time to identify appropriate Board members.

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

The 3 learning centre will be well known among public and private school as learning camps for their students as part of the ESD drive'

<sup>16</sup> All five principal risks are remained valid for the following year.

Sompanya kindergarten school is known a model school and a place where teachers from public school come and share experiences.

Sompanya school will open its primary school level and attract students from the near by community.

The youth leadership network throughout the country continue to run on their own with funding from non-PADETC source, especially from their parents and provincial authorities

Indigenous knowledge will be accepted into classroom teaching and integrated into three main subjects, language, math, and science, in two provinces of Xienkuang and Sayabury and become models for other schools and provinces.

Mangers of learning centre and network able to write their own quarterly report with acceptable quality and without much help from head office of PADETC.

Action Research team are capable of conduct simple research without much assistance for advisors and senior managers.

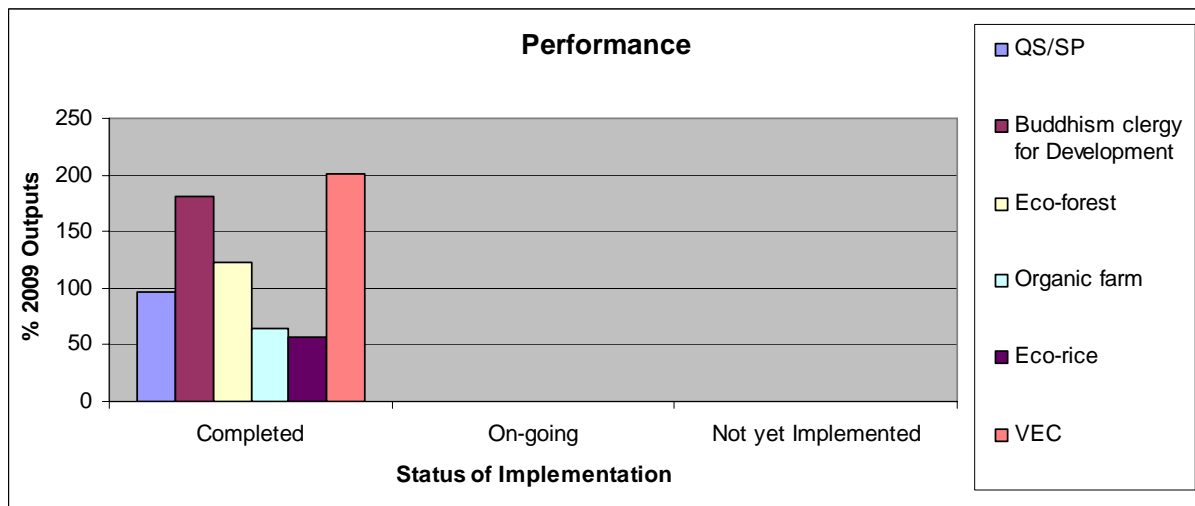
A training team from PADETC get regular request to conduct training and advises for a fee from other agencies and groups in the area of management and institutional capacity building.

The 2010 work plans for all six learning centers developed 'in Lao version' and available for the references. (see Annex 3)

## Part II: Detailed description of activities

The project has mostly met or exceeded the planned targets. As the ‘transformation’ process has developed, the staff and beneficiaries have gained confidence, enthusiasm, and professionalism from the collaboration between the project partners and with the government. The project outcomes have been positive as confirmed by field visits to project areas, feedback on training and community service activities carried out by all the centers and networks, and by the documentation of case studies and success stories listed in Annex 2.

### Section I: Performance Status of PADETC’s Learning Centers against Outputs anticipated in Year 1



In 2009, project outputs were largely met against planned activities. On the average, its six areas of field work reached 120% of what was planned (ranging from 57% to 201%). The wide range reflects the varying staff capacities, changing working environment, and the need for PADETC to be fairly flexible and re-adjust its plan according to actual opportunities and constraints.

**Outcome I: Education for Sustainable Development with strengthened capacity of change agents among the youth, the clergy, the communities and the local authorities, and available fully operational learning facilities with the following result:**

1. Integrated 3H into mainstream education curriculum and support the implementation of holistic teaching and leaning

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

Balance sheet date: 31 December 2009      Balance sheet currency: US Dollar

Exchange rate to base currency on balance sheet date: *It varies from month to month (USD 1.4918 = 1 Euro in December 2009)*

<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>2009</b>	<b>2008</b>	<b>Current Liabilities</b>	<b>2009</b>	<b>2008</b>
Cash on hand and bank balances	454,582.97	115,777.45	Accounts payable - monies you must pay to your creditors within twelve months	54,828.26	38,199.15
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)	20,291.62	4,951.92	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 – Long-term investments with a life greater than one year.</b>			<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	420,046.33	82,530.58
Office furniture					
Office equipment					
Other (itemise)					
			<b>EQUITY (NET ASSETS)</b>		
			Capital fund, general reserve or retained earnings of unrestricted assets	264,348.09	265,917.72
Opening balanced from previous years	1,960.80	3,435.96	Designated fund of assets whose use is temporarily or permanently restricted	196,848.47	(1,569.63)
<b>TOTAL ASSETS</b>	<b>532,132.38</b>	<b>295,876.19</b>	<b>TOTAL LIABILITIES AND EQUITY</b>	<b>532,133.00</b>	<b>295,876.59</b>

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

The organizational transition of Padetc to PADETC II is taking place also 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 II is now more relevant and nimble to respond to these social challenges. With more than 20 years of development experience and reputation, PADETC II 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, PADETCII can also engage more effectively and substantially to influence policy direction in both the public and private sphere.

However, capacity of the Centers and Networks to meet public and private demand for services is still constrained by inadequate human and financial resources. PADETCII fundraising efforts have not been too successful despite submitting 3 project concept notes and a draft project proposal to various funders (including the EU). This is largely because PADETC still lacks competent skills in proposal writing in English, and lack of direct personal contact with funding officers in their home offices to advocate on behalf of PADETC directly. 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. The Director needs to conduct fundraising visits to donors in their home offices. It is hoped that with improved funding through self-financing through its services, and more successful resource mobilization, PADETC II's operations will become more sustainable and over a period of 3-5 years become less reliant on external donor support.

Last but not least, PADETC would not have made all these achievements without the continued kind support and understanding of OXFAM Novib. Its unfailing support - financial, professional, and emotional - has helped PADETC grow and expand and transform through various phases to become what it is today. For this PADETC would like to say "THANK YOU" - KOP CHAI LAI LAI.