

PARTICIPATORY LEARNING REVIEW
of the
Empowerment of Ethnic Minority Children through Education Project
Long District, Louang Namtha Province, Lao PDR



Submitted to

Ministry of Education & Sports, Lao PDR
and Pestalozzi Children's Foundation

Prepared by the Indigenous
People, NCA and PCF staff
Reported by the PLR Team

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Peoples' Summary



We,¹ the Indigenous People of Long District want to say something about the Empowerment of Ethnic Minority Children through Education Project and the Indigenous Knowledge Exchange Event (IKEE) of November 2014...but your language limits us. Thus, we say this through the PLR Team. In 2011 the project had a Participatory Learning Review [PLR] and this really helped us by creating spaces and using ways to give us opportunities to join much more in all stages of the project cycle of design/planning, working and evaluation, including 18 ethnic villages, especially women. We appreciate those changes and became more confident, stronger.

Again in 2014, the project continued to give us more power to make our own decisions, using PLA principles and methods, something called *Learning from, Sharing with, Respecting and Empowering*. Our own decision making gave us more confidence, more desire and hope. ***“If we worked in this way [Participatory Learning and Action] our village would be more developed by our own strength.”*** One of us said. ***“There were no other organizations doing this [PLA] by bringing us all, women, men, boys and girls to show our thoughts.”*** said an elderly woman in one village. Before the PLR began, an elderly woman of Jamai Village was asked to open and close the PLR team building using her Akha culture. Next the Participatory Learning Review began in 6 villages and gave space for the village groups to share their indigenous knowledge [IK] and show us their cultural and sacred places. This took 2-3 days and helped to increase our feelings of self and self value.

Our growing sense of self and power was increased by the IKEE in Jamai Village for 3 days in November 2014. For us, this was a very important event and included more than 300 of our indigenous people from 18 villages, and also people from government partners, NGOs, and the offices of HEI and PCF. The Long District Governor joined the opening and closing ceremonies of the event together with the village representative of Jamai. Interested children from 18 villages used this event to show their skills, for example in live acting and dancing. At the same time, the IK experts from the villages were teaching visitors different kinds of local wisdom, such as bamboo weaving, broom making, stitching, and showing Akha and Lahu hand-made clothes.

We learned that the data collected during the PLR show that the project is successful: 100% of children 3–5 years old went to the preschools; more than 90% of the IK teaching was continued by the IK experts; more than 90% of villagers were happy with PLA methods, and more than 90% of children happy with the child-friendly methods in schools and communities — these numbers are greater than the project targets. But the rate of children 6–10 years old going to school and the rate of children leaving early did not meet the targets, and only 60% of the child protection activities in the communities have begun to work. (There are more details in this report)

¹ A group of international Indigenous People agreed together that the use of this term was 20 years ago and is consistent with the UN is currently in use.



We also heard that the donors and government officials agreed that the new project planned for Boakbor and Soploi areas should continue to support certain activities in the old areas, for example Indigenous Knowledge and child protection to continue the results there. And the different supporting organizations talked about how they would help.

Yes, the project still needs to give some support to the old communities to increase their growing ownership of IK teaching/learning, and go beyond the IK products and show the meanings and values of indigenous knowledge. Also, the child protection working in 18 communities is still new and needs more support. The quality of teaching and learning in schools also needs to be improved; for example, the school calendar can be adapted [as stated in national policy in 2010] to allow children to take breaks during the planting and harvest seasons. This will help to improve attendance and reduce children leaving school early.

We thank the PLR Team for helping us to say what we feel. We also thank them for supporting our inputs in this report . . . so please don't expect our English to be too good, but try to understand what we are saying and how the project has improved our education and our confidence to speak out.



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Abbreviation

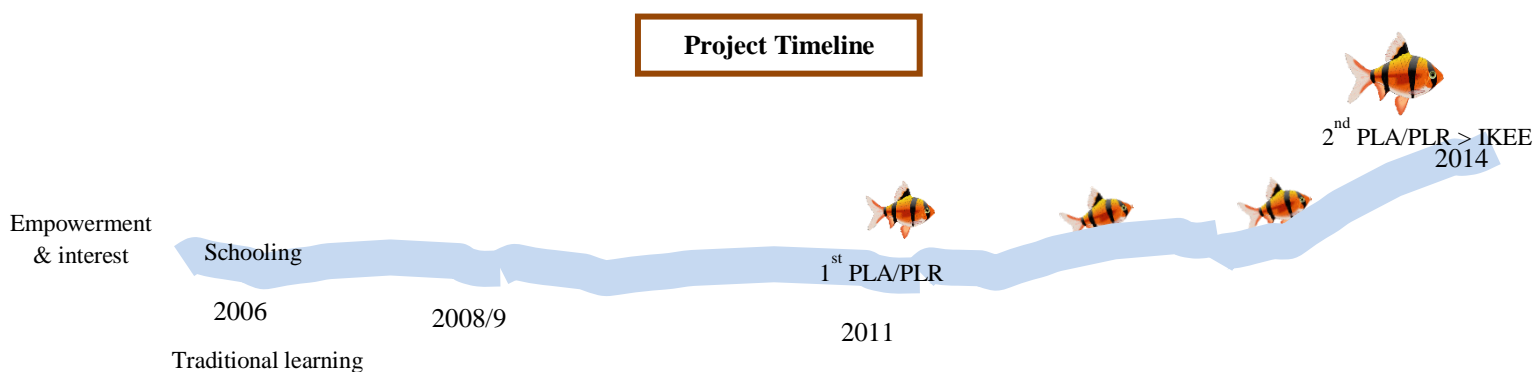
| | |
|-------------|--|
| CBO | Community-Based Organization |
| CPM | Child Protection Mechanism |
| DESB | District Education and Sports Bureau |
| GOs | Governmental Organization. |
| HEI | Human Education International |
| IK | Indigenous Knowledge |
| IKEE | Indigenous Knowledge Exchange Event |
| IPs | Indigenous People |
| LSDA | Life Skill and Development Association |
| MoES | Ministry of Education and Sports |
| NCA | Norwegian Church Aid |
| NGOs | Non-Governmental Organizations |
| PCF | Pestalozzi Children's Foundation |
| PESS | Provincial Education and Sports Service |
| PLA | Participant Learning and Action |
| PLR | Participatory Learning Review |
| PMER | Planning Monitoring Evaluation Reporting |
| VEDC | Village Education Development Committee |
| TPB | team preparation building |

1. Reviews the Project and PLR concept

1.1 Background and actual situation of the project

During the first phase from 2006 to 2008, the project built a solid foundation for the improvement of quality education for the Akha children in Boakbor and Soploi areas. A Child Centered Approach was introduced to the schools in the project areas, core teachers and school principals were trained in school management, multi-grade teaching, and parents were involved in the project activities, such as developing local content for the curricula. The net enrolment rate increased from 50% in 2006-2007 to 56.8% in 2008-2009. Primary schools were expanded from 21 to 26 and 2 secondary schools and 9 pre-schools were constructed and opened in Boakbor and Soploi sub-districts.

During the second phase from 2009 – 2011, the quality of education for ethnic children was improved step by step. Educational opportunities for children increased, for example the increase in number of primary schools from 26 to 28 schools; net enrolment rate increased from 56.8% in 2008-2009 to 73.2% in 2010-2011; pre-schools were expanded from 3 to 5. Many more children who completed primary schools were able to continue secondary education because 2 lower secondary schools are now available (to accommodate about 200 students). However, dropout rate remained very high. In the third year of the second phase, an initiative, a so-called Participatory Learning and Action (PLA) was used for the project review called Participatory Learning Review (PLR). PLR helped shed light on unused strengths/indigenous knowledge of the community in education development and lack of quality and relevant formal education to the living conditions of the community. Due to lack of formal educational relevance, parents were not active to support their children to go to schools. PLA application for PLR that time started to change the working approach. It was convinced that community members were significantly empowered by the PLA process; they were able to exchange their views and lead the PLR process and the planning process for the third phase of the project.



Results from the PLA planning helped to shape the third phase of the project with a given timeframe from 2012 – 2014, which has focused on improving educational quality and relevance to the livelihood of the community with integration of indigenous knowledge and skills into the community education development plans. NCA and government partners continue their commitment to applying PLA; the whole project cycle has employed PLA in order to ensure participation and empowerment of villagers in 18 villages. It is obvious that the community has been playing a very important role in driving the process of education development at the community. Thus, the outstanding achievements are claimed in the annual narrative report 2013:



- The passing rate of grade 1 students who have attended the pre-schools increased from 31.94% (2011-2012) to 79% (2013-2014)
- The overall dropout rate of primary schools decreased from 4.6% (2011-2012) to 3.67% (2012-2013).
- 112 IK experts (of whom 47 are females) have taught IK topics for students. The community takes ownership for IK teaching/learning, and thus the community and school are more cooperative. Students enjoy IK learning and parents see benefits.
- Community Led Child Protection Mechanism has been established in 18 villages. More support (like child volunteers' live drama performance and debate) is being provided to make the mechanism more function.

Outcome of the project (logframe) [2012 – 2014]

Improved quality and relevant education, protecting the environment for pre-school and primary children and empowered communities to sustain indigenous knowledge (IK) and child protection in Boakbor and Soploi sub-districts, Long district, Luangnamtha province through capacity enhancement of teachers, DEB, PES staff, project staff and through PLA processes of empowering children, villagers and village education development committees in all target villages

Specific outputs of the project (logframe)

Output 1: *Strengthened capacity of project staff, teachers and DEB & PES staff.*

Output 2: *Empowered children (to participate in and to be heard), villagers and VEDC to lead their community education development through PLA processes*

Output 3: *Established child protection mechanism to prevent and solve child protection issues*

Output 4: *Provided teaching & learning materials, basic utensil items for students at dormitories and essential facilities for education*

1.2 Objective of PLR

1.2.1 To learn how the project is structured/staffed at different levels to implement, support and manage the implementation and monitoring (relevant also to senior organisation management staff, admin staff and finance staff as well as PESS and DESB structure in support of the project)

1.2.2 To learn how the ultimate direct project participants (children of the age from 6 – 14) are empowered to participate in planning, implementation, monitoring and evaluation.

1.2.3 To learn how community members are empowered to participate in planning, implementation, monitoring and evaluation.

1.2.4 To learn and analyse whether the current project structure and approach are leading to local ownership and sustainability and to draw recommendations for improving project structure and approach for increased ownership and sustainability.

1.2.5 To assess the achievement of the project outcome indicator and associated output indicators.

1.2.6 To provide clear recommendations to be considered for planning and implementing the new project.

This is where we're coming from, an accumulation of [1] documents with a logframe, [2] previous experiences with education and participatory approaches, [3] the beginning of empowerment, and [4] calculated designs and expectations.



2. The philosophy/design and process of Participatory Learning Reviews (PLR)

The PLA philosophies give precedence to the process as a learning and development space for community. To understand source of the product before the flower get bloom what the process should be done. Thus in this report will separate the topic of process and product of PLR to present that the *“The product is important, but the process is more important.”*

2.1 PLR Team preparation building and Community PLR Planning

This activity is not training; the participations do not come for training but to participate in making decision to design the direction of participatory learning reviews. Thus call this activity as team preparation building (TPB) workshop.

2.1.1 The villagers get involved at the beginning: The participants selection.

The different thing for those who did not know PLA before was that villager representatives (2 out of 5 had joined the PLR in 2011) were invited, as the PLR team members, to participate in exchanging their ideas and receptions with others who were the project staff and government staff. Surprisingly, the villager representatives, despite their poor spoken and written Lao, were not different from the project staff and government partners' staff in terms of thinking potential and their advantage was that they knew the local context better than others. Therefore, they were key players not only in the workshop but in the communities [when we conducted the PLR]. At the same time NCA management encouraged its staff members and government partners from different *sectors, education, health, advancement for women and livelihood* to participate as the PLR team in the TPB workshop, which showed continued efforts to apply PLA across the projects.

2.1.2 Opening with indigenous soul.

One senior Akha community leader was invited to open and close the TPB workshop, which was a remarkable symbol in line with the PLA philosophy (the learning, respecting and empowering elements). The development from the opening ceremony to closing ceremony regarding his preparation and demonstration to reflect the Akha cultural hospitality and wishes to visitors was significant. At the opening, the community master looked uncomfortable, but at the closing he was well prepared bringing with him demonstrating items, including a little bottle of traditional alcohol to pour for everyone surrounding him. He was speaking and smiling very gently to us. Doing this way, we sensed something that meant a lot to the community master and the villager representatives in that setting in terms of their pride and enthusiasm. We all felt convinced to replicate this in the communities where we would do the PLR.



Feeling when opening

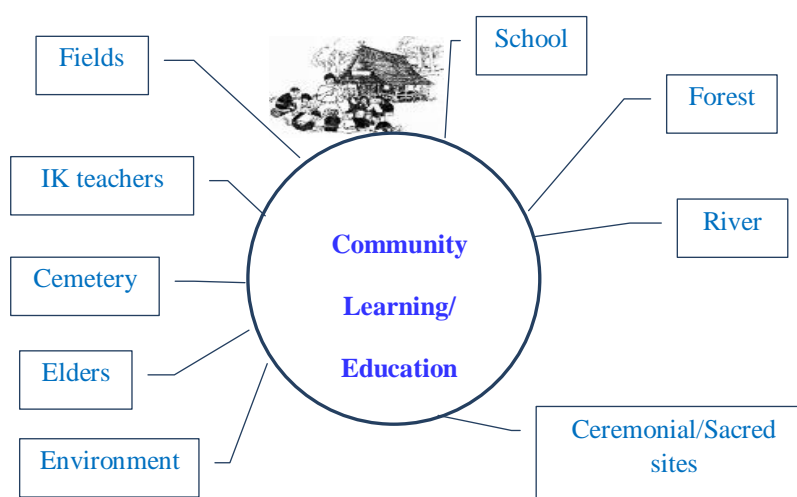


Feeling when closing



2.1.3 Opening the mind

Let the participants look back at: what they meant by “Education” in the past 100 years and what they meant by “Development”. Think more carefully about other non-school types of education in order to realize other sources of knowledge and learning. When the mind is open and see other sources of knowledge and learning it shows know who acted and got involved in education management, not only teachers in schools. The Villagers themselves have managed their own education system through their own livelihood and culture as well. The community already possesses much knowledge and many skills. Everywhere around their community there are Knowledge and Learning spaces. “Learning for living.”



2.1.4 Opening the heart.



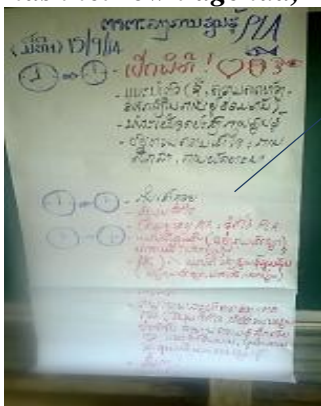
The key elements of PLA Philosophy are learning, respecting, empowering and supporting. A participant in TPB workshops were interpreting and define meaning of these elements into practice is concrete and easy to understand as principles for working with the Community. It's not the only one answer but it's one of philosophy for working to empower the community.

“It is not necessary to know the literal translation of PLA; the important thing is to understand what PLA is.”



2.1.5 Follow the community, never get lost.

Be Flexibility is essential for the TPB workshop on PLA for the PLR. Agenda of it was prepared, but always flexible to accommodate and respond to the needs that arise. We have learned the learning process was flowing naturally. ***“The community also has their own agenda, respect the community by following them”.***



“Don’t believe everything you read, this is tentative and subject to daily review & revision.”

2.1.6 Open experiences to build self-confidence.

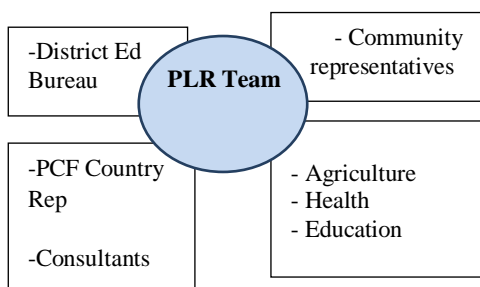
Now is the time to learn about it, try it. Start learning from the villager, Jamai community is real Akha community, ones of the project areas that the TPB workshop was there. Practice to go to the real community, genuine planning, genuine implemented, earnest reflection about lesson learns both mistake and successful. Sharing experience what got teach from community then discuss how to improve for the next times. Re-plan, re-do, reflect, reviews and revise for development.

*“Self-appointed developers love to talk about community participation
but don’t like to practice it”*

2.1.7 Open opportunities /Open spaces

Actually in the evaluation process the external evaluator take role to evaluate the project. It’s look like teacher coming check the students to adjudicate as pass the tests or failed. But the participatory learning reviews is the process to encourage the people or community to take a role for decisions making of activity that done in their own community. *“Some call this right base approach or ethics which believes that the internal people know about their own community much more then external people”.* Thus, PLR team elements dividing from 3 partner as community representative NGOs and Government. The Community representative took role for coordinate, translation and facilitator. The NGOs took role for facilitator and supporter. The District Ed. Bureau took role for coordinate and facilitator. The key person was the Community representatives much more than NGOs and GO. Those show the empowering and supporting the Community to expand its role in their community.





2.1.8. Be ready to learn with the community.

Before heading to the communities, the PLR team got together to reassure their understanding about the PLR objectives in line with PLA: *“Every time we do PLA in all the process of the project cycle management (planning, implementation, monitoring and PLR), the most important objective is Empowerment of community members, and other objectives will followed afterward”*. On top of that, the PLR team reviews their written detailed processes in the PLA way. As a result, the PLR team members will get a clear understanding of. *“Keep the project questions in our mind, and the process will be the answers to those questions”*



2.2 Community Participatory Learning Reviews.

2.2.1 Living energizer.

As a practice in reality, the outsiders or developers will go to the community and organize the community meeting that only makes the people to listen to what they want to do. The PLA approaches begin by joining and learning of what the communities are doing, and then building the relationships with them slowly, based on their life activities. The PLR team uses various ways to approach the community, such as participate in youth sports, fishing with children, home visiting, pounding rice with house wife, introduce the team and the project to the village authorities, and overnight stay in villager houses etc. Respect the community and participate in their life activities is very important at first, then as they feel friendly with us they will be comfortable to participate in the project activities as well.



“Previously there was no official staying overnight at my home; I am very happy this time having officers sleeping in my house”. Woman in Jakhamleu village said



2.2.2 Empowering and supporting community for sharing power (self-expression)

In the reality every society has their own hierarchy especially in the indigenous community. Many community has their own culture hierarchy such as male be the elephant foreleg while female be the hind leg, children should obey the adults, boys and girls has different roles and responsibilities within their own community, and



they also have unequal right to express their opinions. For example in front of the elders the children will have to keep modesty, as the result they will be voiceless with others, but only with children of their age groups they will have the courage to be assertive.

“How do we know exactly what the voiceless are thinking?” In order to answer that question, community group dividing is one of the tools to support and empowering the voiceless to feel free and have confident to express. Thus, for some activities it is needed to divided into the groups; Children (again into Boys and Girls) and Adult (again into Male and Female) to give the opportunities, open spaces and then sharing power (self-expression) among groups to express their opinions freely without any domination.

Children have the potential to cooperate when the right opportunity is provided:
1. joining hands activity



2. Joining feet activity

3. Joining heads activity



2.2.3 Respecting by using ears more than mouth



“The community and villagers have already posses much knowledge and skills”. Start to learn from them by listening to them attentively; let them share their experiences and knowledge by presenting the information on their own methods and styles. This is a way to build their self-esteem and self-confidence for IPs to talk

about their own community, knowledge and cultures with the pride. These learning will be a great source of information that contributes to the project design, based on what they like and what they don't. The outcome is not only for community and outsiders' communication, but it is also a process that can provide an opportunity or space among the villagers themselves to hear from each other, such as men listen to the idea of women, teachers and elders listen to children, in order for them to show their skills, to express their needs, satisfaction and dissatisfaction to adults and project staff.



2.3 Indigenous Knowledge Exchange Event (IKEE) Planning process.

The concept of this event: It will be a villagers-led process. There will be huts or booths for each of the Indigenous Knowledge (IK) subject and IK products exhibition. All children and participants will be invited to learn IK.

Objectives of the event:

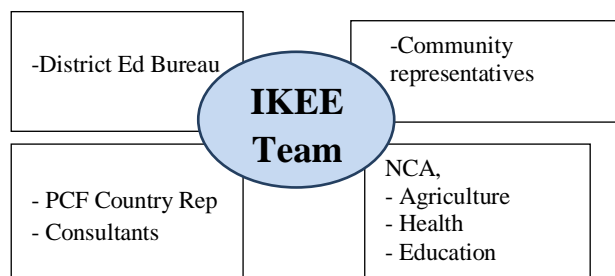
- To empower community members to present their IK and ways they transfer it from generation to generation
- For IK teachers to exchange their skills among themselves and with participants
- For villagers' representatives to present the process and results of the Participatory Learning Review (PLR) of the project and to get more input from other villagers from where the PLR do not take place (during September 2014).

2.3.1 Participatory learning for planning.

“Failing to plan is planning to fail”. Indigenous Knowledge Exchange Event (IKEE) is a new experience for all parties. **It is** considered as an event of learning together where it requires the participations of all party involvement. Community is the main focus of the event. To adopt the ideas, opinions and requirements of everyone, the cooperation of all party are important. Thus, IKEE team consists of NCA education staff, District Education Bureau and Community Representatives. The responsibility of the consultant was to stimulate the initial idea and input the basic concept of IKEE, then IKEE team took the role in designing the activity details and planning the schedule by them self. Due to the proper support, the team members received, they



accumulated confidence over time and were performing their best with their ability. Even if it was the first time for all of them. *“Together they can do it”*



2.3.2 Ownership of decision making.

Ownership of decision making is one of the key elements of PLA philosophy. Thus, in the process of IKEE planning each communities of the project target area got involved in making the decision for what subject of knowledge and what kind of culture product that they would like to share and show in the IKEE. The important tasks for 6 communities that participated in PLR process were that they should design on how to present their PLR process that they did and products that were made in their villages.

“What you are proud of, what you are confident in, and how would like to present; this time is yours.”



2.4 Unseen: Indigenous Knowledge Exchange Event [IKEE]



2.5 Review and Consultation with all stakeholders

Education and development are lifelong processes. The duration of the project may be terminated but activities for the education of the community are still needs to be continued. It is crucial to discuss in ahead of time on “what” and “how” should be done to have the sustainability of the intervention of the old area and lessons learned from those people involved. The discussion was how the different district offices should coordinate and give support in the new project area and provide assistance in that area. The support from the central and provincial authorities in the new project areas and potential central using and sharing of project processes outcomes were also review. And also there was a discussion about the feedback on PLR presentation of the villagers and comments from the participants, with focus on process and empowerment.

The activities and issues presented above formed the basis for a more inclusive and participatory and ethical basis for both the new approach to empowering education and the organization of the IKEE – basis founded on the local People and using their indigenous knowledge and skills. As you will see in the following sections, these same People adapted these to a new and unfamiliar situation with creativity and success. Read on . . . and learn from those persons living at a high geographical and cultural level.



3. The Living Product of PLR

“*Sow the wind and reap the whirl wind.*” Likewise, if we input a good process it will be good Productivity.

Rather than attempting to explain the wealth of ideas, knowledge, skills, feelings, and etc. with a multitude of our words we offer you a number of raw photos and indigenous words.

3.1 The feelings of Participants in PLR process:



“*I’m proud that people from outside are interested in our culture*” said a community youth leader who was a guide for the transect walk in Jamai Village.

“*Actually, in the past when the outsiders came to our community they told us what they want us to do, but this time the outsiders come and asked us what we would like to do.*” A woman in Jamai said.



An elderly woman in Jakhamleu said “*There were no other organizations doing this way —by bringing us all, women, men, boys and girls to show our thoughts*”.

A woman in Sompankao said “*I am very happy having a chance to express my thoughts*”.

3.2 The Reflections of Communities for the future.

The villagers in the old area would like to continue the activities even the project will stop. The villagers in the new areas also would like to learn the lesson and experience from the old community areas so that they will become IK community network.

3.3 The Reflections of the Support team.

NCA had commitment to set up the PLA Focus Group which including Department of Education, Department of Agriculture and Department of Public Health to apply the philosophy of PLA for the whole program.



3.4 Unseen: IK Exchange Experience product : Seeing is believing/feeling

3.4.1 Culture exchange between Akha and Lahu children



3.4.2 Living cultures exchange between Akha from Phongsalai and Akha from Loungnamtha about Ahka cultural & seasonal calendar



3.4.3 Learning from parents.



3.4.4 Show & share culture products





3.4.5 Art Culture show

3.4.6 Teaching outsiders



3.4.7 Transferring to the next generation

3.4.8 The reflections and Lesson Learn of IKEE from stakeholders:

- 1) The activities should link more with IK not only with physical products but also the values and soul of IK.
- 2) There should be the translations of language from Ahka to Laos in all activities, and various IPs groups should be invited.
- 3) The opportunities should be provided to the children to take up facilitation roles to share the knowledge that they have learned from IK expertise of their community.
- 4) The messages of art performance should be understood by audiences well by employing effective communication methods.
- 5) The event has to be organized with consideration of community seasonal calendar to avoid the time clash with livelihoods activities of the people.
- 6) Accommodation arrangement should be sensitive to child protections and their security purpose; such as bathroom and bedroom should be separated for boys and girls.



3.5 Review and Consultation with all stakeholders

To lead to concrete action in the next phase the stakeholders made the commitments presented in the two tables below:

Old areas

| Community commitments and action | Government commitment and action | NGO commitment and action |
|--|--|---|
| Provision of labor and equipment Provision of food for teachers Development of Community Development Planning Implementation of Indigenous knowledge, Follow up and reviews project. | Support to strengthening the community education committee Recruit teachers for schools that have insufficient teachers To include the IK to school curriculum Continue to support the activities that have been implemented so far Support and maintenance of educational materials Built the mechanisms for child protection, prevent human trafficking and support the gender balance. Support community products and community markets Establish the academic experts in areas. Provide sufficient teaching aids and teaching materials Invite company investments for commercial agriculture Networking building between Boakbor and Soploi areas Awareness raising campaigns in the community for the consequence of using drugs Set up Rehabilitation centers for drug addicts Promote vocational learning for communities Continue supporting the community revolving fund | HEI will continue to support for 3 more years in education and capacity buildings for education resource person NCA, PCF and HEI will continue to support 4 activities such as: 1) child protections mechanism 2) Indigenous Knowledge 3) teacher capacity building 4) development of community education committees |



New areas

| Community commitments and action | Government commitment and action | NGO commitment and action |
|---|---|---|
| Provision of labor and equipment Provision of food for teachers Development of Community Development Planning Implementation of Indigenous knowledge, Follow up and reviews project.. | Involve the community in education management process Education infrastructure building Establish the academic experts in areas. Allocate land and provide logging quota for the new sub-center in Chomok Repair the road to Jomok and Bansa. Establish community development committees and then provide capacity building trainings Support and monitor the education quality both inside and outside the schools Support growing crops and animals raisings Manage the environment conservations Prevention and suppression drug abuses Zoning the community land use (forest, arable etc.) Disaster prevention measure | HEI will continue to support Banbor for 3 more years in education and capacity buildings for education resource person NCA, PCF and HEI will continue to support 4 activities such as: 1) child protections mechanism 2) Indigenous Knowledge 3) teacher capacity building 4) development of community education committees HEI is flexible to the needs inthe local context and confirmed that it funds can be used for both investment in building and in activities related to quality and relevant education NCA will hand over a car for Long public health NCA, PCF and HEI will support the community experience exchange program between the old areas and new areas. |

OK, we've seen the numbers and the quotes and the photos and the summaries of what happened in the project and, especially, during the IKEE where the Indigenous People of Long District were liberated to show their knowledge & skills . . . and we were invited to listen and learn. Now let's see what we observed and learned.



4. The Observation of Lessons Learned/Unlearned and Suggestions from the Consultant and PLR team.

As consultants and PLR Team we were participated and learned through whole of PLR process. We got the lesson learn as follows:

4.1 The observation and lesson learn for good process of PLR.

4.1.1 Informing village authorities: Village authorities coordinated and cooperated in the PLR.

4.1.2 PLR team members split to visit individual households and invite men, women and children to participate in the PLR, if they were available. It was considered that this way won villagers' supports and participations. It was evident that the majority of the community members spent 2 to 3 days actively taking part in the PLR process.

4.1.3 Many of the PLR team members slept in villagers' houses. It meant a lot to the villagers in terms of sincerity, respect and virtue that the PLR team had to them. We learned that villagers were happy that we stay overnight in their houses. This was also an encouragement for their participation in the PLR process.

4.1.4 Different groups of villagers required different approaches to get to know each other. For example, the PLR found out that sports and fishing were the entry point to get to know the children's groups. For women's group, the PLR team found out that fun activities like chanting, dancing and singing worked well with this group. Time was essential for the PLR team and the villagers to get to know each other before start doing anything. [If we do not have enough time, it is our problems but not villagers' problem at all!]

4.1.5 While the PLR team was in the villages, they meet with elderly people to find out if an individual or a group of people to have open inaugurate the PLR process and closing it in the last day. This was also one of a very good process.



Respect with drink



Learning their knowledge



Home visiting

4.1.6 The PLR team members were overwhelmed by villagers' sincerity and warm hospitality. They brought their fruits and snacks and shared with us during our visits to their houses and the PLR processes.



4.2 The Observation of difficulties experienced

4.2.1 There have been some communication gaps between project staff and the villagers. To ensure that communication is effectively passed on to the receivers, checking and follow up from time to time is required. If did not happened, various and alternative methods of communication should be employed. Just one time and one method of communication may be not be sufficient for the villagers to understand and get the ideas, especially if project staff speak or use different language with the community people. For example, in the IKEE the staff wanted the 6 communities that participated in PLR to present the processes and products that done in their communities, but because of the communication were not clear the villager didn't prepare anything for this section.

4.2.2 *The management of NCA with regards to delay in implementation process was mostly related to the supply of construction and IK materials.* The need to comply with organization policies is one hand and there is a different situation in the field work is on the other hand. It is essential to look into on addressing the issue of accountable for the project objectives and addressing the need of community based on situation in one time.

4.2.3 The commitment of project workers. In applying the PLA philosophy for working with a community, **not only the staff understanding of the philosophy is enough but also their commitments have to be there toward the feasibility outcomes.**

4.3 The Observation of experiences enhanced

4.3.1 The community proposed a project directly to the district government, for them to follow the policy of government, to let the people able to participate in country development.

4.3.2 NCA started the planning to establish Community Base Organization (CBO) to preparation for exit Lao PDR and assist in setting up a local organization.

4.4 The Observation of challenges

4.4.1 How to implement the child protection program in accordance with the community culture, still safeguarding the well being of each child, with expertise from outside.

4.4.2 How to link the old area of project implementation to the new ones, as of IK education community network. People have express strongly that it is very important to maintained, but continuing of the process that means so much to the people, seems to be a challenge. Who will be responsible to take it forward?

4.4.3 How NCA will integrate the related departments such as education, public health and agriculture to be the PLA focus group if the organization were going to exit Laos.

4.4.4 How the government education department can expand the good process of project, as accepted by all stakeholders, from the old areas to the other new project target areas.

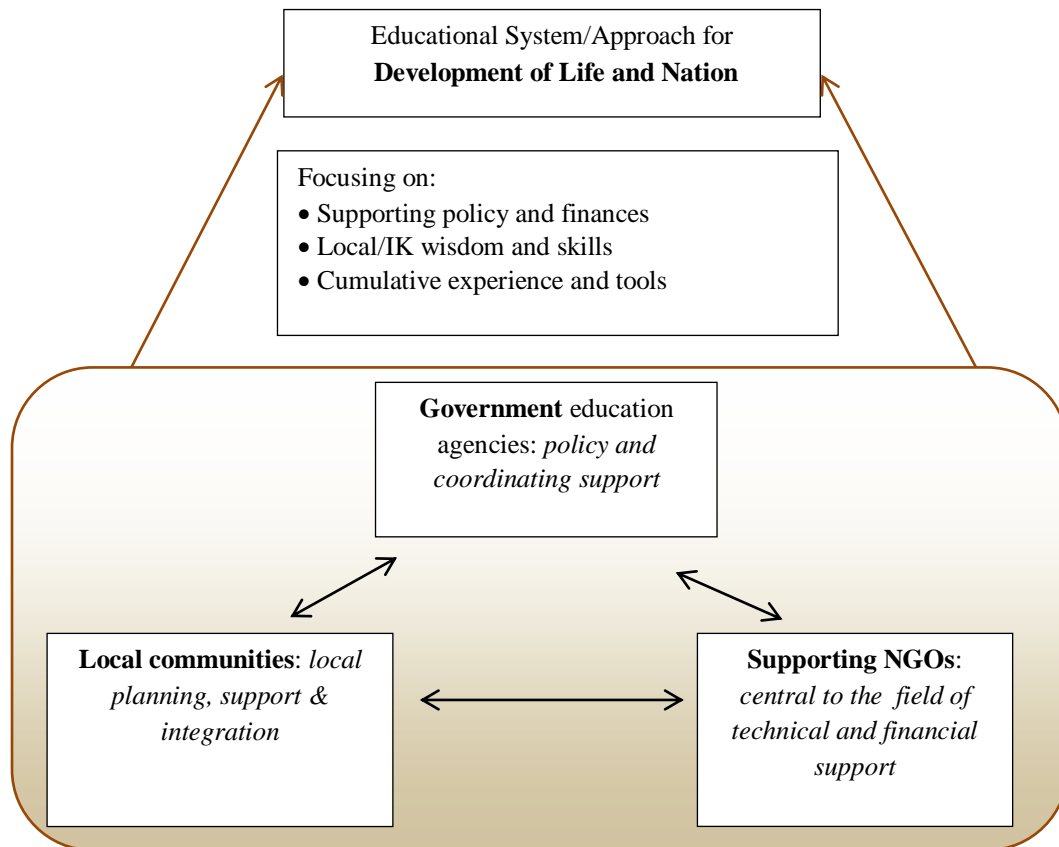
Now we go from observations of what we saw with our eyes to our expected observations in the future, i.e. vision.



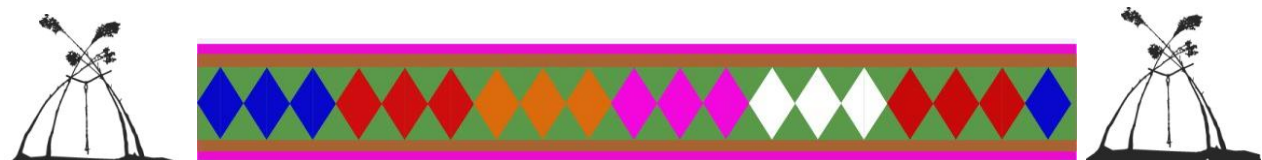
5. Observed and Expected Impact of PLR: Suggestions for the future.

The lessons identified in Section 4 led to suggestions for the future as follows:

5.1 Based on the PLR experiences in 2011 and 2014 and the resulting successful IKEE which have highlighted ethnic and community capacities, it was agreed by all stakeholders that a new educational approach can be developed based on the diagram below



5.2 To implement the Section 5.1, as it is considered to be in both old and new areas, who get involved to take the roles as players, and how? In order to clearly see the commitments and to define the roles and responsibilities of each stakeholders, a matrix [so far blank] was developed as follows:



Commitments, roles and responsibilities of the stakeholders

| Resources and commitment | Community | NGOs | GOs |
|---------------------------------|------------------|-------------|------------|
| Budget | | | |
| Expertise | | | |
| Infrastructure | | | |
| Materials | | | |

5.3 Expected processes and impacts on the community!!

The tree areas of project expectation sustainability: The sustainability of overall project activities, sustainable in some activity, and sustainable in heart.



“The Ahka culture should be the heritage of the Ahka people; no one can do it for us but ourselves. I would like to thanks to those contributed in the event. I would like see the IKEE happening every years so that we will enables to see and know each other to help keep young Akha love their culture and nation.” A Bormai elder told the children before closing the IKEE.



For those lovers of numbers and statistics, we present the quantitative progress of the project on the following page.

6. Living logframe

A part from the information of the PLR products and process, this article will be present about the productivity changes from 2011/12 to 2014/15 [Log frame vs. Present figures]: 10 quantitative Indicators (See Annex: Project Logframe)

- 6.1 Net enrolment rate of pre-school aged (3-5) increase from 57.25% in (2011-2012) to 63.41% in (2014-2015) in 7 pre-schools [NCA has managed to establish 9 preschools]
- Girl increase from 63.41% (2010-2011) to 67.36% (in 2014-2015) 100% ↑
 - Boy increase from 44.73% in (2010 – 2011) to 60% in (2014-2015) 100%
- 6.2 Passing rate of pre-school students attend primary school grade 1 increase from 31.94% in (2011-2012) to 85% in 2014-2015.
- Girls increase from 30.30% to 73.43% 83% ↑↓
 - Boys increase from 33.33% to 96.96% 88%
- 6.3 Net enrolment rate of primary school age (6-10) increase from 73.2% in (2010-2011) to 90% in (2014-2015)
- 7 Girl increased from 65% in (2010-2011) to 90% in (2014-2015) 75% ↓
- 8 Boy increase from 79.3% in (2010-2011) to 90% in (2014-2015) 74%
- 6.4 Dropout rate of primary school decrease from 4.6% (2011 – 2012) to 3,7% in (2014-2015)
- Girls decrease from 8.1% to 2.2% in (2014-2015) 3% ↓
 - Boys remain 2.5% in (2011-2012) to 2.5 % in (2014-2015) 3%
- 6.5 Passing rate of primary school (grades 1 – 5) increase from 89.16% in (2011-2012) to 92% in (2014-2015)
- Girls increase from 68.02% to 89% in (2014-2015) 90% ↑
 - Boys increase from 91.04 to 92% in 2014-2015 95%
- 6.6 At least 60% local IK experts continue teaching the IK topics according to their IK plans from 2012-2014. 96% ↑
- 6.7 Almost all parents are proud of their IK teaching & learning in their communities (18): IK is revived and 65% of grade 3- to 5 students have skills to apply IK for their daily life. 73% ↑
- 6.8 Villagers are satisfied with education through PLA processes observed by PCF, HEI, NCA, and government partners. 90%+ ↑
- 6.9 Established child protection mechanism in 18 villages functions (prevents and solves child protection issues). 100% [established] & 60% [functioning] ↑
- 6.10 Children are satisfied with child-friendly and protective environment from practices of positive disciplines in school and at home [teachers and VEDC trained in positive disciplines will raise awareness among parents] 90%+ ↑



More than logframe



Less than logframe



And for those who demand more substantive and deeper analysis of the whys and hows, we have some qualitative analyses.

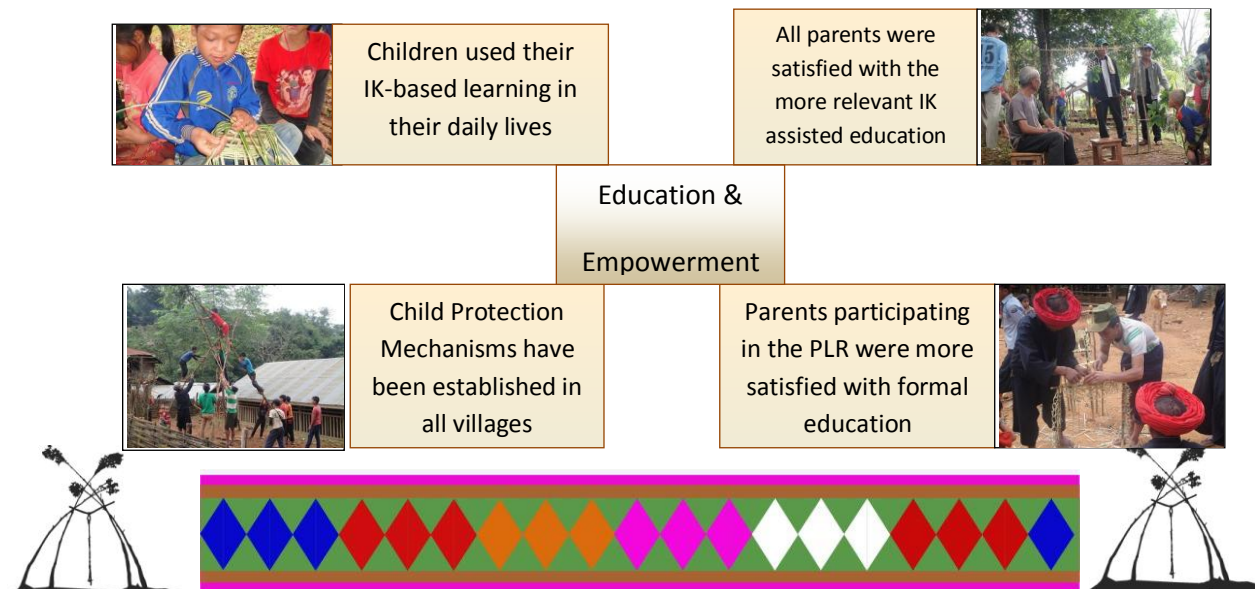
Information from the PLR relating to the indicators above:

- Relating to (6.8)—Satisfaction of parents with IK: All parents were satisfied with IK teaching and learning because it is more relevant to their living.
- Relating to (6.7)—Children use their gained IK for their daily lives: Children enjoy learning IK and apply their learning. They can do stitching; make jungle vine bag, broom, herbal medicine, etc.
- Relating to (6.8)—Satisfaction of villagers with formal education: All parents participating in the PLR expressed that they were satisfied with the formal education. They expressed that previously they had no school, but now their children have schools and can read and write. [However, the net enrollment rates 75% for boys and 74% for girls].
- Relating to (6.9)—Child Protection Mechanism (CPM): CPM has been established in all villages. In general, villagers started to be aware of children’s rights because the CPM started disseminate information and volunteer children’s performance plus debate... Volunteer children are part of the CPM. Only the thing is, when there is turnover of teacher(s) as they are also part of the CPM there is no handover.
- Relating to (6.10)—If children feel that they are safe in schools and homes: The 5 most important place that the children like as home, forest (where they get fruit), the river (where they fishing), school sport ground and school library.

Participation/empowerment:

1. Children empowered to participate in the project cycle: As a result of PLA, children actively participated in village development plans at the beginning, implementation (for example, they are part of the CPM and learning IK) and PLR this time.
2. Villagers empowered to participate in the project cycle: As a result of PLA, the different groups of villagers actively participated in developing their village development plans, implementing IK, monitoring IK teaching/learning, in conducting child protection, contributing their labor for school maintenance/fencing/preschool building/village office building, giving foods to teachers and the PLR this time.

Key non-quantitative indicators reported through the PLR process:



7. The Innovations Discovered and Facilitators of Continued Achievements

Something that never happened before but happens in the PLR Process, which is what, should be the case example for other areas and working in the future.

7.1 The Innovations Discovered

7.1.1 IP knowledge & skills in organizing. The IPs shown great potential in the placement and designing of their display booths with several differences in innovation when they were empowered by given an opportunity to design their own booth to share and show their culture? “The IPs proved that they can do!!”

7.1.2 PLR team including Community, NGOs and GOs Partners.

7.1.3 The debating is a tool that made the community express their opinion fully with good reasons and gets the attention of the entire audience, as children, youth and adults.

7.1.4 To go to fishing with the villagers, then comeback to cook and eat together. This is a kind of tool to build strong relationships with the locals in a short time.

7.1.5 The IKEE as a space for exchange knowledge among internal and internal, external and internality is also a space for building confidence and enhance skill in presenting the opinions of the community as well.

7.2 Facilitator Continue Achievements PLR Process

“Dive to the water bottom, Up to the tree top”. Governor Education Approach process: For the holistic and concrete successfulness of the work, the PLR team reached to both the project practical implementation and advocacy in policy levels. As for the policy levels, the project team approached to each level of education authorities; as Loungnamtha province education department and Long district education department, to present the benefit of government resulted from the project outcomes and consultation on what would be the future plan and commitments from the government in the old field area and new filed area, and then invited them to the IKEE.

7.2.1 Meeting with PESS Director on 14 October 2014

- 1) PESS was very much appreciated the project because it was obviously making education quality improved and more access of children to education.
- 2) PESS was concerned about the project phase-out: If possible, Mr. Bouchane, Director of PESS requested NCA to continue. If not possible, the project should consider supporting at least essential items such as utensil and blankets for the students. Part of his concern raised was that PESS and DESB do not have any vehicles to follow up and support the teachers up the mountain. However, PESS as well as DESB will try their best as it is their obligation.
- 3) IK: The director of PESS said that “The children wear their traditional clothes twice a week so that they not to forget their culture”. He also said that “it is difficult in documenting IK”. Therefore, the meeting suggested the LSDA’s model. [Recommendation: Both NCA and LSDA will have to work together more cooperatively in this regard].
- 4) New project area: Lower secondary education should be considered for new project because the basic education will extend to the lower secondary education level after 2015 in accordance with the MoES’s policy.
- 5) The director of PESS requested “the project should have candid feedback to PESS and DESB for improvement.



7.2.2 Meeting with DESB on 15 October 2014

1) Director, Deputy Director and Head of Planning of DESB expressed their thanks to the project. They pointed out that the project has contributed a great deal to the capacity enhancement of DESB personnel. For example, there are more teachers with upgraded knowledge and teaching skills, appointed coordinators know how to work more systematically and children able to express and brave to show their performance (e.g. about child protection). Most importantly, it was a great deal of community participation due to the project: “*Villagers do not demand for money from the project since PLA has been applied*”. Some IK teachers with no pay volunteer to teach children.

2) Also the project contributed to the educational infrastructure like preschools school building.

3) DESB still requested the project should, at least, continue to support the essential items such as blankets, mattresses, pillows, mosquito nets, and other needed educational stationeries such as books, pens and pencils.

4) DESB will try to continue the good process of [PLA]. Head of Planning said “Provision to villagers only is creating a wrong culture, so the process to make them get ownership is more important”.

5) If the project plans to have school construction, the information on village cluster from the district administrative office has not be sought for the coming project in the new area.

6) DESB requested at least 4 staff from them should be formed as a team to learn from the project so that they can replicate the good process to other schools where there is no project support.

7) Recommendations:

A: Personnel (both from DESB and villagers who have experiences in the old communities) should be utilized to support the new project area.

B: How do PESS and DESB communicate to MoES about the good project process and convince them to extend to the other areas?

7.2.3 Meeting with NCA’s team in Long on 16 October 2014

There are few NCA’s administration steps in the process that sometime delay the implementation. Those steps in the process can be avoided.

Recommendations:

Option 1: In the absence of the education coordinator in Vientiane, the field coordinator or a staff should be assigned responsibility.

Option 2: Management in Vientiane should approve the quarterly planning and the activity planning should be managed and approved in Long.

Option 3: One signature instead of two signatures in Vientiane



7.2.4 Meeting with NCA Management Team in Vientiane on 17 October 2014

The PLR team and representatives of PCF met with the management team of NCA, PMER officer and Education Program Coordinator and the above issues has been aware by the management of NCA and the delay was mostly related to the supply of construction and IK materials. The main reasons for the delay in 2014 were as follows:

- 1) NCA Head Office has introduced the new procurement policy and each country office has to submit the annual procurement plan to the head office. Since 2014 was the first year of introduction of the development of procurement plan, NCA Vientiane Office has provided trainings to the field staff for the development of the procurement plan and then submitted to the management team of NCA Lao Program for the approval. In addition to the development of the procurement plan, the secretariat of the procurement committee also had to check the prices and suppliers in the market that delay the delivery. The procurement plan was approved at the end of dry season, 2014, when all the construction activities has to be finished. In the beginning the field staff were also confused in implementation of the new procurement procedures. Thus, most construction works were not carried out during the last dry season
- 2) There were also additional activities proposed by the villagers through the district authorities that were not in the annual plan. These activities were mainly related to the improvement of the infrastructure in the target and non-target villages such as water supply, school construction, community center construction, maintenance. Sometimes the district authorities also approached the project to support the government activities such as meetings, provision of office supplies and exposure visits that were beyond the authorization of the project manager (Syha) or education program coordinator (Phadsada). Thus, all additional requests have been submitted to the Country Program Manager for consideration, and most of the times without prior coordination with other government offices, projects and donors working in Long District in submitting the request. Through INGO and working group networks NCA Vientiane Office has the information on different donors and central government support in the area, and she still has to ask the field staff to check it with the concerned district offices in order to avoid overlap.
- 3) The education project coordinator is working 80% for the project and he sometime had to carry out monitoring trip to another project of NCA in Bokeo province. The delay may also be related to his absence at the Vientiane office and did not manage to approve the activity implementation request form to be submitted for final approval of the Country Program Manager.



- 4) The last reason was the delay in advance clearance by the field staff so the finance section could not give additional advance without clearance of the previous advance.

In order to overcome these challenges NCA Management Team agreed on the following:

- The deadline for submission and approval of the procurement plan will be discussed with the staff by NCA management team
- The field staff must be updated with the monthly financial report
- The staff proposed to continue the implementation of delayed activities assigned in 2013 and with some activities (IK) in 2014. It was agreed that the field staff can continue to submit the activity implementation plan for the approval on a quarterly basis
- The electronic approval can be accepted when the concerned authorized persons are not in the office.
- To improve communication between the field staff and the management at Vientiane level. The field staff can call or email the Country Program Manager within 3 days if no update receives on the status of activity implementation approval.

And finally we come to the end . . . of the report, but not the end of the work.

8. Conclusions

It is obvious that PLA has brought about a significant change in approaching and working with the villagers in the ways they become empowered and self-confident in making their own decisions about their community development, particularly education—e.g. IK teaching for their children. They are proud of their local wisdom as part of education . . . and this makes them see the value of ‘education’. They more and more realize and make use of their local resources available for their own community development. Women and children are no longer passive players. Not only the men but the women are IK experts teaching students particular IK topics and playing an important role in child protection. Both the men and women actively participate in the project planning and implementation. As well, PLA empowers children to participate as well, for example involving them in child protection interventions like live drama performances to convey messages to community members. Consistently, across all the villages, the villagers expressed that they like that the project has been working with them in this [PLA] way. If they worked in this way a long time before, their community would be much more developed than this...The most important lesson learned is that to apply PLA requires commitment from the project staff, the NCA management and the government partners.

Through the course of the project, the parents are very satisfied with IK teaching and learning taken place in their communities because it is more relevant to their lives. Children also enjoy learning IK. The IK Exchange Experience in Mid November 2014 was one of the events that the Akha and Lahu villagers are very proud of because it was an important space for them to share their cultural identities and wisdom among themselves and external visitors. Importantly, the District Governor and other senior officials at the provincial and national



levels joined this event. The presence of such high level government officials meant the important recognition and promotion of the community ownership that the project and the community together have been committed to developing. It has been learned that the project should organize this kind of event annually and perhaps extend its accommodation for other groups of indigenous peoples.

In addition, the project has made significant achievements, through the PLA, in enhancing the project cycle. The net enrollment and dropout rates of primary school students still need to be improved by taking into consideration the flexibility [stated in the National Policy on Inclusive Education 2010] to adapt “school calendars and schedules to suit local conditions”. For example, during the cultivation and harvest seasons students should be allowed to take breaks to help their family farming.

In brief, the project has overcome difficulties of limited school relevance and consequent negative attitudes to make national & IK education a functional and integrated part of community life. What’s needed next are continuing opportunities and support to address remaining problems, refine approaches, and expand the space & ownership of national-indigenous education

**We sincerely thank
you for listening.**



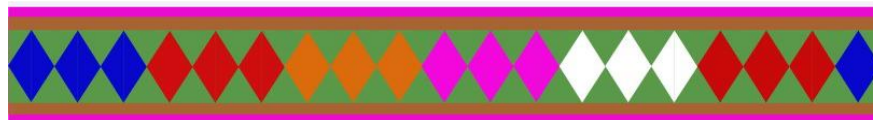
Annex

PROJECT LOGFRAME

Project title: **Empowerment of the Ethnic Minority Children through Education**
 Country: **Laos**
 Name of the Partner Organization: **Norwegian Church Aid**
 Date: **5/1/2012**

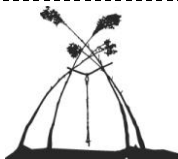
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| Objective of PCF country programme (to be inserted by CRep) | | | |
| Long- term objective (9-year objective) (Please formulate the long-term, 9-year, objective of the project. Make a resultative formulation: What will be the end result of the project after the completion of all 3 phases?) | Quantitative and qualitative indicators (How will you see that your project has come closer to or reached the objective? Formulate disaggregated indicators (gender, age, etc.) Check your indicators with OVI/SMART) | Sources of information (In which way will you get your information about whether you reached the target? Sources can be documents from your partners, interviews, focus group discussions, observations. NOT your own project reports) | Risks and assumptions (Which assumptions do you have, which need to be fulfilled, in order for the objective to contribute to the objective of the PCF country programme? Which uncontrollable risks might prevent the objective to contribute to the country programme?) |

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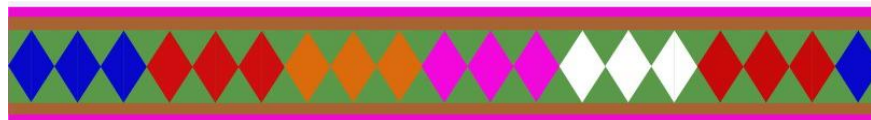
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| <p>Project objective for this phase (3-year objective).</p> <p>(Please formulate your project objective (1 objective) for this phase. Make a resultative formulation: What will be the end result, after the completion of this phase?)</p> | <p>Quantitative and qualitative indicators (How will you see that your project has come closer to or reached the objective? Formulate disaggregated indicators (gender, age, etc.) Check your indicators with OVI/SMART)</p> | <p>Sources of information (In which way will you get your information about whether you reached the target? Sources can be documents from your partners, interviews, focus group discussions, observations. NOT your own project reports)</p> | <p>Risks and assumptions (Which assumptions do you have, which need to be fulfilled, in order for the objective to contribute to the objective of the PCF country programme? Which uncontrollable risks might prevent the objective to contribute to the country programme?)</p> |
| <p>Improved quality and relevant education, protective environment for pre-school and primary children and empowered communities to sustain indigenous knowledge (IK) and child protection in Boakbor and Soploi sub-districts, Long district, Luangnamtha province through capacity enhancement of teachers, DEB, PES staff, project staff and through PLA processes of empowering children, villagers and village education development committees in all target villages.</p> | <ol style="list-style-type: none"> 1. Net enrolment rate of pre-school aged (3-5) increase from 57,25% in (2011-2012) to 63,41% in (2014-2015) in 7 pre-schools <ul style="list-style-type: none"> - Girl increase from 63,41% (2010-2011) to 67,36% (in 2014-2015) - Boy increase from 44,73% in (2010 – 2011) to 60% in (2014-2015) 2. Passing rate of pre-school students attend primary school grade 1 increase from 31,94% in (2011-2012) to 85% in 2014-2015. <ul style="list-style-type: none"> - Girls increase from 30,30% to 73,43% - Boys increase from | <ul style="list-style-type: none"> • Monitoring reports • Evaluation report • Semester narrative reports • Annual narrative reports • Statistics from DEB | <p>Risk(s):</p> <ul style="list-style-type: none"> • Statistics might not be accurate • Project activities usually delay during rainy season • Household movement or/and resettlement <p>Assumption(s):</p> <ul style="list-style-type: none"> • Good cooperation and support by PES and DEB • Good cooperation from villagers and VEDC • PES and DEB follow school activities regularly |

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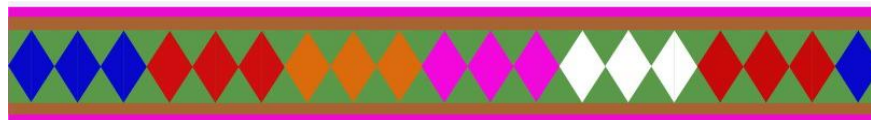
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| | <p style="text-align: center;">33,33% to 96,96%</p> <ol style="list-style-type: none"> 3. Net enrolment rate of primary school age (6-10) increase from 73.2% in (2010-2011) to 90% in (2014-2015) <ul style="list-style-type: none"> - Girl increased from 65% in (2010-2011) to 90% in (2014-2015) - Boy increase from 79,3% in (2010-2011) to 90% in (2014-2015) 4. Dropout rate of primary school decrease from 4,6% (2011 – 2012) to 3,7% in (2014-2015) <ul style="list-style-type: none"> - Girls decrease from 8,1% to 2,2% in (2014-2015) - Boys remain 2,5% in (2011-2012) to 2,5 % in (2014-2015) 5. Passing rate of primary school (grades 1 – 5) increase from 89,16% in (2011-2012) to 92% in (2014-2015) <ul style="list-style-type: none"> - Girls increase from 68,02% to 89% in (2014-2015) - Boys increase from 91,04 to 92% in 2014-2015 6. At least 60% local IK experts continue teaching the IK topics according to their IK plans from 2012-2014. 7. Almost all parents are proud of their IK teaching & learning in their communities (18): IK is revived and 65% of grade 3- to 5 | <ul style="list-style-type: none"> • IK teaching plans of each village • Villagers' feedbacks and monitoring | <ul style="list-style-type: none"> • Project staff follow up project activities regularly • PCF and HEI provide both financial support and technical support |
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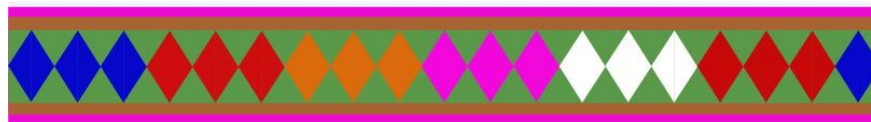
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| | <p>students have skills to apply IK for their daily life.</p> <p>8. Villagers are satisfied with education through PLA processes observed by PCF, HEI, NCA, and government partners.</p> <p>9. Established child protection mechanism in 18 villages functions (prevents and solves child protection issues).</p> <p>10. Children are satisfied with child-friendly and protective environment from practices of positive disciplines in school and at home [teachers and VEDC trained in positive disciplines will raise awareness among parents]</p> | <ul style="list-style-type: none"> • Field visit reports from HEI, PCF and NCA • Numbers of Child Protection Mechanism are established. | |
| <p>Output 1: Strengthened capacity of project staff, teachers and DEB & PES staff.</p> | <p>1.1. Project staff:</p> <ul style="list-style-type: none"> • Two of project staff trained in “community development project management” (concept and application) are able to apply knowledge for their project by 2014. • Eight of project staff trained in “PLA in PCM” once a year are able to apply knowledge for their routine project activities from 2012 to 2014. | <ul style="list-style-type: none"> • Semester follow up report • Semi report • Annual report • Pre and post training test reports • Numbers of teachers supported and returned | <p>Risk(s):</p> <ul style="list-style-type: none"> • Lack of commitment of project staff, teachers, DEB and PES. • Assumption(s): • Through PLA process involved staff respect, support and empower villagers to make decision on education development |

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| | <p>1.2 Teachers:</p> <ul style="list-style-type: none"> • 10 of teachers (with outstanding performance) supported by the project with upgrade teacher training (summer course) at Luang namtha teacher training college. 80% of those who are supported return and teach in the project area from 2012-2014. • 50% of teachers trained in multi-grade teaching once a year are able to apply knowledge gained to improve their routine teaching/learning by 2014. • DEB and/or PES in conjunction with project staff follow up and support teachers on teaching methodology, school management, community participation in education development: <ul style="list-style-type: none"> - PES: once a semester - DEB: twice a semester - Project staff & DEB coordinator: once a month (in each school) • Quality teacher tool [MoE standards] used for self-assessment <p>1.3 Ten DEB and PES staff members participating in PLA workshop once a year are convinced to apply and support PLA processes in monitoring and support to teachers and</p> | <ul style="list-style-type: none"> • Monitoring reports by PES, DEB and project • PLA workshop reports • Self-assessment • Exchange visit reports | |
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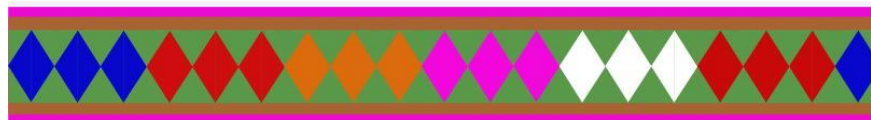
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| | <p>communities from 2012-2014. 1.4 One exchange visit per year is held within the target communities to bring together community members, teachers and DEB staff from 2012-2014.</p> | | |
| <p>Output 2: Empowered children (to participate in and to be heard), villagers and VEDC to lead their community education development through PLA processes</p> | <p>2.1 Villagers:</p> <ul style="list-style-type: none"> • Almost all parents in 18 villages are aware of children’s rights through PLA twice a year from 2012-2014 • Almost all parents in 18 villages support and promote children’s rights from 2012-2014 <p>2.2 PLA is conducted with students (both boys and girls) at targeted school to identify gaps of children’s rights (priorities) and project can be adjusted to address the indentified gaps accordingly from 2012-2014.</p> <p>2.3. Children (both boys and girls) empowered to participate in their development and their village development through PLA conducted by parents with support from project staff and government partners from 2012-2014.</p> <p>2.4 VEDC</p> | <ul style="list-style-type: none"> • Training report and Village education development plans • Number of children participating in PLA . • Monitoring reports • Numbers of PLA process. | <p>Risks:</p> <ul style="list-style-type: none"> • PLA is not conducted properly by DEB – not give power to villagers to make decision <p>Assumption:</p> <ul style="list-style-type: none"> • DEB support PLA in education development in the project areas. |

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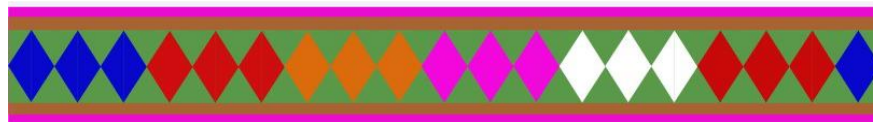
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| | <ul style="list-style-type: none"> • All VEDC members trained in PLA empower their community members to participate in their community education development from 2012-2014 • All VEDC members implement and monitor their village development plans in conjunction with their villagers and teachers from 2012-2014 <p>2.5 All IK experts teach IK topics as scheduled from 2012-2014</p> <p>2.6 Recognition of IK experts: put IK topic signs at experts' houses, IK certificates and appreciation paper from 2012-2014</p> <p>2.7 Simplistic tool for children's self-assessment developed and used to review their teaching/learning satisfaction and recreational activities in school.</p> | <ul style="list-style-type: none"> • Monitoring reports • TOR of VEDC • IK teaching Plans • Numbers of IK signs posted | |
| <p>Output 3: Established child protection mechanism to prevent and solve child protection issues</p> | <p>3.1 VEDC members in 18 villages trained in child protection and how to prevent and deal with child protection issues in their communities from 2012-2014</p> <p>3.2 Child protection guidelines are developed, tested, finalised and in use by 2012</p> <p>3.3 VEDC raised community awareness of child protection on a</p> | <ul style="list-style-type: none"> • Training report • Child protection guidelines • Numbers of Child protection mechanism | <p>Risks:</p> <ul style="list-style-type: none"> • Child Protection Mechanism concept is new to project field staff and government partners <p>Assumptions:</p> <ul style="list-style-type: none"> • Law on the protection of the rights and interests of children |

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| | <p>regular basis (based on agreement during training on child protection) from 2012-2014</p> <p>3.4 Child protection mechanism established in 18 villages functions from 2012-2014</p> <p>3.5 108 child volunteers (6 per village) recruited, trained to transfer knowledge of children’s rights and to act as part of child project mechanism</p> | | |
| <p>Output 4: Provided teaching & learning materials, basic utensil items for students at dormitories and essential facilities for education</p> | <p>4.1 Each of 3,493 students from 29 schools has received one set of learning materials per year from 2012-2014</p> <p>4.2 71 teachers from 29 schools are provided with 71 set of teaching materials per year from 2012-2014</p> <p>4.3 29 schools are provided with basic utensil items as necessary for students living at dormitories from 2012-2014</p> <p>4.4 Six village offices are built and used to facilitate implementation of village education development plans. [PLA has to be done before construction of village office in order to learn about villagers’ readiness] from 2012-2014</p> <p>4.5. Six villages are provided with 6</p> | <ul style="list-style-type: none"> • Numbers of students received learning materials • Numbers of teachers received teaching materials • Numbers of school received basic utensil items • Numbers of village offices constructed • Numbers of sewing machines provided | <p>Risks:</p> <ul style="list-style-type: none"> • Lack of sustainability in the long run • Lack of responsibility for taking care of provided materials <p>Assumptions:</p> <ul style="list-style-type: none"> • Motivation due to provided materials |

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| | <p>sewing machines (each per village) [PLA has to be done before provision in order to know about their readiness] from 2012-2014 [Sewing machines are proposed by women through the PLA planning process with clear explanations from them that they will use this kind of item to repair their children's clothing and improve their skills in using external technology. In that sense, this is part of empowerment of women; they should fulfil their right to facilitate and to reduce their domestic burden].</p> <p>4.6 Feasibility study for electricity conducted in 20 villages and installation based on the feasibility.</p> | | |
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