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Support to the reform of the Luang Prabang Agriculture and Forestry College (SURAFCO)

Project Document Phase 1 (2008 – 2011)



Final, January 2009

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Executive Summary

The Swiss Agency for Development and Cooperation (SDC) through its Swiss Cooperation Office for the Mekong Region in Laos is supporting a number of initiatives in the agriculture sector in the fields of research, extension and marketing.

Formal education and agricultural extension play a major role in the Lao PDR Government strategy to modernize the agriculture and forestry sector in order to achieve food security and poverty reduction for all Lao people. Five agricultural colleges (four agricultural technical and one irrigation college), under the Ministry of Agriculture and Forestry (MAF), need to be reformed to better respond to the needs of the labour market and the objectives of the Government policy.

Since 2005, Switzerland has provided short term technical consultancy to assist the MAF to formulate a strategy for the reform of the existing colleges. According to the strategy, the training must be more skills-based, responsive to the needs of farming communities and to the increased market integration.

The present document describes the findings and strategy for the first phase of the project focusing on the reform of LAFC (Luang Prabang), elaborated during a short term planning mission in June 2008.

The project should start in January 2009 for a first phase of three years. Both the hardware (infrastructure) as well as the software of the Luang Prabang Agriculture and Forestry College (curriculum, management, etc.) will be addressed by the project. At the same time, the other colleges under MAF will also benefit from the experiences made at LAFC, through workshops and trainings for some of their staff.

The project objective reads as follows: "The LAFC, as a well managed centre for skills-based education and training in upland farming systems, offers an attractive study and working environment for students and teachers (taking into account gender and ethnic groups), is linked to a number of private and public partners, and its graduates are in demand for their theoretical and practical skills in the labour market". It has 6 outcomes, dealing respectively with students (outcome 1), teachers (outcome 2), curriculum development (outcome 3), partners and networking (outcome 4), infrastructure development (outcome 5) and college management (outcome 6). Human capacity building (training of teachers and college staff) will be central to this project.

The project will be implemented by the LAFC, with the assistance of a supporting agency (still to be identified through a tender) and the technical assistance (mainly for curriculum development) will be provided by the Swiss College of Agriculture.

There will be one full time expatriate CTA, and there will be several consultants providing support to the reform process. The Swiss college of Agriculture will plan and implement several workshops with the teachers of LAFC (and some of other colleges) and provide them the tools allowing them to conduct the reform. Ownership for the reform process are considered crucial for the success of the project.

The reform will be conducted under the MAF who will be associated to the Ministry of Education in the project steering committee. At the same time, the college of Luang Prabang will set up a board of trustees (a permanent body that will have the task of guiding strategically the LAFC and to strengthen its links to the labour market. The board of trustees will have representatives of the State as well as private sector.

Besides educating young people, essentially from Northern Provinces, in upland agriculture (three specializations are planned: agro-entrepreneurs, crop production specialists and animal production specialists) the LAFC will also have the task to provide further education to extension staff who are already employed in public and private (refresher courses). The students will be recruited taking into account specific needs of ethnic groups and women.

The revised curriculum will offer an optimised combination of theory, applied theory and practice to the students. New topics will be introduced or strengthened, such as management, marketing, business development, etc. and the teaching methods will focus on student centred learning, shifting part of the responsibility to study to the students. At the same time, the college

infrastructure, including the college farm, will provide improved conditions to the students and to the teachers (water supply, farm mechanization, access to internet, improved facilities). This should help reducing the time students spend for their living on the campus (growing food, cooking, washing, etc.) thus increasing the time available to study.

The tentative budget of the project is 4.65 mio CHF for the first phase, including some funds in 2008 to facilitate the project start.

Acronyms

CTA	Chief Technical Advisor
DAFO	District Agricultural and Forestry Office
DED	Deutscher Entwicklungs-Dienst
DoE	Department of Education
DoOP	Department of Organisation and Personnel
DOP	Department of Planning
GoL	Government of Laos
LAFC	Luang Prabang Agriculture and Forestry College
LAK	Lao Kip (currency of Laos)
Lao PDR	People's Democratic Republic of Laos
LEAP	Laos Extension for Agriculture Project
MAF	Ministry of Agriculture and Forestry
MDGs	Millenium Development Goals
MoE	Ministry of Education
NAFRcC	National Agriculture and Forestry Research Centre
NRM	natural resources management
PAFO	Provincial Agricultural and Forestry Office
PCD	Participatory Curriculum Development
SCA / SHL	Swiss College of Agriculture / Schweizerische Hochschule für Landwirtschaft (Zollikofen, Switzerland)
SDC	Swiss Agency for Development and Cooperation
TOR	Terms of reference

Country Map



1 Context and current situation

1.1 Introduction

The Swiss Agency for Development and Cooperation (SDC) through its Swiss Cooperation Office for the Mekong Region in Laos is supporting a number of initiatives in the agriculture sector in the fields of research, extension and marketing. However, this support is dependent on the number and quality of human resources available, mainly in Government institutions. Today, human resources are a critical limiting factor and this explains partly the low capacity of the Lao Government to absorb the funds available in the agriculture sector.

Therefore, formal education and agricultural extension play a major role in the Government's strategy to modernize the agriculture and forestry sector in order to achieve food security and poverty reduction for all Lao people. Five agricultural colleges are under the Ministry of Agriculture and Forestry (MAF), but presently, none of them is training the agriculture technicians and extension agents that are needed to achieve the goals set by the Government, neither for upland farming systems, nor for market oriented farming.

Since 2005, Switzerland has provided short term technical consultancy to assist the Ministry of Agriculture and Forestry to formulate a **strategy for the reform of the existing colleges (four agricultural technical and one irrigation college)**. According to the strategy, the training must be more skills-based, responsive to the needs of farming communities and to the increased market integration. It should also provide short term refresher courses. The strategy was completed and approved by the Ministry in January 2008 and covers the period 2008-2020.

The priority area of SDC's work is in the uplands of Northern Laos. The agriculture college that deals most with uplands is based in Luang Prabang. Therefore, the MAF has requested SDC to consider supporting the Luang Prabang Agriculture and Forestry College (LAFC) to implement the reforms during the period covered by the newly approved strategy (2008-2020). Some support could also benefit other colleges. The Swiss support should enable the colleges to educate graduates with skills fitting the needs of the Lao uplands. This will include adapting the curricula, improving teaching methodologies and teachers skills, introducing internship, increasing the number of women and ethnic group students and improving teaching and learning infrastructure as well as living condition of students and teachers. Further issues are to introduce adequate management structures for the LAFC and mechanisms for generating income and to improve the participation in market oriented activities.

The present document describes the findings and strategy for the first phase of the reform of LAFC (Luang Prabang) elaborated during a short term planning mission in June 2008 realised by consultants of the Swiss college of agriculture in Zollikofen together with members of the taskforce.

1.2 Background, problems and potentials

Modernizing the agriculture and forestry sector is a top priority of the Lao Government. The four main objectives in the agriculture and forestry sector (MAF, 2008) are

- (1) to achieve food security and increase food production,
- (2) to promote the production of commodities,
- (3) to eradicate slash and burn cultivation and
- (4) to manage forest resources in a sustainable way. The aim is also to promote market-based farming, and to reduce disparities between lowland and upland.

Agricultural extension is a key strategy of the Lao Government to achieve these objectives. The vision of the MAF is to have a new type of extension agents, especially at the «Kumban»¹ level (service centres) who can work with farmers in the style of participatory technology development, while developing independent small enterprises. Skilled agricultural graduates will also be needed by the private sector that is investing rapidly in the agricultural sector.

In 2006, the MAF hired a consultant² to assess key issues and draft strategic solutions for reform in the agriculture and forestry colleges through consultation with a range of stakeholders. The planning mission (June 2008) has also visited a number of key stakeholders, and their findings are compared to those of earlier assessments (see table 1). The following root problems were identified:

- limited labour market for graduates from agricultural colleges
- lack of income for students, teachers and colleges
- growing number of school entrants
- poor teaching practices, and
- practical skills not defined and taught

Though there are quite a lot students (mostly from the lowlands) who are looking for formal education and thus overburden the existing capacities of the colleges (budget, teachers, infrastructure), only about 20% can expect to find a secure and paid job within 3 months after graduation. The costs of the study for students may change on short notice, because of changing budgets from the MAF. Some students have difficulties to cover their living costs and there are limited possibilities for income generation on the college farm (e.g. in Luang Prabang). In order to reduce the costs, students work up to 40 hours per week for their living, thus lacking time and energy for their studies. Poor teaching and learning practices, inadequate infrastructure and equipment as well as low technical and pedagogical skills of teachers prevent students from being (and feeling) prepared for their future job.

The situation of the teachers is also difficult. They often lack adequate training, practical experience and incentives to work for the college. The low income forces them to generate most of their income after work at the college, thus making teaching even less important for them. Lacking management and business skills prevent them and the colleges from participating in the market (selling products, extension services).

Based on the first assessment, MAF assigned an internal taskforce in 2007 to develop a strategy towards the year 2020 for reform of the five agriculture and forestry colleges under MAF³. In a participatory procedure the taskforce assessed the situation of agricultural colleges and drafted a strategy document which resulted in MAF's "Strategy for reform in the Agriculture and Forestry Colleges toward 2020".

The main purpose of the strategy is "to develop skilled human resources for market-based development in the agricultural sector", thus linking education to the labour market. To achieve acceptance in the labour market, the quality of teaching and learning in technical education at the agriculture and forestry colleges has to be improved. The resulting reform strategy consists of six key components:

- Linking training to the extension system and the labour market

¹ Refer to section 1.3

² Joost Foppes, 2006

³ All other education institutions like primary, secondary and vocational schools as well as the universities are in the line of Ministry of Education (MoE).

- Linking training to agro-enterprise development
- Skills-based curriculum building (adding extension and business skills)
- Training teachers
- Improve management, self reliance and accountability
- Upgrade infrastructures

A steering committee and five working units are charged with the implementation of the reform strategy. The time schedule for implementing the reform strategy should follow the Government five year planning cycle. Three phases are planned:

- Pilot phase 2008-2010: pilot new system in two colleges (outreach)
- Expansion phase 2010-2015: cover all colleges (one third of needs)
- Consolidation phase 2015-2020: cover all colleges (all needs)

As part of MAF's first phase strategy, the here presented planning focuses on the reform of the Luang Prabang Agriculture and Forestry College. A first assessment of the situation of LAFC has been done by DED in 2007. Nevertheless, during the first phase, other agricultural colleges will be involved as much as possible in the reform process, so that they can benefit from the experiences made at the LAFC.

Of the five agricultural colleges, the LAFC is the one that has the closest links with upland farming systems. Transition processes in Northern Lao PDR are influenced by very diverse factors like in-migration, foreign direct investment, cross-boarder trade and markets, resettlements, extractive development and industrial plantation, shifting cultivation stabilisation, forest and land allocation as well as opium eradication. Farmers are responding in various ways to these factors, some with success others not, feeling dependent and suffering of greater food insecurity. The LAFC needs to educate specialists who can deal with these diverse processes and the transformation of the upland farming systems.

Besides the market integration of the agriculture and forestry colleges and its graduates, MAF strategy focuses also on improvement and expansion of the extension work, integrating graduate students into the public extension sector. With the services of the extension workers, MAF intends to establish public structures in remote upland villages in order to achieve food security and poverty reduction. When working in upland villages, extension agents need special skills in order to deal with the daily life of local people and with transition processes taking place in diverse farming systems. Together with the extension services, public services and infrastructure as well as a decentralized research system can be expanded to the village cluster areas.

The situation of the so called ethnic groups as well as the position of women in the social context is a major preoccupation of MAF when implementing the strategy. The objective is to integrate more students from these (up to now) disadvantaged groups into formal agricultural education⁴.

Although Lao PDR promotes gender equity since the foundation of the actual State, gender inequalities are obvious in terms of access to formal education. Women are not oppressed, but daily life has a gendered pattern in the sense that women's and men's tasks and responsibilities are complementary. It seems that parents in rural contexts are even less convinced to send their daughters to school, because they can be productive within the family / household from an early age on, whereas boys will be needed urgently when they have the

⁴ For more detailed information see annex 4.

physical force for farm labour. On the other hand, women – even when they are professionals – have less job opportunities, because many employers request workers with a strong physical constitution. In short, the opportunities for girls to enter the college are less favourable: they often lack the required eleven years of formal education (higher secondary school) and they do not have good perspectives for their future life as professional farmers or extension agents.

As for the ethnic groups, the predispositions are quite similar. Access to school is not guaranteed for the children, although formal education is compulsory for at least eight years. Not remoteness⁵ or ethnical motivated exclusion⁶ are main factors for absenteeism, but socially motivated considerations. Parents from ethnic groups⁷ are often not convinced to send their children to school, where they learn things they do not need for their life on the farm, and from teachers coming from another ethnic and cultural context (Lao Loum, educated in towns). Many ethnic groups are engaged in subsistence farming, producing only what they need for their own survival and spending much attention to social processes and physical presence. Children work and learn within a social context on the farm and in the community. When they attend school they are often absent and thus excluded from this important integrating factor. A further factor is the unpredictability of living costs and scholarships for students attending school or college away from their family support⁸.

As for the language skills of LAFC students, it is required that they are fluent in Lao. When attending formal education they should acquire enough knowledge in Lao in order to follow the classes in the college. The local language skills of students with an ethnic group background are an important asset for their future work, e.g. as extension agent, together with their local cultural knowledge and skills.

By integrating more female students and students from ethnic groups, young people get a new perspective through education, and the extension system gets more skilled staff with local cultural and linguistic resources.

⁵ This has been shown by the Lao socio-economic published by CDE.

⁶ Some may be / feel excluded because of their lacking language skills in Lao language, the main language of teaching in primary school. The dominant lowland Lao culture is propagated through the education system, through the media and government propaganda, through government meetings and rituals, through the high profile given to Buddhist's rituals, and through the dominance of Lao language in the political and public sphere (Evans 2000). It is thus not a direct exclusion, but an ignorance towards other forms of living, that prevents people with an ethnic minority background to orient themselves within the propagated system.

⁷ In Lao PDR a (much debated) tripartition under one Lao national group is very common. Based on rather geographical criteria are distinguished Lao Loum (lowland Lao), Lao Theung (slope land Lao) and Lao Soung (highland Lao). In a national context the Lao Loum represent the majority, while Lao Theung and Lao Soung are divided in a big variety of ethnic minority groups (representing in some local contexts the majority). Migration and resettlement bring some confusion into this tripartition.

⁸ The costs for food and lodging are not really known in advance, this applies apparently also to the upper secondary school, not only to the college...

Table 1 Comparison of earlier findings and findings of the mission of June 2008

Main statements of the MAF Strategy (2008), discussion paper DED (2007) ⁹	Main findings of the mission 2008
STUDENTS	
<ul style="list-style-type: none"> • too many students at the college (lack of infrastructure and job opportunities) • do not have enough time for their studies (work 40 hrs/ week for food preparation, washing, work on the farm, etc) • poor job opportunities after graduating • poor opportunities to acquire skills and experience in the college • unequal and poor opportunities to get a long term scholarship • show little interest and skills for working in a private company or in an own enterprise • too low percentage of women enrolled • too low percentage of students with an upland ethnic background enrolled 	<ul style="list-style-type: none"> • students are generally willing and well-working (quota system students sometimes less) • give much importance to agriculture and engagement in developing agriculture • lack of new and modern learning methods and tools • learning in a poor study environment • they are working on the school farm without coaching of the teachers • good relationship among students and teachers • mostly top-down and one way communication • organise themselves for food production, buying and preparation • should have better access to the market for their products • scarce personal (financial) resources for students living at the college • incertitude about the costs of the studies (coming term) as well as about the income they can generate with their agricultural products and access to scholarship • the division of students between the sites of Luang Prabang (first year) and Pak Seuang (second and third year) complicates the organization and weakens the identity of the LAFC • students fear to lack of skills after having graduated (are not confident in their future skills) • poor support for leaving students to get a job (as employee or self employed) • female upgrades have even less job opportunities, especially in the uplands, where labour 'force' is needed
TEACHERS	
<ul style="list-style-type: none"> • no mechanism for teachers training • lack of incentive to improve skills • lack of the link to farmers and extension system • hope to get scholarship abroad • poor teaching practices • lack of link to best farmer practices • lack of entrepreneurial knowledge and skills • many hours spent for planning and reporting within the MAF structure 	<ul style="list-style-type: none"> • high motivation in the team of teachers • willingness to serve • they like teaching • they appreciate to live in proximity of the college • teachers spend 28-35hrs/ week for income generation (besides of teaching) • they do little research • they want to improve their skills in technique, research, IT, teaching method, English, facilitation... • they want to upgrade / are upgrading their technical skills • they lack of confidence in their acquired technical and teaching skills • they have a low salary • teaching fees are low (3000 -5000 LAK/ hour) • the teacher team has some exchange of ideas with other agricultural colleges
CURRICULUM	
<ul style="list-style-type: none"> • is understood as a series of book • cannot be changed easily • is too much based on theory • focuses too much on lowland agriculture • does insufficiently link education and labour market • teaching should evolve from root learning to skill based learning 	<ul style="list-style-type: none"> • lack of skills in communication (incl. languages), 'soft skills', (business) management, adult education, marketing, project management, report writing... • lack of technical skills in specific fields • the balance between theory, applied theory and practice needs to be reassessed • teaching is too much teacher centred and 'one-way' • practical terms need to be reassessed (provides partners with cheap

⁹ The MAF strategy gives an overview about the situation in all five agricultural colleges under MAF; the DED discussion paper is focussed on the situation in LAFC.

<ul style="list-style-type: none"> • upgrading to higher level and providing more practical skills is difficult (overloading the curriculum) 	<p>workers; it must in future be more student centred)</p> <ul style="list-style-type: none"> • access to information for self study is limited • should be upgraded to higher diploma level • dilemma between training for the labour market (few jobs) and social responsibility (education opportunity for many students) • students wish to get more knowledge and skills in forestry (new rubber plantation in the uplands), soil management, and disease analyses and treatment, as well as in computing, accounting and English
PARTNERS	
<ul style="list-style-type: none"> • lack of trained employees for the private sector • lack of partnership between local business and the college (e.g. for practicum, job opportunities) • public and private sector need a new type of extension workers • no active network between other colleges / universities and the agricultural colleges • the government wants to have extension workers for all the kumban cluster villages 	<ul style="list-style-type: none"> • partners from private and public sector are willing to collaborate, to support the college • partners in the private sectors are looking for graduates with different skills (knowledge), mostly specialised in one specific technique (e.g. vaccination) • the public sector wants future extension workers to work part time as self employed • the public sector needs extension workers who are willing and skilled to work in remote places (cultural context, language) • the government will not be able to pay for all the required extension workers in the kumban village cluster
INFRASTRUCTURE	
<ul style="list-style-type: none"> • deficit of clean water for living and laboratory use • lack of classrooms, dormitories, canteen and lavatories to accommodate increasing number of the students • lack of communication systems (there is no internet) • lack of good vehicles • lack of farm equipment, irrigation and other infrastructures • water supply for agriculture and sanitary is insufficient 	<ul style="list-style-type: none"> • water supply for living and agriculture on the Pak Seuang site is deficient • the teaching and learning infrastructure (classroom, farm) has to be improved in quality and quantity (integrating first year students), enabling also more market oriented services and production • the infrastructure for the living of the students has to be improved (kitchen, dormitories, sanitation) • the infrastructure for communication and management has to be improved (computers, IT, internet, library) • planning, maintenance and funding mechanisms for infrastructures need to be improved (private sector, temple funds) • there is no vehicle for study trips
MANAGEMENT	
<ul style="list-style-type: none"> • lacking of mechanism for student's participation in management • not transparent criteria for student's selection • no transparency about the costs for studies (e.g. for parents, supporting agencies, scholarship providers) • no effective, service providing administration unit • no mechanism for promotion of enrolment for disadvantaged groups (ethnic minority and women) • no mechanism of resource mobilizations and management • no maintenance unit for infrastructure and equipment 	<ul style="list-style-type: none"> • resource mobilization is deficient and uncertain (budget of the MoF) • unclear definition of positioning of the college in the landscape of agricultural education • low fee for student's registration (5000 LAK/ Credit), uncertain number of quota students • financial management system is complicated • not enough transparency about the distribution / reinvestment of the farming income • poor external communication (acquisition of students, enrolment of disadvantaged groups, networking) • no transparency about the quota system (many intervening factors and agencies) • no detailed tracer studies and information about the labour market and its requirements (skills and job opportunities)

1.3 An evolving institutional environment

1.3.1 Ministry of Agriculture and Forestry

As of October 2007, the Ministry of Agriculture and Forestry (MAF) consists of 11 Departments each headed by a Director General, as follows:

General Departments: Planning, Personnel, Inspection and the Permanent Secretary

Technical Departments: Irrigation, Agriculture, Livestock, Forestry, Forest Inspection

Service Departments: Research – National Agriculture and Forestry Research Institute (NAFRI) and Extension – National Agriculture and Forestry Extension Service (NAFES)

At the national level, all Departments consist of a number of *Divisions* and *Centres* that are subdivided into *Units*. In addition, most Departments provide technical support to centres and units at the Provincial and District level that fall within the administrative responsibility of either the Provincial Agricultural and Forestry Office (PAFO) or District Agricultural and Forestry Office (DAFO).

In order to provide better services to the population, the Government of Laos has defined a new level – the so-called “Kumban” level – corresponding to a cluster of 5 to 15 villages. This new administrative level has no political mandate, but consists essentially in a service centre where extension agents will offer their services. Agriculture will be the pilot sector to be established in the “Kumban” centres. However, due to the large number of “Kumbans” (more than 1’100 in the country) it is not likely that the Government will have the resources to finance this additional staff. Therefore the strategy is to include the private sector in the provision of services (in areas that are reasonably accessible), to have partly self-employed extension agents with a low monthly salary from the Government (approx. 300’000 LAK / month), while the Government would only employ fully those agents in very remote and inaccessible areas.

1.3.2 Ministry of Education

The Ministry of Education (MoE), which is the line ministry for schools (primary, secondary and upper secondary), vocational schools, and universities, is currently reforming the education system in Laos. The secondary school will last 4 years (instead of 3 presently), while the upper secondary will remain with 3 years, leading to a total duration of 12 years (instead of 11). This reform will of course influence higher education. So far 11 years were required to enter university, a college or a vocational school; in future 12 years will be required to enter university, but the higher studies will be shortened accordingly. The conditions for admission in the vocational schools and colleges might be revised. Assuming that admission would be possible with 8, 9, 10, or 11 years, this again would have consequences on the prior knowledge and skills of the students, and it may also lead to an even greater diversity (trend towards even more inhomogeneous students’ knowledge and skills at the beginning of the studies).

The Departments of Education (DoE) represent the Ministry of Education on a regional level. The MoE and the DoE of Luang Prabang will have to work together with MAF in the reorganization of the agricultural colleges in order to harmonize duration, level of diploma and “bridges” of college level education, as well as in defining possibilities of access from vocational and / or higher secondary school. Another issue to be discussed is the possible upgrading of LAFC and its in-between status between vocational school and University.

1.4 Agricultural education in Laos

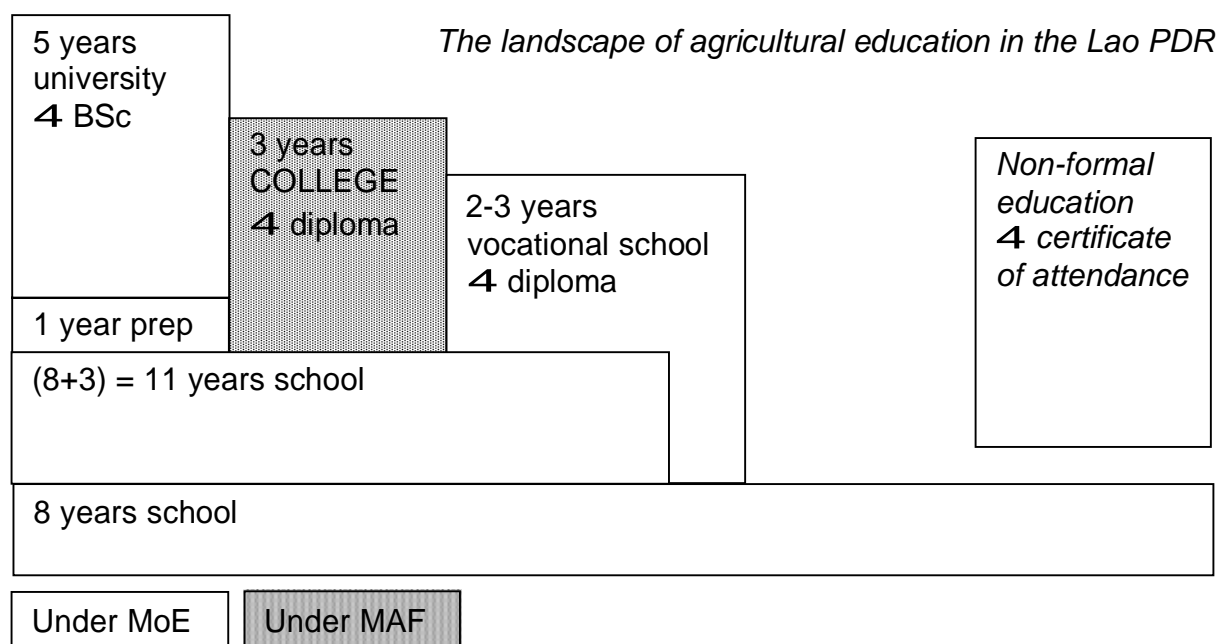
In the Lao PDR, formal education is under the Ministry of Education, while professional education is partly under the same ministry (MoE) or under corresponding line ministries (as it is the case for agriculture).

At the grassroots level, farmers in their villages, mainly smallholders, do not have any professional education. In the uplands of Laos, the rate of children attending primary school is high (92% according DoE Luang Prabang), but the number of those attending secondary school or even higher education decreases rapidly (approximately 52% in Luang Prabang); in upper secondary school, still 35% of the children are attending. In Laos, attending higher education, including education at an agricultural college, must be considered as a privilege.

Formal education in agriculture is offered in vocational schools (under MoE). This is a practical education of 2 years leading to a diploma or 3 years leading to a higher diploma. Requirement for admission is normally class 11 passed (upper secondary)¹⁰. These schools are located in almost each province. However, in Luang Prabang, agriculture is not included in the curriculum of the vocational school.

At a higher level, agriculture can be studied at the university (also under MoE) either in Vientiane, Champassak or Luang Prabang. The University Souphanouvong in Luang Prabang was newly constructed (loan from a Korean bank) and offers, in its faculty for agriculture, three sections in the green sector (crop production, livestock production and forestry). The impression of the mission after having visited the university is that agricultural education there is rather theoretical and academic, leaving the students with limited practical skills.

The five agricultural colleges under MAF are therefore not very different from vocational schools, however with a three years curriculum leading to a diploma (no higher diploma) which reduces the attractiveness of those colleges for students.



¹⁰ A 12th grade is planned; but it is not yet clear, when the model of the new upper secondary school will be implemented.

1.5 Luang Prabang Agriculture and Forestry College

The Luang Prabang Agriculture and Forestry College is located 20 km North of Luang Prabang town with 50 ha of land, which was the farm of the former royal family before 1975. LAFC was officially established on November 20th 1989 with agreement from Luang Prabang Provincial Authorities and Ministry of Agriculture and Forestry. In 1999 LAFC joined with Northern Agriculture and Forestry Extension Training Center in Xiang Ngeun District, where teaching of the first-year students takes place. This became necessary as the number of students increased.

The farm land is composed of

Area for construction	5 ha
Rice field	2.9 ha
Fruit tree orchard	6 ha
Vegetables	1 ha
Pasture	10 ha
Fish pond	4.5 ha
Remaining areas are forest	20.6 ha

The organization chart shows that the college is managed by one director and two deputy directors:



In the academic year 2008, LAFC has totally 64 staff, of which 19 females and in this number, there are 51 teaching staffs. 7 out of them are teaching basic sciences, the others have a technical profile in agronomy, animal production (incl. fishery) and forestry. There is currently no specialist in topics such as communication, management, economics, marketing, accounting, extension methods, etc.

The teaching staff and their specialization (2008)

No.	Department	Msc.	Bsc.	H.Dipl.	Dipl.	Total
1	Agronomy	3	9	6	3	21
2	Animal production	3	5	-	3	11
3	Fishery	-	3	-	1	4
4	Basic science	-	4	2	1	7
5	Forestry	1	4	2	1	8
Total		7	25	10	9	51

The teachers, the management, the students, the infrastructure

Time allocation	Name of teachers and timing										
	BT	Mz	SK	ping	Pps	Amp	Out	Put	Vil	Tp	Ked
Teaching											
Preparation	15	30	15	20	20	25	30	20	30	20	25
Implementation	10	15	10	10	15	15	20	25	10	15	15
Examination	5	5	5	5	5	5	10	15	5	15	10
Farm production											
Practical with students	20	10	10	20	10	15	10	20	10	0	20
Production	0	5	20	10	10	15	20	0	10	0	15
Research, service	5	0	10	10	0	15	5	5	5	15	0
Administration	45	35	30	25	40	10	5	15	30	35	15
Total	100	100	100	100	100	100	100	100	100	100	100
Private activities (hours/week)	30	28	30	30	28	25	31	35	30	33	10

(mission findings, June 2008)

Curriculum: Luang Prabang Agriculture and Forestry College (L AFC) provides a 3 year-training programme which consists of 6 semesters of a duration of 18 weeks each. The curriculum is composed of 3 main courses as well as practical activities:

▪ Basic course	18 courses	42 credits
▪ Core course	16 courses	44 credits
▪ Specialized course	8 courses	24 credits
▪ Farm practice		4 credits
▪ Practical term (6th. semester)		10 credits
Total		124 credits

In the academic year 2007-2008, there are totally 601 students, of which 162 females. For details please see the table below:

Batch	Lao loum		Lao soung		Lao teung		Total	
	total	female	total	female	total	female	total	female
16	185	54	35	10	18	4	238	68
17	157	39	20	4	28	9	205	51
18	109	39	11	0	38	4	158	43
Total	451	132	66	14	84	17	601	162

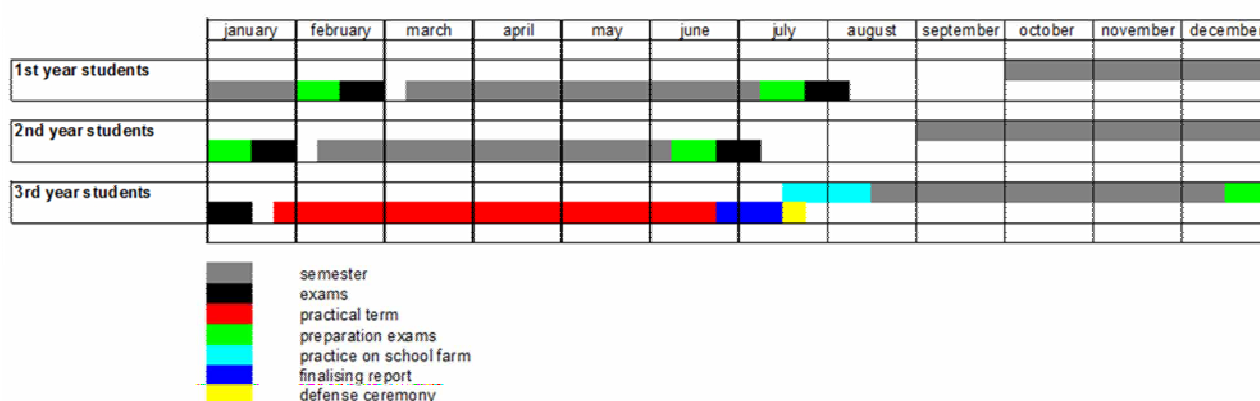
Since the establishment of the college, 1387 students have been graduated in two different major fields: crop production and animal production. The table shows the details:

Batches	Study period	Agronomy		Livestock&Fishery		Total	
		total	female	total	female	total	female
1	89-92	13	3	11	0	24	3
2	90-93	18	6	16	7	34	13
3	91-94	20	4	12	3	32	7
4	92-95	19	2	15	4	34	6
5	93-96	15	3	8	0	23	3
6	94-97	23	2	12	2	35	4
7	95-98	18	4	17	2	35	6

8	96-99	32	4	20	3	52	7
9	97-00	36	5	17	3	53	8
10	98-01	53	11	32	4	85	15
11	99-02	72	16	64	15	136	31
12	00-03	53	19	69	10	123	29
13	01-04	72	16	64	15	136	31
14	02-05	80	24	123	45	203	69
15	03-06	63	21	121	38	184	59
16	04-07	62	21	122	42	184	63
Total:		657	164	730	196	1387	360

The 1st semester begins in October. Each semester has a duration of 16 weeks followed by 2 weeks for the preparation of exams, and 2 weeks of exams. The 2nd year (3rd semester begins in early September and the third year begins in early July with 4 weeks on the school farm. The term in the classroom starts in mid-August and it ends with the exams in January. The 5-month practical term takes place from February to June. This is followed by a period of approximately 4 weeks for the completion of the final report, and the defence takes place in July.

L AFC annual calendar (situation 2008)



1.6 Labour market for agricultural graduates in Laos

Graduates from the universities have the reputation of being people with high theoretical knowledge but limited practical skills. Nevertheless, due to their higher diploma (BSC, MSc or even PhD), they have access to high positions often within the government structure.

Graduates from vocational schools and from the agricultural colleges have a more practice oriented education, however – as shown in section 1.2 – not fully matching the needs of the labour market.

Those graduates from agricultural colleges, in particular those from Luang Prabang Agriculture and Forestry College, may find jobs as listed in table 2. However, many of them remain jobless, and this is not reflected in the list, while the category “self-employed” covers a number of more or less qualified types of jobs.

The mission could not properly assess whether there is a competition between the various agricultural education institutions, but it appears that the labour market is only partly a free and open market. There is little doubt that in future, there will be increasing competition between education institutions in Laos (see also chapter 3).

Table 2 List of present and potential jobs for graduates from the L AFC

	Profile as “extension staff”	Profile as agro- entrepreneur
Government extension agents (Province and District)	XXX	(X)
Researchers at NAFReC	XXX	X
Trainers	XXX	X
Teachers	XXX	X
Private extension agent (at «Kumban» level)	XX	X
Self employed + extension agents (at «Kumban» level)	XX	XX
Project staff	XX	XX
Certification agents	XX	XX
Supervision in agro enterprise	X	XXX
Traders in agro inputs and produce	(X)	XXX
Specialized as agro tour guides	(X)	XXX
Agro entrepreneur include processing	(X)	XXX

Legend: XXX = strong focus on skills from the corresponding profile
 XX = many skills from the corresponding profile are needed
 X = some skills from the corresponding profile are needed

1.7 SDC in the Mekong region – policies and strategies

SDC policies in the Mekong region for natural resources management (NRM)

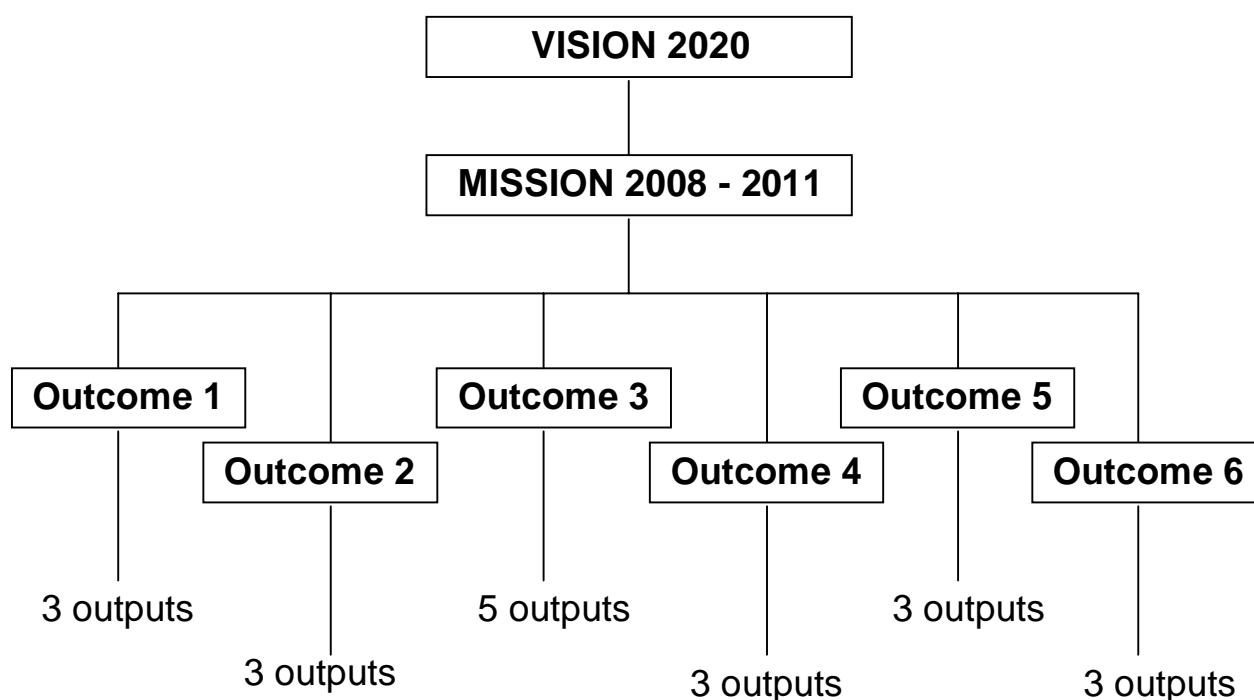
From SDC's side the central policy paper is the *Swiss Cooperation Strategy for the Mekong Region 2007-11*, elaborated in 2006. This framework is a tool under development by SDC's East Asia division to monitor SDC's programmes for their contributions to specific MDGs and the respective goals of the partner countries' towards these.

The present reform project of agricultural colleges is in line with this policy. Through increased capacities, the stakeholders, i.e. the graduates and their employers, will contribute to those objectives. Moreover, the project is also complementary to the LEAP, as potential future extension agents will be employed within the structures set up by the extension system.

Annex 2 shows in detail how the project will be contributing to SDC's efforts to promote the development objectives of the GoL to the MDGs.

2 Project proposal (2008 – 2011)

The Luang Prabang Agriculture and Forestry College has already a vision and mission statement. These statements were revised while formulating the project proposal, but the terms “vision” and “mission” were maintained, corresponding to the upper levels of the logical framework, where the “vision” is equivalent to the “overall goal” or “development goal” while the “mission” corresponds to the project objective. The present proposal, as indicated below, has 6 outcomes and for each outcome 3 outputs (except outcome 3 which has 5 outputs).



The complete logical framework is attached in annex 2.

2.1 Project goal and objective

2.1.1 Development objective (Vision 2020)

The Luang Prabang Agricultural and Forestry College (LAFC) is acknowledged by public and private partners as a centre of excellence in sustainable upland farming systems, offering skills-based and market-oriented education, training and services, thus contributing to poverty reduction, food security and income generation in the Northern Provinces of Laos.

The new elements in this vision (compared to the existing one) are the stronger focus on the uplands (farming systems and biodiversity) as the LAFC covers the Northern Provinces of Laos. Becoming a centre of excellence may appear ambitious; however with the time horizon of 2020, it is worthwhile having this as a perspective. In a rapidly evolving environment – including in the education landscape – only institutions that have a clear focus and that can demonstrate good results and performances will be able to subsist with growing competition. The link with some of the MDGs refers also to SDC’s declared objectives and to the Lao Government strategies.

2.1.2 Project objective (Mission for 2008-2011)

The LAFC, as a well managed centre for skills-based education and training in upland farming systems, offers an attractive study and working environment for students and teachers (taking into account gender and ethnic groups), is linked to a number of private and public partners, and its graduates are in demand for their theoretical and practical skills in the labour market .

On the operational level, the focus is set according to the strategy adopted by the MAF: a curriculum with clear skills and market orientation. The mention of “excellence” in the vision should be mentioned again here: if they have the choice, students will prefer schools having a good reputation, with qualified teachers, offering favourable learning conditions, adequate facilities, an attractive curriculum and diploma. On the other hand, teachers will also prefer to work in an institution that offers good conditions, where the working atmosphere is enjoyable, and an institution of high reputation.

This does not mean that the college should follow the same objectives as the university. It means that under the given circumstances (prior knowledge and skills of students and duration of the studies), the college should offer an optimised education with the skills required on the market, and it should also aim at being better than its direct competitors.

2.2 Outcomes, outputs and activities

Outcome 1 – Improved student selection and motivation

Highly motivated students from Northern provinces of Laos, with a growing number of women and students originating from ethnic groups, enrol in the college and contribute to its reputation in the labour market, through their theoretical, practical, technical, managerial and social

Output 1.1 Highly motivated students, with a growing number of women and students from ethnic groups, enrol in the LAFC

Activities

- 1.1.1 To contact the departments of education, concerned authorities and ethnic schools of Northern provinces for increased enrolment of women and ethnic groups
- 1.1.2 To advertise and promote the college among women and ethnic groups
- 1.1.3 To elaborate support measures to promote the enrolment of women and ethnic groups
- 1.1.4 To elaborate and implement an entrance examination (for higher quality of students)
- 1.1.5 To elaborate a concept for students' selection
- 1.1.6 To improve the system of registration at students' enrolment

Output 1.2 The students are respectful of the rules and regulations in the college and on the campus, and have a positive attitude towards the college, inside and with outside partners

Activities

- 1.2.1 To communicate the rules of life in the school and on the campus to the students (students regulations)
- 1.2.2 To assess the students' attitude and satisfaction
- 1.2.3 To improve the functioning of students' associations
- 1.2.4 To organise regular meetings with students
- 1.2.5 To encourage / support social and cultural activities as well as sports events for the students
- 1.2.6 To promote the exchange of experience among students (1st, 2nd and 3rd year)

Output 1.3 New skills introduced in the curriculum positively affect the students' performance in the studies, on the college farm, and on the labour market

Activities

- 1.3.1 To evaluate the students performances
- 1.3.2 To establish statistics of students performances
- 1.3.3 To organise / promote the agricultural production on the college farm
- 1.3.4 To identify resources and potential for marketable products and services
- 1.3.5 To survey markets and potential clients, and identify demand
- 1.3.6 To encourage / support the emergence of students' saving groups
- 1.3.7 To involve students in commercial activities on the college farm and allocate them a fair share of the benefits

Outcome 2 – Better trained teachers(technical and didactic skills)

Highly qualified and motivated teachers compose a pool of experts in upland farming systems of Laos, regularly upgrade their training in technical, teaching, managerial and social skills, transfer their knowledge and skills to their students and develop specific skills in enterprise development, Service and applied research

Output 2.1 The teachers of LAFC are trained (according to a detailed plan taking into account the restrictions imposed by normal college activities) in their technical fields and have developed new skills in student centred learning, communication, language and extension methods, (project) management, and enterprise development

Activities

- 2.1.1 To establish a plan for teachers' training, including some teachers from other colleges¹¹
- 2.1.2 To identify adequate training opportunities
- 2.1.3 To train teachers in teaching methods
- 2.1.4 To train teachers in technical skills and become skill-based trainers
- 2.1.5 To train teachers in managerial skills, and micro enterprise development
- 2.1.6 To train teachers in communication skills
- 2.1.7 To train teachers in applied research methods
- 2.1.8 To upgrade teachers' qualification through formal studies
- 2.1.9 To train teachers in writing TOR and personal development objectives
- 2.1.10 To link teachers with farmers' practices
- 2.1.11 To organise study tours for teachers, students and partners
- 2.1.12 To train the librarian

Output 2.2

The teachers have a clear understanding of their duty, their performance is monitored, and they are generally satisfied of their situation

Activities

- 2.2.1 To assess teachers' satisfaction of their situation
- 2.2.2 To conduct yearly personal assessment and planning meeting with each teacher
- 2.2.3 To establish TOR for each teacher with personal development objectives
- 2.2.4 To promote and improve teachers' meetings for curriculum development, exchange of ideas, teaching issues in general
- 2.2.5 To reassess the remuneration (teaching allowance and income from other activities) **4** motivation of the teachers
- 2.2.6 To reassess the time allocation of teachers to their various tasks, with more time for applied research
- 2.2.7 To assess and fix the time allocation for teachers during the reform process

¹¹ Those teachers from other colleges will be trained specifically on issues of curriculum development and teaching methods. Their number and selection will depend on their interest, availability, on the budget and on organisational aspects of the trainings and workshops.

Output 2.3

New teachers are recruited according to the changing needs of the college, and the share of women and representatives of ethnic groups is increasing

Activities

- 2.3.1 To establish a list of criteria for the recruitment of new teachers, including ethnic and gender issues
- 2.3.2 To recruit new teachers according to the needs of the new curriculum

Outcome 3 – Introduction of Skills-based Curriculum and Student centred teaching

The curriculum is skills based, oriented towards the needs of the market, and teaching is student centred; the curriculum has a good balance between theory, applied theory and practice, includes basics, common skills, as well as specialised skills in private business development, upland crop production systems and upland animal production systems. The programme for on-the-job training and further education is based on the same principles

Output 3.1

The existing curriculum is assessed in order to assure a continuity wherever possible and tool for the elaboration, assessment and monitoring of the new curriculum are developed

Activities

- 3.1.1 To assess the existing curriculum
- 3.1.2 To develop tools for the new curriculum (module description format, module evaluation format, databases, statistics, etc.)
- 3.1.3 To gradually introduce innovations in the existing curriculum wherever possible (for testing purposes of various elements, and in order not to lose 2 years)
- 3.1.4 To develop tools for the assessment of the new curriculum and to apply them (monitoring of the implementation of the new curriculum)
- 3.1.5 To compare the level of studies (new curriculum) with similar institutions in neighbouring countries and other colleges in Lao PDR (through monitoring, exchange of information and students, etc.)

Output 3.2

The contents and the structure of the new curriculum are defined based on the skills required by the labour market (demand-oriented and market oriented), with a focus on micro-enterprise development

Activities

- 3.2.1 To assess the skills required for the main functions that graduates from the college will be likely to assume in their professional life
- 3.2.2 To make a rough plan of the different skills that need to be included in the new curriculum in the categories “basics”, “common skills” and “specific skills” for the 3 planned specialisations (includes language and communication skills, entrepreneurial skills, and technical skills)
- 3.2.3 To develop a modular structure, including definition of module size
- 3.2.4 To develop the modules with specification of the skills that should be acquired, the share of theory, applied theory and practice for each module, including teaching

- method, method of examination, etc.
- 3.2.5 To develop skills programme for best farming practices on the school farm and with a net work of local innovative farmers
 - 3.2.6 To conduct a workshop for the presentation of the new curriculum concept to teachers, partners, and steering bodies
 - 3.2.7 To consult private and public partners to get a feed back on the new curriculum concept
 - 3.2.8 To test the new curriculum
 - 3.2.9 To adapt the curriculum to skills development through participatory curriculum development within a regional networking context
 - 3.2.10 To examine the 5-month practical training and reassess and revise its structure, objectives, implementation, setting standards for the final report
 - 3.2.11 To elaborate a concept for small enterprises development (e.g. related to livestock, crops or processed agricultural products), including the access to resources (e.g. micro-credit) and implement it

Output 3.3

The specific requirements of student centred learning and modular curriculum with respect to the infrastructure development (outcome 5) are clearly defined and documented

Activities

- 3.3.1 To formulate the requirements in terms of infrastructure related to the new curriculum and for optimal student centred learning
- 3.3.2 To create an optimised learning environment for students (self study), including the improvement of the library

Output 3.4

An optimised programme of refresher courses for “returnees”, extension staff, and farmers is elaborated and offered

Activities

- 3.4.1 To assess the training needs for “returnees”, extension staff and farmers
- 3.4.2 To elaborate a concept for demand oriented refresher courses
- 3.4.3 To advertise refresher courses
- 3.4.4 To plan the organisational and financial aspects of the refresher courses
- 3.4.5 To conduct refresher courses for “returnees”, extension staff and farmers
- 3.4.6 To elaborate a evaluation process for refresher courses

Output 3.5

The key staff of the college are trained on curriculum development and student centred learning methods and issues

Activities

- 3.5.1 To train at least one staff thoroughly on curriculum development issues (**4** project leader)
- 3.5.2 To train teachers on curriculum development issues

Outcome 4 – Building up of a national , regional and international Partner Network

The LAFC links up with a network of national, regional and international partners engaged in (upland) farming systems with partners from the public and private sectors, in the fields of applied research, extension, education, teachers' training, services, practical training of students, and job opportunities. These partnerships include close links with other similar colleges under Ministry of Agriculture and Forestry.

Output 4.1 Various networks are set up and result in regular exchange between agricultural colleges, applied research partnerships, improved linkage with the private sector for better job opportunities for graduates, synergies between projects, and closer links with extension

Activities

- 4.1.1 To exchange ideas with agricultural colleges under MAF and other colleges under MoE and inform them about the curriculum reform
- 4.1.2 To invite agricultural colleges under MAF and other colleges under MoE to the workshops about the new curriculum
- 4.1.3 To define an applied research strategy for LAFC together with research partners
- 4.1.4 To communicate about the curriculum reform to all partners
- 4.1.5 To establish close links with projects (e.g. PROFIL, PRO RICE, ...) and research institutions working on upland farming (e.g. IRRI, NAFReC, universities)
- 4.1.6 To establish close links with extension NAFES at national level, with PAFO in Northern provinces, with districts, with technical agriculture and forestry service centres at «Kumban» level
- 4.1.7 To set up a network of “innovative farmers” (e.g. together with NAFES) and promote them through college activities
- 4.1.8 To establish a long-term partnership with the Swiss college of agriculture
- 4.1.9 To identify and link up with partner colleges e.g. in Thailand, Vietnam and China on issues such as teachers' training, exchange of students
- 4.1.10 To establish coordination mechanisms with other relevant SDC funded projects (SADU, LEAP, SDC upland rice development, PARUA)
- 4.1.11 To identify new options / models for micro- agro-enterprises for income generation by students, teachers and villagers
- 4.1.12 To explore possibilities to develop new income generating activities, e.g. agro-tourism or guide for tourists on agriculture and biodiversity issues
- 4.1.13 To discuss with MAF, DoE and other agricultural colleges the possibilities of expanding the process of college reform to other colleges and to organize the cooperation with regard to phase 2 of the MAF strategy (2010-2015).

Output 4.2

The improved capacities and performance of the college are promoted and the college is gradually acknowledged for its competences in upland farming systems

Activities

- 4.2.1 To promote the improving competences of the LAFC in upland farming systems to potential employers of graduates (private and public) and partners/ clients for services
- 4.2.2 To develop the college's website with updated information about the reform project,

- newsletter
- 4.2.3 To establish links with local and national media for the promotion of the college and its new curriculum
 - 4.2.4 To organise an “open doors” event at the college for its promotion (education, services and research)
 - 4.2.5 To acquire mandates that can be executed by the LAFC staff

Output 4.3

The 5-month practical term is managed in a professional way and the access to job opportunities for graduates is facilitated

Activities

- 4.3.1 To negotiate with partner organisations for the 5-month training course and improve the coaching of students
- 4.3.2 To establish links with vocational technical schools, and other organisations and private enterprises / partners (national and regional)
- 4.3.3 To elaborate a concept for better interaction with the private sector, including financial contribution to the college from the private sector

Outcome 5 – Improved Infrastructure and Equipment

The infrastructure of the LAFC is functional and attractive for students and teachers, allows optimised teaching and learning in theory, applied theory and practice, offers a broad and modern access to information, while remaining slim and manageable

Output 5.1

The infrastructure and equipment are regularly maintained

Activities

- 5.1.1 To hire a technician to take care of daily maintenance of infrastructure and equipment
- 5.1.2 To set up a regular maintenance plan for equipment (vehicles, farm equipment, etc.)
- 5.1.3 To set up a plan for regular maintenance of the college infrastructure and establish a maintenance report

Output 5.2

The infrastructure and the equipment of the college are upgraded to meet the requirements of skills based, student centred learning

Activities

- 5.2.1 To update and improve the list of inventory of the college and the farm
- 5.2.2 To plan the infrastructure needs for the unification of the studies on the campus (1st, 2nd and 3rd year)
- 5.2.3 To elaborate a plan for the purposeful use of existing facilities so far used for the 1st year students (e.g. for refresher courses for returnees” and extension staff)
- 5.2.4 To elaborate a plan for infrastructure development (design, concept for classrooms, dormitories, canteen, water supply system, etc.) based on the prioritized requirements of the new curriculum

- 5.2.5 To elaborate a plan for the update of the college equipment (IT, furniture, books, transport, farm equipment, etc.) based on the prioritized requirements of the new curriculum
- 5.2.6 To hire a local consultant for the supervision of the infrastructure development
- 5.2.7 To tender the construction works according to the prevailing rules
- 5.2.8 To select the construction company
- 5.2.9 To supervise constructions

Output 5.3

The college farm is upgraded to a level that allows to reach at the same time the learning objectives for the students and the production objectives of the farm (economic and self supply), however without equipment that is out of reach of farmers in the uplands of Laos

Activities

- 5.3.1 To elaborate a development plan for the farm, based on modern tools of farm planning
- 5.3.2 To upgrade the college farm with improved equipment and farm facilities based on a concept of sustainable development

Outcome 6 –Modern Management practices introduced

The LAFC is managed according to modern management practices, with transparent accounting system, involvement of students and staff in key management issues, and is Governed by a board of trustees that guide the college in its strategic choices¹²

Output 6.1

The college is well managed, and the introduction of the new curriculum does not negatively impact normal college activities

Activities

- 6.1.1 To introduce a new accounting system (college, farm, administration)
- 6.1.2 To develop and implement a fair and transparent fund management system
- 6.1.3 To introduce a new management structure
- 6.1.4 To establish annual reports (training, farm, administration)
- 6.1.5 To train the key staff in modern management methods
- 6.1.6 To establish a concept for quality management of the college
- 6.1.7 To involve students and teachers in the college management
- 6.1.8 To build up entrepreneurial achievement criteria into personnel management
- 6.1.9 To evaluate and expand entrepreneurial management approach
- 6.1.10 To establish a survey on the reputation of the college (college board, board of trustees, employers)
- 6.1.11 To establish a concept for internal and external communication

¹² The results from the main activities under outcome 6 will also flow into the exchange of experiences with other colleges, on order to let them benefit from possible innovations without waiting until phase 2.

- 6.1.12 To optimise the college farm for training and income purposes
- 6.1.13 To calculate and communicate costs of studies at the college (relevant for scholarship and students' participation)
- 6.1.14 To establish mechanisms for income and labour sharing of commercial activities on the college farm
- 6.1.15 To assess optimal ways of canteen services on the campus (public or private)
- 6.1.16 To design and implement school food production systems with student
- 6.1.17 To elaborate advertisement material about the college (for promotion purpose)
- 6.1.18 To organise / promote an alumni's association
- 6.1.19 To make regular tracer studies
- 6.1.20 To organize teaching and normal college activities during the construction
- 6.1.21 To assess the reputation of the college (board of trustees, management board, employers)

Output 6.2

Strategic options of the college are guided by a board of trustees that represents public and private perspectives

Activities

- 6.2.1 To select members of the board of trustees and set up the board
- 6.2.2 To organise meetings of the board of trustees (2 times per year) to define their supporting role and duties towards the college
- 6.2.3 To assess the relevance of the board of trustees after one year

Output 6.3

The project structure is operational and provides the needed support (technical and financial) to the college for its reform

Activities

- 6.3.1 To introduce a human resource development plan
- 6.3.2 To recruit the additional staff required for the reform project
- 6.3.3 To recruit a technical advisor (background and experience in curriculum development, agricultural education, market oriented skills, student centred learning)
- 6.3.4 To set-up project management procedures and implement them
- 6.3.5 To hire project staff (admin, accounting, translation)
- 6.3.6 To select members of the steering committee and set up the committee
- 6.3.7 To conduct meetings within the steering committee

3 Strategic considerations

3.1 Students & “returnees”

“Returnees” are former students and graduates from LATC who are coming back for refresher courses. Another group of candidates for those refresher courses are in principle all the extension agents working for government services at national, province or department level (in future also “kumban” level).

Students are young people from the Northern Provinces of Laos who are interested in (practical) upland agriculture development. These people should have finished 11 years of school (upper secondary).

Acquisition of students

In a “free market” situation, each education institution needs to acquire students in order to fill its courses. This acquisition of students may be easy or difficult, depending on the attractiveness of the studies and of the institution itself. Therefore each education institution needs to become as attractive as possible, not so much to have the largest possible number of students, but to select among interested candidates, in order to get the best students.

In Laos, as far as the LAFC is concerned, students are partly sent to the college by the Northern Provinces (so-called **quota students**, approximately 50%) while the remaining 50% (**non-quota students**) study at LAFC because they have chosen to join this college (in some cases because they had failed joining university or another training opportunity).

In order to facilitate access to the college to students from ethnic groups and women, a special one-year preparatory course may be developed. This course would be designed to bridge the gap between class 8, 9 or 10 and the requirements of the college for regular admission.

Strategic objective

The strategic objective is to aim for quality – good students, with high motivation. This can be tested before admission through an entrance examination, and personal interviews. As far as quota students are concerned, the criteria for admission will have to be revised and communicated to the concerned authorities in the Northern provinces, so that the select good candidates as well.

To increase the share of students from ethnic groups and women, specific tools will have to be introduced, such as scholarships, and upgrading courses allowing students who have not reached the 11th school year still can attend the college.

Commercial activities with students

Students need to earn some money during their studies, partly to pay for their fees, and mostly because their parents are poor and can hardly pay for their studies (living costs). This reality can be used for learning purposes.

Strategic objective

Students should be involved in commercial activities, e.g. learning how to set up a small enterprise / a micro project / etc. and they should have a fair share of the profit generated by those activities.

In general, all income generating activities taking place on the college farm should be seen as an opportunity to train students.

Labour market

Nowadays, there are about 50% quota and 50% non-quota students originating from the 7 Northern Provinces. With a total of 200 students, this is in average about 14 quota and 14 non-quota students per province. These numbers are small, and the strategy in future will be to better select those students – with the given mix of ethnic group and gender – according to a set of criteria that LAFC will elaborate. This will be a contribution to increase the level and the motivation of the students.

Strategic objective

The first step to improve the situation of college graduates on the labour market is a better selection of students. Then the project will concentrate on establishing links with potential employers, namely through the 5-month practical term, and also by involving some potential employers in teaching activities, bringing into the college experiences from the real world.

3.2 Teachers

As already presented in section 1.5, the teaching body of the college is composed of 49% BSc graduates, while more than a third (38%) has only a diploma or a high diploma. 13% have a Master's degree. Of the 51 teachers, 86% are technically oriented, and only 14% have their focus on basic sciences. None of them has specific (trained) skills in teaching methods, communication, business or project management, extension methods, etc.

Strategic objective

Selection of teachers

New teachers are to be selected not only on the basis of their technical skills, but more and more also considering their social and other soft skills. While selecting new teaching staff, the MAF will be asked to select candidates with BSc or higher, while promoting teachers from ethnic groups and women (which may sound as a contradiction, as there are far less graduates with BSc or higher from these groups); therefore not only selecting candidates with higher degree but also upgrading their academic degree through further studies.

Teachers' training

In future, the teachers of the college will have to face many challenges; therefore capacity building will be a key word for them, especially during the first 18 months of the project duration. Adequate training opportunities – both in-country and abroad – will be needed, especially on those skills required to successfully implement the reform (i.e. skills in curriculum development, student centres learning, and languages (English, Vietnamese, Thai, Chinese)).

Teachers' income and living conditions

Similarly to students, teachers also need to improve their income through alternative (mostly private) activities. This takes them quite a large number of hours (between 20 and 30 per week). The strategy here consists in making best use of those activities and to integrate them as much as possible in the curriculum (enterprise development, including economic calculation, obtaining micro-credit, etc.)

Teachers' link to best practices

The teachers will have to establish a network of innovative farmers who will be partners of the college for in-farm research, and also explain their best practices to batches of students.

3.3 Curriculum

The need for a more adequate response to market demands, and the need for graduates that can be employed in various positions, including as self employed, will be reflected in the new curriculum.

Strategic objective

General

It is very important to base the curriculum on the prior knowledge and skills of students when they start their studies, and not on what they are supposed to know at this stage. The Basics should include what is needed to follow the curriculum, i.e. as little as possible but as much as necessary.

The new curriculum should be skills based, market oriented, and it should allow for rapid adaptation to new trends and circumstances. Therefore a modular and flexible curriculum seems to be the most adequate solution. The modular curriculum should allow students to choose modules according to their interests, e.g. students specialising in crop production systems can select some modules in animal production and vice-versa.

New skills – common skills

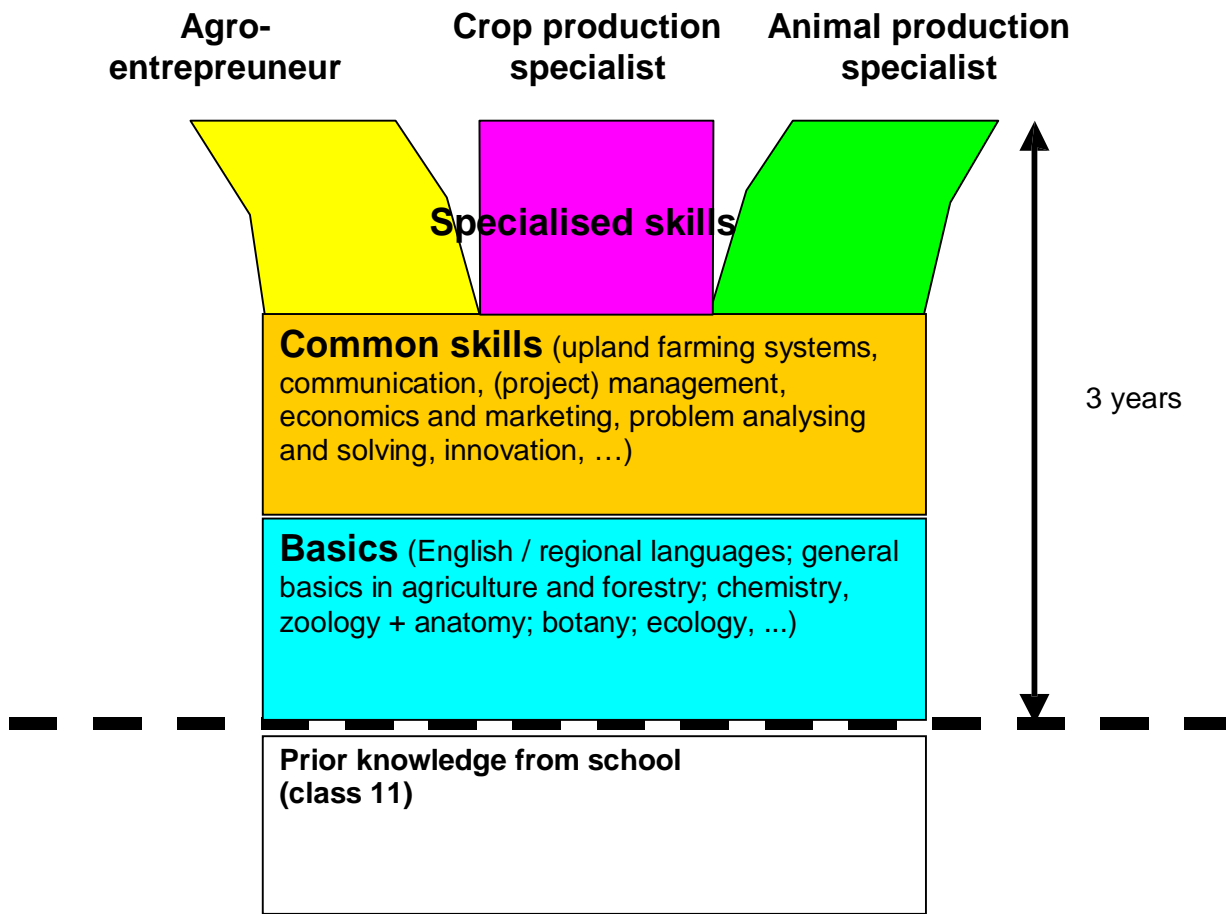
The “soft skills” (e.g. communication, adult education, moderation and facilitation, presentation techniques, etc.) should be trained within other courses and teaching events, not as “subjects”. These skills are of key importance for extension agents, and these aspects of communication should be trained in realistic situations – not in theory...

In addition, small enterprise development, financial management, business and project management, will provide the basic tools for self employed graduates who want to start their own small enterprise.

Specialized skills

The new curriculum will include less specialized knowledge and skills, but the graduates will still have a clear specialisation at the end of their studies. The idea is that technical skills (e.g. about crops or livestock) can be acquired after the studies if required, while methodological skills are more difficult to acquire after the studies (see figure 1).

Figure 1 Tentative rough structure of the new curriculum of LAFC



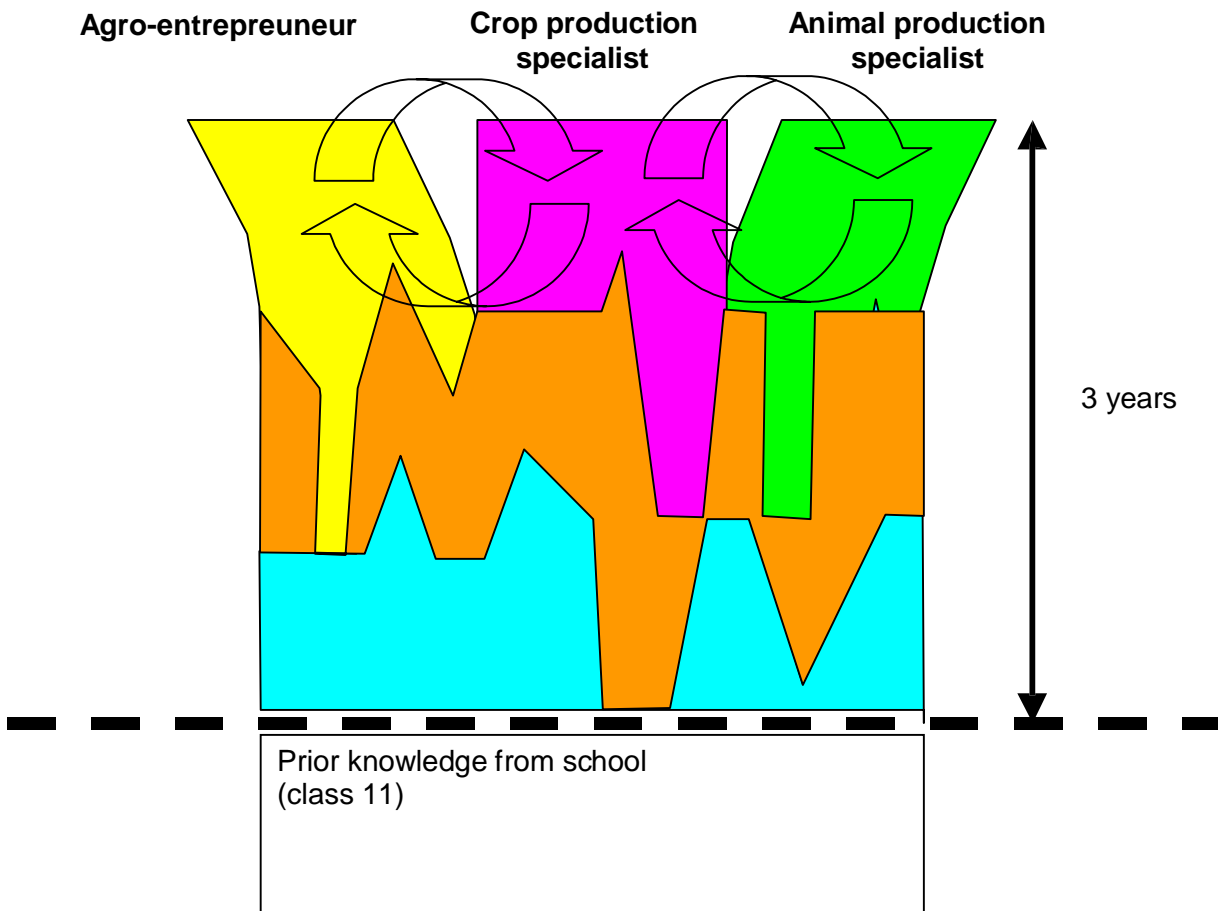
The starting point is the prior knowledge of students. It is essential to start where the students are, and not where they are supposed to be! And we can expect that in future, the prior knowledge of students will be even more heterogeneous than it is today, considering on the one hand the changes induced by the Ministry of Education (towards the “bac” system (class 12 +) that will affect the whole education system of the country), on the other hand the intention to involve more students from ethnic groups and women, two groups where education is rather lower than average. Coping with this, with upgrading courses, and a careful selection of the really needed skills in the “basics” will allow establishing a curriculum that will not be overloaded with basic courses, and that will be reactive to new trends on the market.

An important feature of the curriculum will be the permeability between the three blocks (basics, common skills and specialised skills) where the first year does not include only basics, the second year not only common skills and the third year not only specialised skills, as illustrated on figure 2. A tentative list of topics that will be included in the three specializations is given in annexe 6.

Moreover, the modular structure will allow options for the students. For example, a student in crop production will have the possibility to select modules of his/her choice within the modules offered in other specialisations (livestock or entrepreneur), as illustrated by the arrows in figure 2.

The practical term of 5 months will be better integrated in the curriculum, as it will be an opportunity for the students to apply many of the skills acquired in earlier modules.

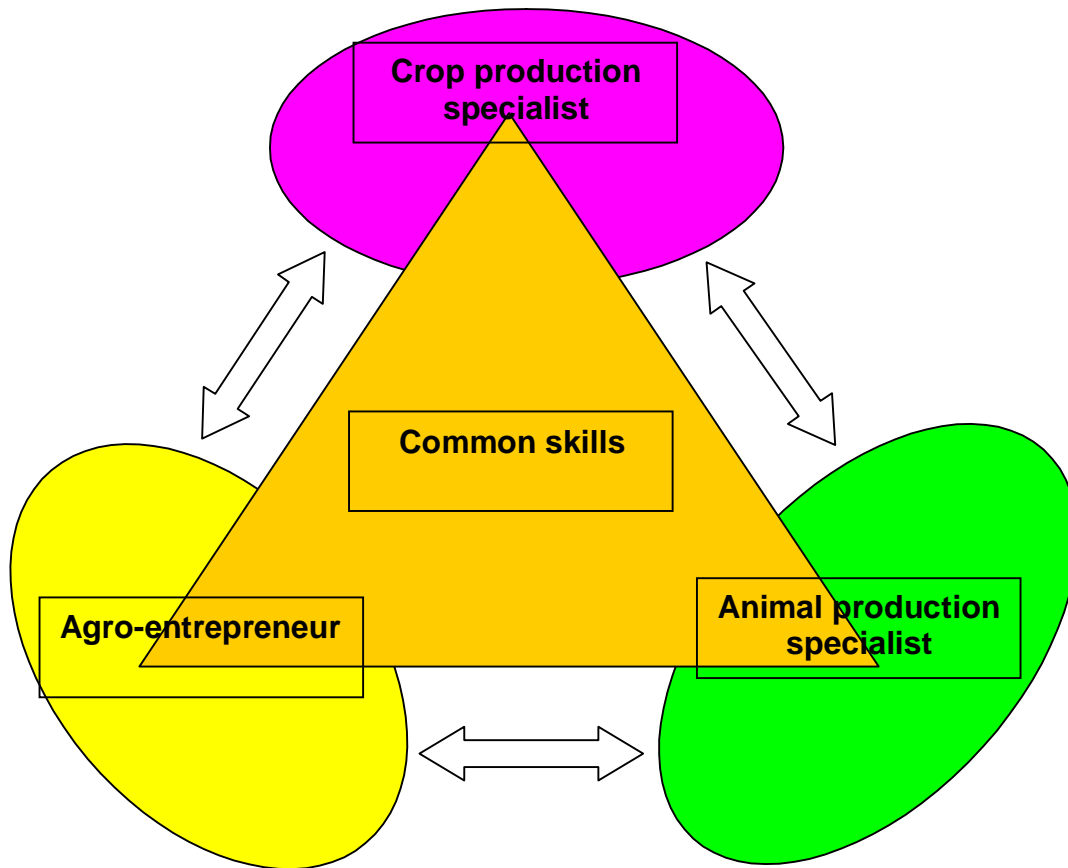
Figure 2 Schematic illustration of the structure of the curriculum



The same idea can also be illustrated with a triangle which has one of the specialisations at each angle, while the common skills are situated in the triangular shape in the middle (figure 3).

It must be underlined that all the graduates will have a basic stock of skills from the other specialisations. This means that the extension agent will automatically have the basics of management and enterprise development, and the “agro-entrepreneur” will have the basics of crop and animal production.

Figure 3 The triangle of skills in the new curriculum



Balance between theory, applied theory and practice

4 Link theory, applied theory and practice to specific subjects: this is illustrated with the example of the fish pond on the next page. This example shows that for one subject (the fish pond) there is a range of different skills that are required, in the categories of **technical skills** (construction, breeding, and production, post-harvesting and transformation), **economic skills** (marketing, profitability calculation), **communication and facilitation skills** (group facilitation and getting feed-back from farmers), and **scientific skills** (innovation and on-farm experiment). The share of theory should remain as limited as possible, while the applied part and the practice should have more importance. But the graduates must understand what they are doing, therefore each subject will require a limited theoretical foundation.

Practical term (5-month term)

The 5-month practical term is an essential part of the studies. It should in no way be seen as an “empty space” in the curriculum. Learning will be most effective during that time if:

- 4 the practical term is well prepared, i.e. the host organisation is well informed about their rights and duties towards the students,
- 4 the topic is prepared and discussed – for each student – well in advance, together with the candidates themselves

4 the topic is neither too simple, nor too complicated, not too long or short for a 5 months period

4 the task should be real and it should match minimal scientific criteria

Strategic objective

The 5-month practical term is to become a central piece of learning in the new curriculum. Students should not be “cheap labour forces” for the host institutions, and they should benefit from effective coaching during that period.

The idea of the “new” 5-month practical term is that it should become the first “one-to-one” professional experience of the students. Therefore this 5-month term should really give each student the opportunity to solve a challenging task autonomously, while doing a useful task for the host institution. The five month practical term must be understood by all involved partners as a study time where learning should be as effective as during classes. And the possibility of shifting the practical term to the 5th semester should be considered, as this would allow students to exchange and better analyse their experiences in the 6th term, with the assistance of their teachers.

Example: fish ponds

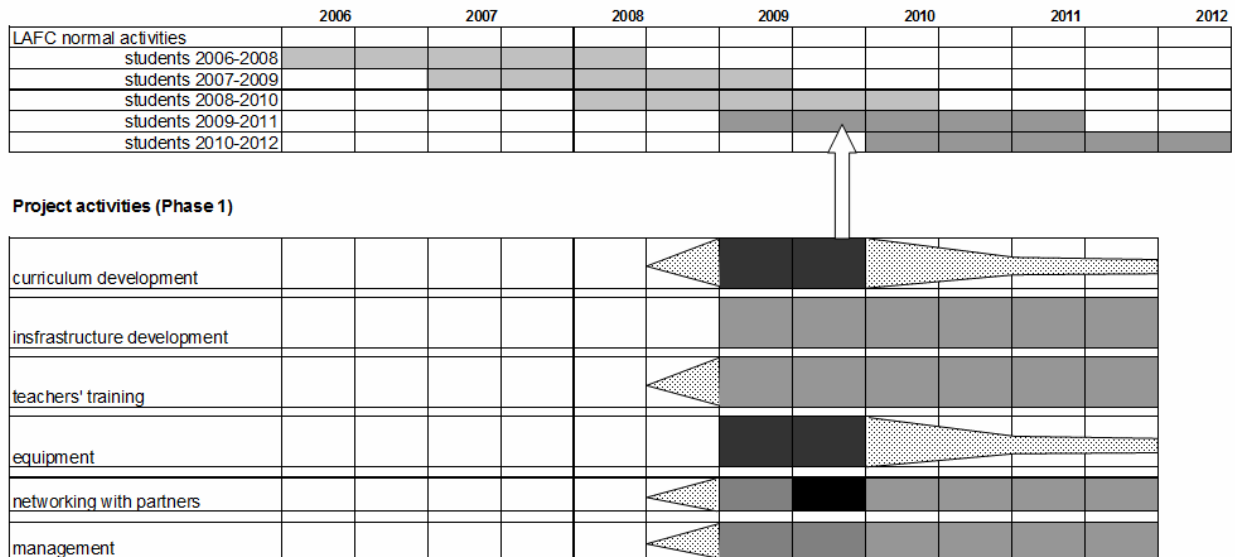
Skills required	Theory	Applied theory	Practice
Construction of fish ponds	Basics of construction	Calculate a fish pond for a given situation	Dig a fish pond
Fish breeding	Basics of fish breeding, feeding, fish species, diseases,	Observation of fish from the eggs to the adult fish, identification of diseases,	Practical fish production in school pond or in village (demo)
Fish harvesting and processing	When are the fish ready to harvest? What are the main processing steps?	Identify fishes to harvest in the pond, participate in harvesting and processing under guidance of teacher	Harvest the fish, prepare it for the market or for the kitchen (or dry it)
Groups facilitation	What are the principles of working with farmers' groups	Role play in the classroom, experimenting different ways of working in groups for the construction of a common fish pond	Go to the village, e.g. with extension service, and participate / conduct a meeting with farmers to establish a fish pond
Profitability of the fish pond	Principles of profitability calculation	Calculate an example with real figures in the classroom	Calculate the profitability of own fish pond, or with farmers' group
Marketing of fish	Principles of marketing (only what is needed)	Define the strategy for selling the fish from the pond	Sell the fish and get profit! (or loss)
Getting feed back from farmers	How to evaluate the activity with farmers?	Role play on evaluating a working session with other students	Evaluate with farmers and get feed back
Innovation in fish breeding and fish pond technique	Where to get information, what are the main sources?	Search information of innovation on fish breeding and fish ponds in various countries	Try new techniques in own fish pond (∞ applied research)
Conducting experiments (e.g. on-farm trials)	What are the rules to be followed for on-farm trials?	Establish a plan for on-farm experimentation with innovation in fish ponds	Conduct the research, analyse the results and present them according to scientific criteria

The above example shows that starting from a simple technical problem – the setting up of a fish pond – a number of additional skills can be trained in relation with the same example. For students, this approach will allow them to acquire a broad range of skills, much beyond the technical skills.

Introduction of the reform in the college

The new curriculum will be developed in 2009 and fully operational in 2010. The first batch of students that will benefit from the new curriculum will be the batch 2009-2011, and the first batch that will be entirely in the new curriculum will be the next one (2010 - 2012).

Figure 4 Introduction of the reform in the college and interaction with regular teaching activities



Level of the college

4 Aim at upgrading the level of the college from diploma to higher diploma: the planning mission considers that it is necessary for the attractiveness of the college, and also because of the duration of the studies (11+3); the 3-year course at the college should be eligible for the higher diploma. However, the relevant authorities should make their decision *on the basis* of the new curriculum and assessment of the effectively reached level of the college.

3.4 Partners

Partnerships can be time and resources consuming if not adequately selected and addressed. The LATC will need few good networks and partnerships for very specific purposes, for applied research (to strengthen its capacities), with extension (to establish the link with the labour market, for refresher courses, and for inputs on extension methods), with private partners (for better access to the labour market, and also for additional funds for the education programme) and with selected partners for exchanges of students, for inputs in the reform process.

Research partnerships

- 4 The college has limited research capacity, but applied research is important for students (diploma paper) and for the relevance of the centre of excellence; therefore strategic partnership with research projects and institutions should be strengthened or developed

Extension partnerships

- 4 Extension is the link between research and practice, and the college plays a key role for the education of new extension staff, especially at «Kumban» level in future. It is of central importance for the college to have close links with the extension system

Commercial partnerships

- 4 the role of the private sector will definitely grow in future, and there will be an increasing number of job opportunities in this sector. Networking with the private sector will increase the chances for graduates to get qualified jobs

Partnerships for practical training

- 4 in line with the above statement, job opportunities often start during the 5-month practical training. Good training places are also potential good job opportunities

College development partnerships

- 4 to implement the reform, the college will need support and partners in the region and overseas (Thailand, possibly also China and Vietnam, as well as Switzerland)

College collaboration with agricultural colleges in Lao PDR

- 4 to prepare phase 2 of the MAF strategy and college reform, the college will collaborate intensively with the four other agricultural colleges in order to facilitate reform processes in all of them.

3.5 Infrastructure & equipment

School farm

- 4 The equipment of the farm should be adequate, but it should not be based on technologies and techniques out of reach of farmers in the upland
- 4 Irrigation should be made available where possible at reasonable costs, but similarly to the situation in many villages, there should also be non-irrigated land

Buildings and facilities

- 4 The buildings for school activities should allow a flexible use, including furniture, and it should be based on the requirements of the curriculum
- 4 The buildings and facilities should be functional, thus remain as slim as possible, in order to be manageable
- 4 School canteen or private solutions should be found to reduce the time students spend for cooking

The needs for new and upgraded infrastructure are calculated on the basis of the figures indicated for number of students (approximately 600) and for a modular and student centred curriculum.

The table below shows approximate needs in terms of infrastructure, but this needs to be verified after the curriculum is developed, using a model for classroom occupation, special classrooms, etc. as used e.g. by the Swiss college of agriculture.

	Large classrooms (50)	Medium size classrooms (25)	Special classrooms (16)	Rooms for self study	Number of students
1 st year	4	0			200

2 nd year	0	6	4		195
3 rd year	0	6			190
Total	4	12	4		~ 600

Equipment

- 4 The need for computers and access to the internet and e-documents for the college is a necessity
- 4 water supply for sanitation is also a basic necessity

Mobility

- 4 Obvious needs of the college should be considered, allowing for excursions with students, and normal transport needed; the maintenance of the vehicles must be considered when selecting them

3.6 Management

Finances and accounting

- 4 a transparent accounting system needs to be introduced
- 4 school farm revenues should be reinvested on the farm

Human resources management

- 4 clear conditions and requirements for the selection of personnel
- 4 TOR for each position, assessment of performance and individual objective setting

Governance

- 4 board of trustees composed of representatives of the private and public sectors, farmers' associations, etc.
- 4 participation of students and teachers in decisions concerning the college

Communication

- 4 internal communication for transparent procedures
- 4 external communication for contacts with partners and acquisition of students and mandates

Quality management

- 4 at all levels, and especially to assure the level of the college and to maintain the process of development of the college

4 Implementing Arrangements

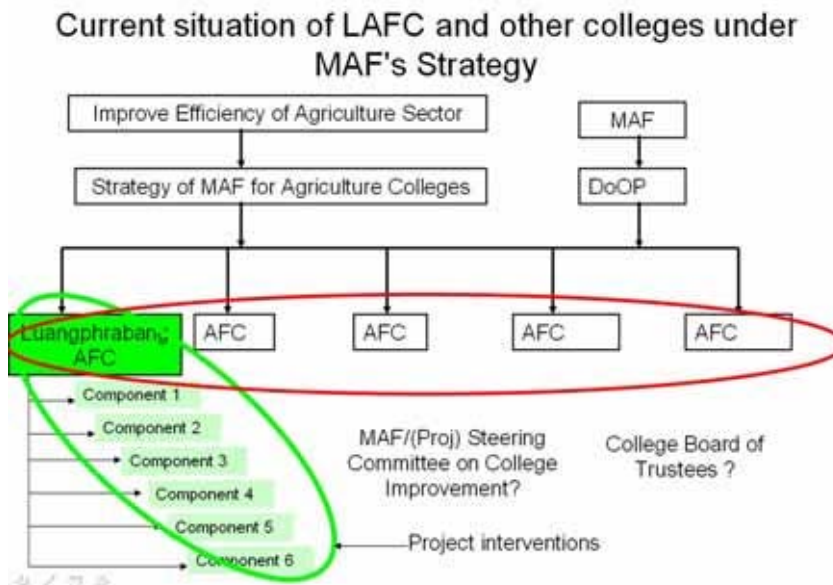
4.1 General aspects

Rationale for steering committee and board of trustees:

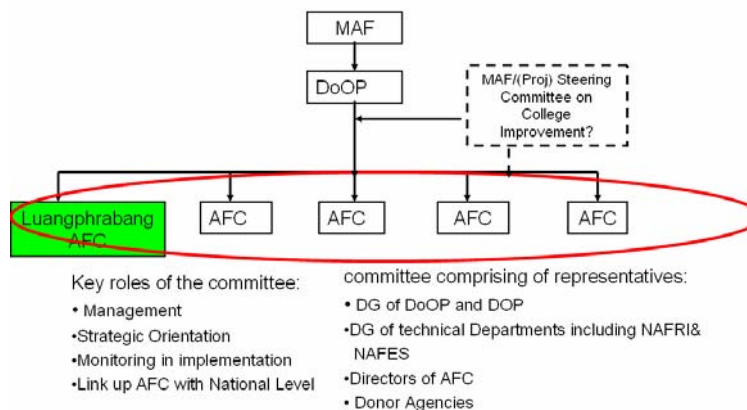
- MAF's strategy for improved efficiency in the agriculture sector – modernisation; improvement in food security; diversification and shifting from subsistence agriculture to commercial production
- There is presently no mechanism to coordinate with and get direct support or feedback from clients e.g farmers, agro-business or entrepreneurs in order to improve the college's final output (skilful graduates) satisfying client's demands.

Objectives:

To help the college to improve its quality in education and management, to be more accountable to civil society, to respond to the needs of labour market and self-employment through establishment of steering committee and board of trustees which will link the college with the outside world, namely institutions and private sector.



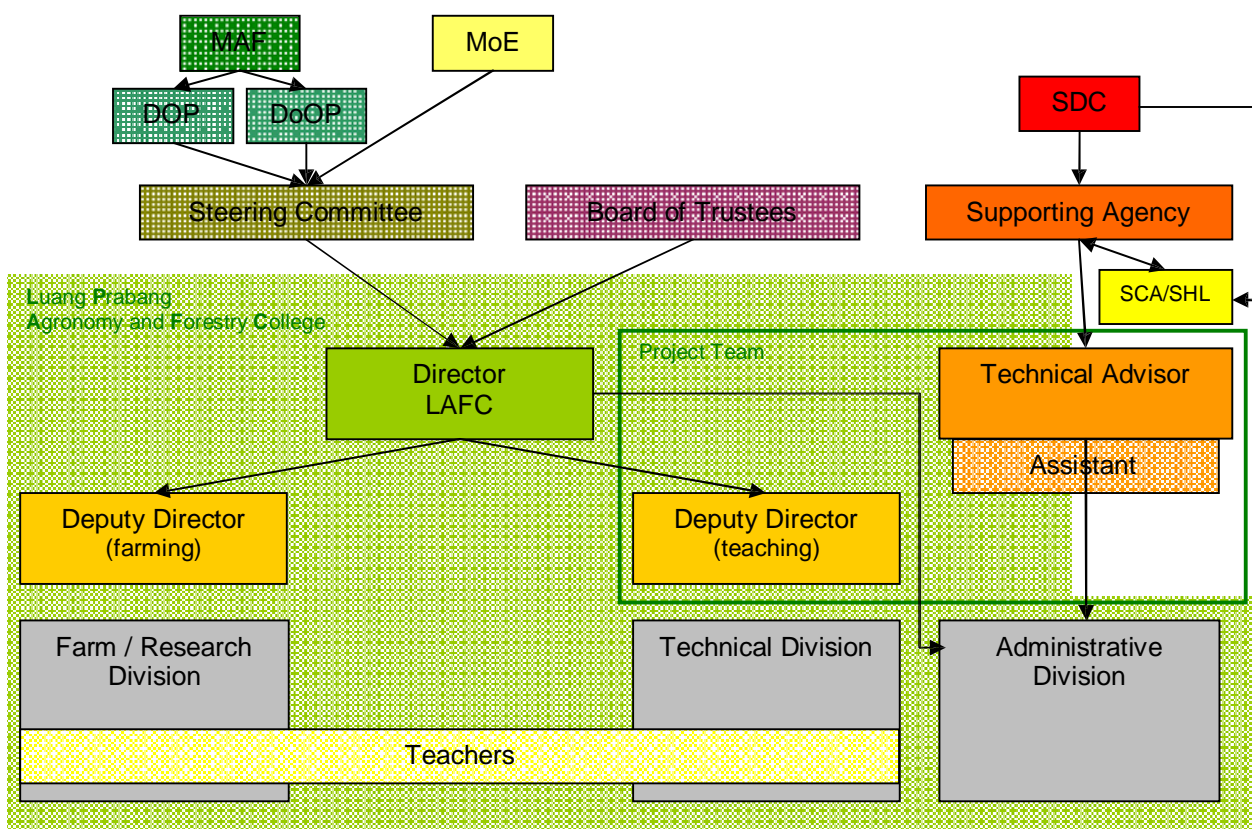
Proposed Project Steering Committee for LAFC and other colleges



The national project manager (who should have a position as deputy director in the college) should attend a one to three months training (according to opportunities) in participatory and skills oriented curriculum development, and student centred learning before project start, i.e. before 1.1.2009.

The teachers' training will start with a workshop for all the teachers that should take place in the first quarter of 2009. In order not to disturb too much normal school activities, this training should be held twice for two batches of teachers. If possible and feasible, some students should also be involved in the training. The duration of this training focusing on skills-based curriculum development, teaching methods and student centres learning should not exceed five days per batch and it should be held at the college or in Luang Prabang.

4.2 Organigram of LAFC during the reform process



4.3 Roles and responsibilities

4.3.1 Main responsibilities of the Ministry of Agriculture and Forestry (MAF) and the Ministry of Education (MoE)

The main responsibilities of MAF and MoE / DoE are

- To supervise the reform process and to be in charge of the contacts and communications between their respective Ministries.
- To support LAFC with representatives in the Steering Committee.

- To collaborate with the project team in integrating the four Agricultural Colleges under MAF in the reform process as well as facilitating contacts and exchange with other Colleges under MoE.
- The Ministry of Education should also participate in the discussion regarding teaching methods, curriculum, etc.

4.3.2 Main responsibilities of the Director

To the question: “who is implementing the project?” there is only one answer: the LAFC! Therefore the main responsibilities of the LAFC director are

- to assume the overall responsibility for the reform project of the LAFC as well as for the maintenance of the school activities during the reform process.
- To establish and maintain contacts with partners, informing them about the reform of the college under MoE and MAF, colleges in Thailand, Vietnam and China vocational technical schools, other organisations and private enterprises / partners (national and regional), SCA, projects (e.g. PROFIL, PRO RICE, ...), institutions working on upland farming (e.g. IRRI, NAFReC, universities) , NAFES, SDC and other SDC-funded projects (SADU, LEAP, SDC upland rice development, PARUA), extension system agencies (NAFES at national level, PAFO in Northern provinces, districts, technical agriculture and forestry service centres at «Kumban» level). He will exchange ideas, establish collaborations and organising inputs.
- To assess and improve the situation of the teachers and staff at LAFC, introducing a human development plan, establishing TORs for all personal, conducting a yearly personal assessment (performance, development, satisfaction), reassess the remuneration and time allocation of the teachers. The Director is responsible for the recruitment of new teachers.
- To define an applied research strategy for LAFC, contacting research partners and the private sector, promoting the improving competences of the LAFC in upland farming systems to partners and potential employers and acquiring mandates that can be executed by the LAFC staff.
- To represent the official partner for organising and assessing the quality of student’s and alumni’s association, board of trustees and steering committee.

4.3.3 Main responsibilities of the Deputy Director (teaching)

The main responsibilities of the Deputy Director are

- To reassess the processes of student’s selection and registration of their study performance, to support student’s saving groups, and to create an optimized learning environment for students.
- To reassess together with partners the 5-month practical training and improve the coaching of the students.
- To organize teachers’ regular meetings and college activities during the construction phase.
- To assess together with the other Deputy Director the reputation of the college (board of trustees, management board, employers), as well as organising an ‘open door’ event for partners and interested persons.

4.3.4 Additional responsibilities of the Deputy Director (teaching) together with a teacher from the Farm / Research Division¹³ in the role of a NPM in charge of the curriculum reform

The main responsibilities of the Deputy Director and his assistant are

- To assess the skills of the teachers, plan and organise their upgrading (technical, management, entrepreneurial, communication and didactical skills), as well as linking them to the farmer system and applied research processes.
- To assess together with partners within a regional networking context the skills required for the main functions that graduates from the college will be likely to assume in their professional life.
- To assess the existing curriculum, plan and organise the reform of the curriculum, developing tools for the new curriculum (modular structure, module description format, module evaluation format, databases, statistics, etc.), establishing and improving teachers' skills and meetings for curriculum development, exchange of ideas and teaching issues in general. He will also inform all involved persons about the new curriculum concept and organise a feedback process.
- To implement gradually the new curriculum and to monitor the implementation.
- To assess the training needs for "returnees", extension staff and farmers, elaborate a concept for refresher courses and organise them.
- To formulate the requirements in terms of infrastructure related to the new curriculum and for optimal student centred learning.
- To discuss with MAF, DoE and other agricultural colleges the possibilities of expanding the process of college reorganization to other colleges and to organize the cooperation with regard to phase 2 of the MAF strategy (2010-2015).

4.3.5 Main responsibilities of the Deputy Director (farm)

The main responsibilities of the Deputy Director are

- To assess and improve / promote the college farm production, identifying potential partners / clients, marketable products and services.
- To involve students in commercial activities on the college farm and allocate them a fair share of the benefits.
- To assess together with the other Deputy Director the reputation of the college (board of trustees, management board, employers), as well as organising an 'open door' event for partners and interested persons.

¹³ There is actually a teacher in the Farm / Research Division who could play a more active part within the project team as an assistant of the Deputy Director because of his interests shown and his commitment during the workshop. The Deputy Director should team-up with this teacher to get specialized in curriculum building. They should get a special training in curriculum building before January 2009. This solution has been discussed with the Director of LAFC, Khamphoui Phonexay in August 2008.

4.3.6 Main responsibilities of the teachers

The main responsibilities of the teachers are

- To develop the modules with specification of the skills that should be acquired, the share of theory, applied theory and practice for each module, including teaching method, method of examination, etc. together with the Deputy Director responsible for the curriculum development.
- To elaborate and implement an entrance examination, as well as rules of life in the college and on the campus.
- To ensure the teaching during the reform process.
- To develop skills programme for best farming practices on the school farm and with a network of local innovative farmers.

4.3.7 Main responsibilities of the students' association

The main responsibilities of the students' association are

- To improve the functioning of students' associations, encouraging social and cultural activities as well as sports events, promoting the exchange of experience among students (1st, 2nd and 3rd year) and the rules of life in the college and on the campus.

4.3.8 Main responsibilities of the Registration and Evaluation Unit

The main responsibilities of the Registration and Evaluation Unit are

- To support the Deputy Directors in all evaluation processes (students' and teachers' performance and satisfaction, tracer studies, new curriculum).
- To improve the system of registration at students' enrolment, as well as the system of registration of students' performance.

4.3.9 Main responsibilities of the CTA

The main responsibilities of the CTA are a) the re-structuring of the administration processes (management, accountability, etc.) and b) the supervising of the infrastructure upgrading.

- To reorganise the colleges' administration, setting-up project management procedures and implement them, introduce a new accounting system (transparent and fair fund management), training key staff in modern and entrepreneurial management methods, establishing a concept for quality management of the college as well as for internal and external communication.
- To reassess and evaluate the promotion and information processes of the college, with a especial focus on women's and ethnic groups' enrolment (website, advertisement material, media, partners' newsletter, internal and external annual reports). He or she will also establish a survey on the reputation of the college (college board, board of trustees, employers).
- To improve the development and management of the college farm, based on modern tools of farm planning, by upgrading the college farm with improved

equipment and farm facilities based on a concept of sustainable development, developing concepts for training and new income generating activities for students, teachers and villagers, options for micro-agro-enterprises, access to resources. He or she will also reorganise the inventory and maintenance of infrastructure and equipment (farm and college).

- To plan the unification of the studies on the campus in Pak Sieung.
- To elaborate a plan for infrastructure development (design, concept for classrooms, dormitories, canteen, water supply system, etc.), as well as for the update of the college equipment (IT, furniture, books, transport, farm equipment, etc.), all being based on the prioritized requirements of the new curriculum.
- To plan and realise the construction of the infrastructure (hire a local consultant for the supervision of the infrastructure development, tender the construction works, select the construction company, supervise and control the construction and accounts).

4.3.10 Main responsibilities of the Board of Trustees

The main responsibilities of the Board of Trustees are

- To back up the exchange and support of partners of the private and public sector (PAFO, PCOP), educational institutions, village cluster heads, small farm holders and international and local agencies of the agriculture development sector.
- To support the LAFC with their advise and network: strategic issues of college, link between LAFC to demands and market, sounding board with public and private representatives, consultative, and eventually fund raising for college improvement.

The tentative composition of the board of trustees is the following: Provincial Committee for Organisation and Personnel PCOP; PAFO; Agro-business or entrepreneurs as membership under provincial Chamber of Commerce; Village Cluster Heads; Small Farm Holders; International and local agencies of Agriculture Development Sector. The Board of Trustees has the role of a **sounding board** reflecting needs and giving hints to the college for a market oriented and needs oriented education.

4.3.11 Main responsibilities of the Steering Committee

The main responsibilities of the Steering Committee are

- To back up the exchange and support of the MAF (via representative of DOP, DoOP and MoE / DoE), of technical departments including NAFRI and NAFES, of Directors of AFC and donor agencies.
- To support the LAFC with their advise and network (management, strategic orientation, monitoring of implementation, link up with AFC on national level).

The role of the Steering Committee is clearly different from the role of the Board of Trustees. Firstly the SC is linked to the reform project while the BoT is linked to the college itself. The SC is a temporary structure while the BoT should become a permanent body. And the SC does not only focus on Luang Prabang College, but should supervise the reform of all 5 colleges under MAF.

4.3.12 Main responsibilities of SDC's supporting agency

The main responsibilities of SDC's supporting agency are

- To recruit a technical advisor (background and experience in curriculum development, agricultural education, market oriented skills, student centred learning)
- Overall responsibility for project implementation, including reporting to SDC and to the Steering Committee, financial and operational management of the project
- Possibly to hire project staff (admin, accounting, translation), see under DoOP.

4.3.13 Main responsibilities of DOP

The main responsibilities of DOP are to select members of the steering committee and set-up the committee.

4.3.14 Main responsibilities of DoOP

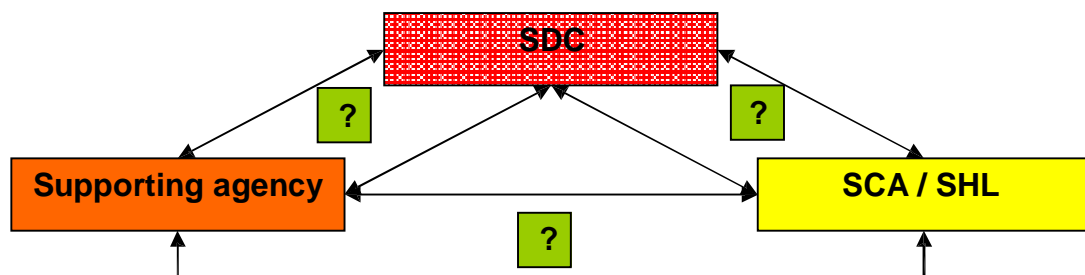
The main responsibilities of DoOP are to recruit the additional staff required for the reform project and to select members of the steering committee and set-up the committee.

4.3.15 Main responsibilities of SCA / SHL and other service providers

The SCA will play an important role as backstopping institution, providing expertise in the reform process, based on the experience of the Swiss College of Agriculture in its own development during the last decade (modularisation, introduction of BSc and MSc, etc) and for innovative, student centred teaching methods (e.g. Problem Based Learning). The SCA will provide expertise, organise and conduct strategically important workshops, in coordination with the supporting agency, the LAFC and other important stakeholders. The SCA will have the lead but not the exclusivity of the backstopping to the project. Other institutions, e.g. in Vietnam or in Thailand, may also be involved in the reform process on specific issues. This will be coordinated by the project and SCA.

4.3.16 Cooperation of SDC, supporting agency and SCA / SHL

The cooperation of SDC, supporting agency and SCA / SHL has to be defined in a triangular organigram.



Definition of

- 4 ToR for each person involved
- 4 Money flow
- 4 Flows of communication
- 4 Responsibilities for date and organisation of workshops
- 4 Collaboration in LAFC (TA, expert and eventually junior expert from SCA / SHL)

4.4 Timing of activities October 2008 – June 2010

The following detailed planning focused on the period October 2008 until June 2010, because an important milestone of the project has been set: by June 2010, the new curriculum should be ready and introduced in autumn 2010. By then, the infrastructure should also be improved in order to allow a smooth implementation of the new curriculum.

2008			
	October	November	December
	NPM trained in CD and SCL → identify suitable training → select candidates		

2009					
January	February	March	April	May	June
<ul style="list-style-type: none"> - TNA for skills • studies • refresher - assess prior knowledge and skills of student - preparation of workshop - collecting existing curricula <p>CTA in Luang Prabang?</p>		<p>workshop with teachers:</p> <ul style="list-style-type: none"> - curriculum development - student centred teaching / learning <p>two batches, 4 days each</p>	<p>work out concept of new curriculum:</p> <ul style="list-style-type: none"> - modules (types, duration) - contents (rough) - skills - compulsory vs. optional - structure of 3 years - 5-months term - share theory / applied theory / practice - admission of students • examination • ethnic • gender → request teacher positions that are missing 		<p>concept ready</p> <p>→ consultation</p> <ul style="list-style-type: none"> • MAF • MoE • PMC • projects • BoT • universities • other AFC under (MAF)
Infrastructure	<ul style="list-style-type: none"> - design improved water supply 	→ tendering	construction of water supply system...		
	<ul style="list-style-type: none"> - design dormitories 	→ tendering		construction of dormitories...	
Technical backup SCA 0,5 month			1 month		

2009					
July	August	September	October	November	December
<ul style="list-style-type: none"> - revise concept <p>workshop with teachers:</p> <ul style="list-style-type: none"> - module development <p>together with new teachers: economics, management, communication</p>	<p>develop contents: modules</p> <ul style="list-style-type: none"> • “basic” • “common” • “specialized” - topics - theory / applied th. / practice - methods of teaching - teaching material - exam - ... 		<ul style="list-style-type: none"> - collect material for modules - prepare documents - prepare practicals - ... 		<p>Workshop with teachers:</p> <ul style="list-style-type: none"> - presentation of modules <p>modules ready</p>
	...construction of dormitories				
		...construction of dormitories			
• types and	design classrooms	→	tendering	construction of classrooms...	
	design laboratories	→	tendering	construction of laboratories...	

size of classrooms • space of self-study • type and equipment of labs	upgrade farming facilities (college farm)...	
<i>Technical backup SCA</i>	<i>0,75 month</i>	<i>0,75 month</i>

2010					
January	February	March	April	May	June
	training on various teaching methods	- testing of new modules - assess and adapt new modules as refresher courses		(reserve)	<i>curriculum is tested and ready for implementation</i>
<div style="background-color: #00b050; color: white; padding: 2px;">big event: launching new curriculum and infrastructure</div>					
...construction of classrooms					
...construction of laboratories					
...upgrade farming facilities (college farm)					
<i>Technical backup SCA</i>	<i>1,5 month</i>				

SCA /SHL Zollikofen as main technical back-up organisation

As the main back-up organisation, the SCA / SHL Zollikofen will have a responsibility regarding the successful implementation of the project, together with the supporting agency. In order to be able to assume this responsibility, sufficient resources need to be planned. Annex 5 shows how the SCA / SHL intends to support the project during the first project phase.

5 Controlling

5.1 Project Monitoring

Project monitoring will be based on the indicators listed in the logical framework. The quantification of the indicators remains to be further developed, beyond the table below (4 final version of project document). Monitoring will not only refer to project activities, but also to all regular college activities. The follow up of students, after graduation, will be an important indicator: what kind of jobs are they getting, how many of them get a paid job within 6 months and in what kind of activities (public, private, self-employed).

Indicator	2009	2010	2011
Students enrolled	200	200	200
% female students	35%	40%	45%
% students from ethnic groups	40%	45%	50%
% of students failing	3%	2%	1%
% of students who get a job after graduating within 6 months	30%	35%	40%
Number of returnees trained	15	30	50
College revenue from farm activities			
College revenue from other activities (consultancies, mandates)	-		
Teachers trained in management (business and project)	30%	40%	30%
Teachers trained in curriculum development	100%	0	0

5.2 Project Reporting

Reporting will follow the rules of the donor agency (SDC) and of MAF. The addressee of the information is primarily the Steering Committee. A half yearly report will be submitted showing progress of the project as well as financial aspects.

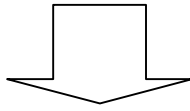
5.3 Project Evaluation

The ambitious milestone set for June 2010 (see section 4.4) should be the opportunity to plan an external review of the project, or even better a combination of a self review process with an external view, towards the end of 2010.

5.4 Outcomes and Impact of teaching and other college activities

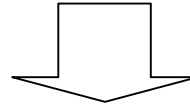
With the project, the college (LATC) will have **(output)**:

- A skills based curriculum in upland agriculture and forestry
- Upgraded and improved infrastructure
- More competent teachers in technical skills, in “new skills” (including soft skills), in teaching methods and in curriculum development
- A network of partners and a better access to the labour market



What is this good for? With the project we expect that **(outcome)**:

- More competent graduates will have easier access to jobs in agriculture development, both in the private and public sector
- Qualified graduates that can work together with their ethnic groups
- More qualified women that can address all agricultural issues, and also issues more specific to women
- Upgraded / trained extension staff in upland agriculture and extension issues



And this should contribute to **(impacts)**:

- Improved agricultural practices in the upland → better income for farm families
- More small enterprises created in Northern provinces
- Better management of farm enterprise, plantations, agribusinesses where graduates from LATC are engaged
 - poverty reduction
 - more sustainable management of natural resources
 - economic development

But of course there is a long way from the graduates to those impacts, and it would not be fair to the project to measure its success or failure at this level. A fair assessment of the project can only be done on output and outcome level.

6 Risks

The main risks of the project are listed in the logical framework under “important assumptions”.

Important assumptions	Comment
<ul style="list-style-type: none"> • The responsible authorities (MAF, MoE) are supportive to the college (including in terms of diploma level and recognition) • MAF employs graduates from the college • The donor does not withdraw too early 	<p>The college may suffer from a discrimination on diploma, the competitiveness of the college will depend on attractive diploma</p> <p>MAF – especially within the frame of the Kumban development, should employ graduates from the college</p> <p>Examples from other countries have shown that education projects are long term initiatives, and an early withdrawal of the donor may threaten achievements if no consolidation phase can be implemented</p>
<ul style="list-style-type: none"> • Agriculture sector remains attractive for students • The Government / province authorities apply the newly defined criteria for student selection 	<p>Other countries have shown that young people may be more attracted by other sectors of the economy, e.g. where salaries are higher, this is especially true where students can choose freely their studies</p> <p>This is very important for the level of the college. Only highly motivated students should have access to the studies</p>
<ul style="list-style-type: none"> • The college remains attractive 	<p>If the conditions at the college are precarious, teachers may be</p>

<p>enough for highly qualified candidates / MAF assigns sufficiently qualified staff to the college</p> <ul style="list-style-type: none"> The college is more and more exposed to competition, where quality and performance make a difference 	<p>reluctant to be employed. To get a highly qualified staff, the conditions must be attractive (salaries, material, facilities, etc.)</p> <p>This is less a risk than a warning! With an opening market – with students have a free choice – the quality will be more and more important</p>
<ul style="list-style-type: none"> The teachers accept the reform process and student centred learning is compatible with the system in place The teachers and the Director / Deputy Directors are motivated to work for the reform and are present in LAFC Students are ready to assume their responsibilities towards learning 	<p>Any reform process needs to be introduced in a convincing way, the support from the teaching body is essential for the success</p> <p>A participatory reform process with external facilitators and internal implementation depends in most parts on a stable cooperating team</p> <p>Teaching is a contract between the teachers and the students. In student centre learning, the contract changes, and it is essential that students understand the importance of their active participation for their success.</p>
<ul style="list-style-type: none"> External partners show interest for the development of linkages with the college Networking can be managed in a way that it is not too much time consuming, Partner institutions (e.g in neighbouring countries) accept to take lao students in exchange programmes The private sector show interest for the graduates of the LAFC during 5-month term and after 	<p>External partners are of crucial importance in future for the college. Especially in the board of trustees, active external partners will be needed. We are not sure about the interest of potential candidates</p> <p>Networking is seen as an important activity, however it is known that effective networking must be focused, and it requires clear priorities. Otherwise it may cost a lot of resources and time.</p> <p>This is a minor risk provided the students are sponsored by the project. A bigger problem is related to the language!</p> <p>The interest of the private sector, especially the plantations and estates – usually based on foreign investments – is only assumed. Whether they will accept the new rules for the 5-month practical term, and employ the graduates afterwards remains to be demonstrated</p>
<ul style="list-style-type: none"> Other donors and the Government contribute to infrastructure development besides SDC 	<p>Improving the infrastructure of the college should not be based on the sole contribution of SDC. Contributions of the government, and other donors would also strengthen the</p>
<ul style="list-style-type: none"> Board of trustees will support the college. Students and staff are interested to participate. The Government allows income generating activities of the college to take place and income to be reinvested / used locally 	<p>The board of trustees will be based on voluntary contributions of its members (there will be no salaries paid to the members)</p> <p>The interest of students to participate in the school management can only be assumed</p> <p>The rules of financial management regarding revenues from the college should be an incentive to encourage such activities</p>

7 Budget summary

The resources needed for the first phase of the project were estimated roughly during the planning mission. The budget will need to be examined in more details before finalisation.

In terms of technical assistance, the following plan was tentatively established:

	2009	2010	2011
Expatriate in Luang Prabang	100%	80%	80%
Swiss College of Agriculture	3mm	3mm	3mm

mm = person month

Estimation of three year budget

Budget by project components	Estimated budget by project period			Total in CHF
	2009	2010	2011	
Outcome 1 Improved student selection and motivation	28'000	16'000	20'000	64'000
Outcome 2 Better trained teachers (technical and didactic skills)	110'000	110'000	110'000	330'000
Outcome 3 Introduction of skills based curriculum and student centred teaching	120'000	86'000	50'000	256'000
Outcome 4 Building up of a national, regional and international partner network	66'000	38'000	32'000	136'000
Outcome 5 Improved Infrastructure and equipment	952'000	875'000	57'000	1'884'000
Outcome 6 Modern management practices introduced	15'000	15'000	15'000	45'000
Total Project activities	1'291'000	1'140'000	284'000	2'715'000
Running costs project office, equipment (incl. 1 car and 2 motorcycles), and renovation	156'000	97'000	97'000	350'000
Local project staff, local consultants and travel	65'000	65'000	65'000	195'000
Max. for TA support of the support organisation	333'000	243'000	212'000	788'000
5 % un-allocated total project costs	105,000	80,000	37,000	222,000
TA 2: Technical assistance Zollikhofen	170'000	130'000	80'000	380'000
TOTAL TA and Project admin.	829'000	615'000	491'000	1'935'000
TOTAL PROJECT COSTS	2'120'000	1'755'000	775'000	4'650'000

8 Outlook

The first phase has a strong focus on the Luang Prabang Agriculture and Forestry College. This is a deliberate choice, as it would not be realistic to start in all 5 colleges at the same time. However, after the first phase, during which both the hardware (infrastructure) and the software (curriculum, management, etc.) will have been upgraded,

the needs for support in Luang Prabang will be reduced, so that there will be a shift towards the other colleges in phase 2. The lessons learned in Luang Prabang will contribute to efficiently upgrade the other colleges, thus contributing to a global improvement of agricultural education at college level in the Lao PDR.

Annex 1: The contribution of formal agricultural education to poverty eradication

The relationship between the new project activities and the broad goal of poverty eradication are discussed more in details here, in continuation to what is presented in chapter 5.4.

The Route out of Poverty

Where are we going? (Goals)

- MDGs: Eradicate extreme hunger and poverty (1), achieve gender equality and empowerment of women (3)
- Government: The overarching development goal of the Lao PDR is to take the country out of the Least Developed Country status by the year 2020 (NGPES).
- SDC: The Mekong Region Cooperation Strategy is well aligned to the Socio-Economic Development Plan of the Government, with a strong focus on poverty, minorities and gender mainstreaming.
- Project Development Goal: The Luang Prabang Agricultural and Forestry College (LAFC) is acknowledged by public and private partners as a centre of excellence in sustainable upland farming systems, offering skills-based and market-oriented education, training and services, thus contributing to poverty reduction, food security and income generation in the Northern Provinces of Laos.

When will we get there? (Outcomes)

- When college graduates use their knowledge and skills to work with poor communities
- When college graduates are engaged as extension staffs that have a better understanding of the constraints and opportunities of the poor
- When skills and knowledge of the graduates correspond to the needs and interests of poorer households
- When poor communities have *organised* themselves to improve their bargaining position and capacity for collective action thanks to the support of competent graduates

How will we get there? (Strategy)

- focus on upland farming systems of the Northern Provinces, where poverty his highest
- revise curriculum to make it more market, demand and needs oriented
- collaborate with extension and research to Identify, validate and harvest 'good practices' as determined by benefits – potential or actual – for poorer communities and households
- offer refresher courses to existing extension staff working in the uplands
- produce and deliver teaching and extension materials and information services that are based on the constraints and opportunities faced by poorer households

How will we measure progress? (Indicators)

See project indicators

Annex 2: Logical framework

Narrative summary	Objectively verifiable indicators	Sources of verification	Important assumptions
<p>Development objective (Vision 2020)</p> <p>The Luang Prabang Agricultural and Forestry College (LAFC) is acknowledged by public and private partners as a centre of excellence in sustainable upland farming systems, offering skills-based and market-oriented education, training and services, thus contributing to poverty reduction, food security and income generation in the Northern Provinces of Laos.</p>			
<p>Project objective (Mission for 2008-2011)</p> <p>The LAFC, as a well managed centre for skills-based education and training in upland farming systems, offers an attractive study and working environment for students and teachers (taking into account gender and ethnic groups), is linked to a number of private and public partners, and its graduates are in demand for their theoretical and practical skills in the labour market.</p>	<ul style="list-style-type: none"> • Number of students who get a job after graduating within 6 months • Graduation: % of students that become entrepreneurs; work in private sector; as extension agent; etc. • Number of graduates from ethnic groups and females • Yearly closing accounts of the college (no deficit) • Number of contracts with partners for teaching, applied research • Reputation on the market: Feedback from board of trustees, employers and potential employers about the college and its graduates • Number of micro enterprises and profit generating projects implemented by staff and students, within the college and privately 	<ul style="list-style-type: none"> -Statistics about students' jobs -College file of graduates -Students' register -Accounts -List of contracts -Survey among board members and employers -List of projects 	<p>The responsible authorities (MAF, MoE) are supportive the college (including in ter diploma level and recogniti</p> <p>AF employs graduates fr the college</p> <p>he donor does not withdraw too early</p>
<p>Outcome 1 Improved student selection and motivation</p> <p>Highly motivated students from Northern provinces of Laos, with a growing number of women and students originating from ethnic groups, enrol in the college and contribute to its reputation in the labour market, through their theoretical, practical, technical, managerial and social skills</p>	<ul style="list-style-type: none"> • Total number of students in the college (1st to 3rd year) • Satisfaction of the students about their life in the college and on the campus 	<ul style="list-style-type: none"> -Students' register -Survey among students 	<p>Agriculture sector remains attractive for students</p> <p>he Government / province authorities apply the newly defined criteria for student selection</p>
<p>Output 1.1 Highly motivated students, with a growing number of women and students from ethnic groups, enrol in the LAFC</p>	<ul style="list-style-type: none"> • Number of students enrolling per year • % of female students • % of students with a ethnic groups background • Number of students in each specialisation • Number of professionals attending refresher courses at the LATC (in days/year) 	<ul style="list-style-type: none"> -Students' register -Students' register -Students' register -Students' register -Register of refresher courses 	
<p>Output 1.2 The students are respectful of the rules and regulations in the college and on the campus, and have</p>	<ul style="list-style-type: none"> • Management of wastes on the campus • Reputation of graduates on the labour market 	<ul style="list-style-type: none"> -Observation by the school management 	

a positive attitude towards the college, inside and with outside partners		-Survey on the labour market, board of trustees	
Output 1.3 New skills introduced in the curriculum positively affect the students' performance in the studies, on the college farm, and on the labour market	<ul style="list-style-type: none"> • Performance of students: results and % of failing students 	-Results of examination	
<p>Outcome 2 – Better trained teachers (technical and didactic skills)</p> <p>Highly qualified and motivated teachers compose a pool of experts in upland farming systems of Laos, regularly upgrade their training in technical, teaching, managerial and social skills, transfer their knowledge and skills to their students and develop specific skills in enterprise development, services and applied research</p>	<ul style="list-style-type: none"> • Number of teachers who upgraded their formal qualification • Share of PhD, MSc, and BSc among the teachers • Share of teachers specialised in technical subjects, in didactics and soft skills, in management and economics, communication, IT, etc. • Share of women and ethnic groups in the teacher body • Number and volume of mandates (expertise, consultancies) obtained from partners, and number of applied research projects • Annual training plans for HRD developed opportunities for all staff to participate 	<ul style="list-style-type: none"> -Register of teachers -Register of teachers -Register of teachers -Register of teachers -Register of mandates / applied research -Info from concerned teachers, and -HRD Plans 	<p>The college remains attract enough for highly qualified candidates / MAF assigns sufficiently qualified staff to college</p> <p>he college is more and m exposed to competition, w quality and performance m difference</p>
Output 2.1 The teachers of LAFC are trained (according to a detailed plan taking into account the restrictions imposed by normal college activities) in their technical fields and have developed new skills in student centred learning, communication, language and extension methods, (project) management, and enterprise development	<ul style="list-style-type: none"> • Training on technical and teaching methods (number of teachers and days) by topic • Number of teachers trained in “new skills” ((project) management, communication, language, extension methods, enterprise development, etc.) • Other training (IT, English, management) • At least 2 new technique and teaching methods applied in teaching • Number of teachers who participated in training/ workshop (evaluating and improving teachers skills and standards) 	<ul style="list-style-type: none"> -Annual report on training -Annual report on training -Annual report on training -Description of modules -Annual report on training 	
Output 2.2 The teachers have a clear understanding of their duty, their performance is monitored, and they are generally satisfied of their situation	<ul style="list-style-type: none"> • TOR for each staff • Teachers' satisfaction about their life at the college 	<ul style="list-style-type: none"> -Files TOR -Survey among teachers 	
Output 2.3 New teachers are recruited according to the changing needs of the college, and the share of women and representatives of ethnic groups is increasing	<ul style="list-style-type: none"> • Qualification of newly recruited teachers • Number of representative of ethnic groups and women among newly recruited teachers 	<ul style="list-style-type: none"> -CV and advertisement -Register of teachers 	
<p>Outcome 3 – Introduction of Skills-based Curriculum and Student centred teaching</p> <p>The curriculum is skills based, oriented towards the needs of the market, and teaching is student centred; the curriculum has a good balance between theory, applied theory and practice,</p>	<ul style="list-style-type: none"> • New curriculum approved by MAF • New modular curriculum established and introduced by October 2010 • Share of theory, applied theory and practice in the new curriculum • Income and profit generated from refresher courses for returnees 	<ul style="list-style-type: none"> -Official letter -Public announcements -Curriculum and module descriptions -College accounts -College accounts 	<p>he teachers accept the re process and student centre learning is compatible with system in place</p> <p>tudents are ready to assu</p>

<p>includes basics, common skills, as well as specialised skills in private business development, upland crop production systems and upland animal production systems. The programme for on-the-job training and further education is based on the same principles.</p>	<ul style="list-style-type: none"> • % of topics and skills related to upland farming systems • Number of modules with clear student centred focus 	<p>-Curriculum and module descriptions</p>	<p>their responsibilities toward learning</p>
<p>Output 3.1 The existing curriculum is assessed in order to assure a continuity wherever possible and tool for the elaboration, assessment and monitoring of the new curriculum are developed</p>	<ul style="list-style-type: none"> • Number of existing teaching materials (or parts of) that are used in the new curriculum 	<p>-Assessment during module formulation</p>	
<p>Output 3.2 The contents and the structure of the new curriculum are defined based on the skills required by the labour market (demand-oriented and market oriented), with a focus on micro-enterprise development</p>	<ul style="list-style-type: none"> • Number of credits given for technical skills, management skills, communication and other soft skills • Small agro-enterprise related activities co-managed by teachers and students (for income generation), are included in the curriculum 	<p>-Module descriptions -Curriculum and module description</p>	
<p>Output 3.3 The specific requirements of student centred learning and modular curriculum with respect to the infrastructure development (outcome 5) are clearly defined and documented</p>	<ul style="list-style-type: none"> • Space planned for group work and for self learning • Library and other sources of information conceived for self learning 	<p>-Plans for infrastructure development, new infrastructure -new infrastructure and equipment</p>	
<p>Output 3.4 An optimised programme of refresher courses for “returnees”, extension agents, and farmers is elaborated and offered</p>	<ul style="list-style-type: none"> • Number of modules offered (at least 2) as refresher courses for extension agents, “returnees” and farmers 	<p>-Register of refresher courses</p>	
<p>Output 3.5 The key staff of the college are trained on curriculum development and student centred learning methods and issues</p>	<ul style="list-style-type: none"> • Number of teachers trained in student centred learning and curriculum development • Participation of the teachers in the reform process (number of hours spent) 	<p>-Annual report -Time allocation 2009/10 (TOR) and time registration (by the teachers)</p>	
<p>Outcome 4 Building up of a national , regional and international Partner Network</p> <p>The LAFC links up with a network of national, regional and international partners engaged in (upland) farming systems, with partners from the public and private sectors, in the fields of applied research, education, teachers’ training, services, practical training of students, and job opportunities. These partnerships include close links with other similar colleges under Ministry of Agriculture and Forestry.</p>	<ul style="list-style-type: none"> • number of partners for student’s practical term • number of lectures given by external partner institution • Number of jobs that are directly related to the 5-month practical term • Number of mandates obtained by the college from various partners to address issues related to upland farming systems 	<p>-List of partners / contracts -List of guest lectures -Monitoring of graduates (report to be created) -Contracts signed</p>	<p>external partners show interest for the development of link with the college</p>

<p>Output 4.1 Various networks are set up and result in regular exchange between agricultural colleges, applied research partnerships, improved linkage with the private sector for better job opportunities for graduates, synergies between projects, and closer links with extension</p>	<ul style="list-style-type: none"> • Number of contacts with other agricultural colleges for exchange of experience • At least one network / partnership for applied research (NAFReC) • At least one network / partnership for extension (NAFES) • Number of partnerships developed for specific modules of the new curriculum (guest teachers) • Number of applied research projects conducted (with partners) • Number of agro-enterprise types developed in partnership with farmers and other partners in rural areas • Numbers of private institutions / enterprises visited (teachers, students) 	<p>-Annual report</p> <p>-Annual report -Annual report -List of guest lecturers</p> <p>-Annual report -Annual report</p> <p>-Annual report</p>	<p>Networking can be managed in a way that it is not too much time consuming,</p> <p>Partner institutions (e.g. in neighbouring countries) also take Lao students in exchange programmes</p>
<p>Output 4.2 The improved capacities and performance of the college are promoted and the college is gradually acknowledged for its competences in upland farming systems</p>	<ul style="list-style-type: none"> • Number and type of promotion events and materials • Number of visits on website 	<p>-Report on promotion -Clicks per months</p>	<p>The private sector shows interest for the graduates of the LAFC during 5-month term and after</p>
<p>Output 4.3 The 5-month practical term is managed in a professional way and the access to job opportunities for graduates is facilitated</p>	<ul style="list-style-type: none"> • Links with at least 50 farmers and agro-enterprises for the 5-month practical term internship • Average quality (and marks given) of the practical term report of the students • List of partner institutions that are hosting students during the practical term / contracts signed 	<p>-List of partners and contracts signed</p> <p>-Register with students' performances -List of partners and contracts signed</p>	
<p>Outcome 5 Improved Infrastructure and Equipment</p> <p>The infrastructure of the LAFC is functional and attractive for students and teachers, allows optimised teaching and learning in theory, applied theory and practice, offers a broad and modern access to information, while remaining slim and manageable.</p>	<ul style="list-style-type: none"> • Clean water supply system hooked to all college's premises and well functioning adequate supply of water • Transport facilities and farm machinery (buses, trucks, cars, tractors, motor bikes) have been arranged • Value of the total farm production 	<p>-Annual report</p> <p>-Inventory of the college</p> <p>-Farm accounts</p>	<p>Other donors and the Government contribute to infrastructure development besides SDC</p> <p>The Government contributes the required investments</p>
<p>Output 5.1 The infrastructure and equipment are regularly maintained</p>	<ul style="list-style-type: none"> • Amount paid yearly for maintenance of buildings/ vehicles/ equipment • List of repairs done / in need to be done 	<p>-College accounts</p> <p>-Maintenance report</p>	
<p>Output 5.2 The infrastructure and the equipment of the college are upgraded to meet the requirements of skills based, student centred learning</p>	<ul style="list-style-type: none"> • Number of classrooms constructed / renovated • Number of school premises constructed / renovated • Number of quarters for students constructed / renovated • Basic teaching facilities (computer sets, labs, library, lecture hall, livestock breeds, and production of good quality seed materials) have been improved and constructed 	<p>-Plans and annual report, physical constructions -...(do)</p>	
<p>Output 5.3 The college farm is upgraded to a level that allows to reach at the same time the learning objectives for the students and the production objectives of the</p>	<ul style="list-style-type: none"> • Number of topics that can be trained on the college farm 	<p>-Curriculum and module descriptions -Curriculum and module</p>	

farm (economic and self supply), however without equipment that is out of reach of farmers in the uplands of Laos	<ul style="list-style-type: none"> • Number and size of student groups that can participate in practical training • Increase in irrigated area 	descriptions -Farm plan	
Outcome 6 Modern Management practices introduced The LAFC is managed according to modern management practices, with transparent accounting system, involvement of students and staff in key management issues, and is governed by a board of trustees that guide the college in strategic choices.	<ul style="list-style-type: none"> • Clear and transparent system of monitoring and evaluation of the college for all activities and self income generation • Revenue from commercial activities conducted on the college farm • Fair mechanism of benefits sharing established 	-Manual of procedures -College accounts -Manual of procedures	Board of trustees will support the college. Students and staff are interested to participate. The Government allows income generating activities of the college to take place and income to be reinvested / used locally
Output 6.1 The college is well managed, and the introduction of the new curriculum does not negatively impact normal college activities	<ul style="list-style-type: none"> • Number of management meetings with students' representatives and teachers • TOR established for each staff and annual objectives set new accounting system (introduced by ...) and yearly accounts reports 	-Yearly report / minutes of meetings -Individual files	
Output 6.2 Strategic options of the college are guided by a board of trustees that represents public and private perspectives	<ul style="list-style-type: none"> • Board of trustees (MAF, PAFO, teaching staff and private sector) established and organised (end 2008) and number of meetings per year (for strategic guidance of college) 	-Minutes of meetings	
Output 6.3 The project structure is operational and provides the needed support (technical and financial) to the college for its reform	<ul style="list-style-type: none"> • Steering committee established and organised (end 2008) and number of meetings per year (strategic guidance of the project) 	-Minutes of meetings	

Annex 3: ESTIMATED BUDGET SURFACO 2009 - 2011

DESCRIPTION	Year One	Year Two	Year Three	Total
Outcomes and Outputs				
Outcome 1: Improved student selection and motivation				
Output 1.1 for 4 activities related to meetings and publishing	12,000	6,000	8,000	26,000
Output 1.2 for 6 activities related to self organising by students and platform	3,920	4,000	3,000	10,920
Output 1.3 for 7 activities related to assessment of student's performance	12,000	6,000	9,000	27,000
Sub - Total	27,920	16,000	20,000	63,920
Outcome2: Better trained teachers (technical and didactic skills)				
Output 2.1 for 12 activities related to teacher development plans	100,000	100,000	100,000	300,000
Output 2.2 for 6 activities related to self learning development and assessment of remuneration for teachers	10,000	10,000	10,000	30,000
Output 2.3 for 2 activities related to development for new guideline of recruitment for new teachers				
Sub - Total	110,000	110,000	110,000	330,000
Outcome 3: Introduction of skills based curriculum and student centred teaching				
Output 3.1 for 5 activities related to curriculum assessment and tool development	40,000	25,000	14,000	79,000
Output 3.2 for 11 activities related to process of skills assessment for curriculum designing	30,000	11,000	22,000	63,000
Output 3.3 for 2 activities related to outcome 5				
Output 3.4 for 5 activities related to developing the refreshing training course for returnees	30,000	10,000	10,000	50,000
Output 3.5 for 2 activities related to training teachers on curriculum and students learning centre	20,000	40,000	4,000	64,000
Sub - Total	120,000	86,000	50,000	256,000
Outcome 4: Building up of a national, regional and international partner network				
Output 4.1 for 11 related to building networking with national, regional and international levels	48,000	24,000	20,000	92,000
Output 4.2 for 5 activities related to improvement capacity and performance of college	12,380	8,000	7,500	27,880
Output 4.3 for 3 activities related to management of 5 month practical term	6,000	6,000	4,500	16,500
Sub - Total	66,380	38,000	32,000	136,380
Outcome 5: Improved Infrastructure and equipment				
Output 5.1 for 2 activities related to setting up system of maintenance	33,000	33,700	4,900	71,600
Output 5.2 for construction and purchasing equipment please see annex	643,090	588,910	36,470	1,268,470
Output 5.3 for 2 activities related to improvement of college farming system please see annex	275,610	252,390	15,630	543,630
Sub. Total	951,700	875,000	57,000	1,883,700

Outcome 6: Modern management practices introduced				
Output 6.1 for 15 activities related to training on modern management for board of director and teachers	15,000	15,000	15,000	45,000
Output 6.2 related to Outcome4				
Output 6.3 related to college administration				
Sub. Total	15,000	15,000	15,000	45,000
Total Activities	1,291,000	1,140,000	284,000	2,715,000
1.2 Equipment/Buildings				
Equipment				
Printers etc	600			600
Desk Computer and Laptops	2,400			2,400
Office furniture	4,000			4,000
Communication equipment: fax machine, telephone	1,500			1,500
Photo camera	500			500
LCD projector	800			800
4x4 Pick-up	30,000			30,000
Motorcycles (2)	3,000			3,000
Other related to project management/Admin costs	3,000	3,000	3,000	9,000
Sub - Total	45,800	3,000	3,000	51,800
Buildings				
Office renovation in Administration building of College	10,000			10,000
Instalment of wireless internet and AC	6,000			6,000
Sub - Total	16,000			16,000
Total Equipment/Buildings	61,800	3,000	3,000	67,800
1.3 Operational Costs				
Travel for domestic and international trips	12,000	15,600	15,600	43,200
Accommodation	12,000	9,600	9,600	31,200
Project team per diem & allowances	9,600	9,600	9,600	28,800
Vehicle Operations - fuel & maintenance	9,600	10,800	10,800	31,200
Office & Accommodation Rent & Utilities	9,600	12,000	12,000	33,600
Office supplies	6,000	6,000	6,000	18,000
Communications	6,000	6,000	6,000	18,000
Equipment maintenance	3,360	3,600	3,600	10,560
Visibility	350	350	350	1,050
Audit	6,000	5,850	5,850	18,000
Project Steering Committee meetings and learning activities	6,000	3,000	3,000	12,000
Board of trustees meetings and learning activities	3,600	1,500	1,500	6,600
GOL accommodation and per diem (Non-PWT)	9,600	9,600	9,600	28,800
Bank Charge	490	500	500	1,500
Total Operational Costs	94,200	94,000	94,000	282,200
1.4 National Staff				
<i>National staff (Project staff)</i>				

Project Manager	15,600	15,600	15,600	46,800
Finance/Logistics Officer (1)	11,400	11,400	11,400	34,200
Office Manager and Accountant (1)	10,800	10,800	10,800	32,400
National Consultants for occation	15,000	15,000	15,000	45,000
Drivers (1)	4,200	4,200	4,200	12,600
Guards/Housekeepers	3,000	3,000	3,000	9,000
Sub-Total	60,000	60,000	60,000	180,000
<i>National Staff (GoL): Per Diem Costs Only (See Note)</i>				
Project Manager	1,000	1,000	1,000	3,000
Finance/Logistics Officer (1)	340	340	340	1,020
Office Manager and Accountant (1)	300	300	300	900
National Consultants for occation	300	300	300	900
Drivers (1)	600	600	600	1,800
Government staff (5)	2,400	2,400	2,400	7,200
Sub-Total	5,000	5,000	5,000	15,000
Total National Staff and Consultants	65,000	65,000	65,000	195,000
1.5 International Staff and Consultants				
International staff				
TA (100%)	300,000	213,000	192,000	705,000
International short-term consultants CHF	33,000	30,000	20,000	83,000
About 5% for un-allocated	105,000	80,000	37,000	222,000
Technical Back-Up from SHL/SCA Zollikofen	170,000	130,004	79,996	380,000
Total TA and Project Admin Costs	829,000	615,000	491,000	1,935,000
GRAND TOTAL	2,120,000	1,755,000	775,000	4,650,000

Annex 4: Disadvantaged groups: ethnic / minority groups and women

A major objective of MAF's strategy is the integration of disadvantaged groups in the uplands of Lao PDR, especially of female students and students from 'ethnic' groups or 'minorities'.

By integrating more female students and students from upland 'ethnic' groups in the formal education (college) young people should get a new perspective through education and future job opportunities (social factor), and the extension system gets more skilled staff with local cultural and linguistic resources (economical / political factor). Both factors aim pro-poor development and food security for the rural space in upland Lao. On the other hand, local social and cultural processes are challenged in manifold ways, thus challenging social security. It must be a major objective in the college reform to foresee and reduce these negative effects.

It is acknowledged by students, teachers (LAFC) and the Lao Women's Union (Luang Prabang), that the main obstacles to access to formal education is *socially* – and not in a first instance *ethnically* – defined. Social groups like families, households, clans or village communities, especially in remote and rural contexts try to allocate their labour forces in an efficient way. In many villages community (paddy) land is distributed according to the labour force of a social group and only in a second instance according to the total number of group members (worker – non-worker ratio). As 'unproductive' perceived adolescent or adult family members can not enlarge the share of land and thus the family's food production, nor do they strengthen the reciprocal relationships in the kin or village group.

If these 'unproductive' family members are students, they additionally may produce supplement costs for their living apart from the household. Also there is mostly a way to find support (from extended family systems) or scholarship (e.g. quota system, international organisations), families can not foresee and calculate support and costs.

A third socially defined obstacle preventing access to formal education for girls and members of 'ethnic' groups is the low reputation of formal education, especially in rural and remote livelihood contexts. Although the social value placed on women has been enhanced by socialist propaganda that called for equality¹⁴, there is a labour division between women and men, respecting both roles, male and female. Elder girls are thus occupied with the education of their younger siblings and with household duties. "They learn at home what they need for their future live as mother and housewife". There is no reason to send a child to school where it learns things it does not need on the farm. More outside oriented parents, however, hesitate to send their daughters to school centres, because of their (supposed or real) exposure to risks like 'human trade' (slave or sex workers for Thailand or Vietnam). In rural space with a self sufficient economic strategy¹⁵ social structure is marked mainly by age and sex (gender), with a special position for party representatives. There is up to now no influence – and no insensitive – of formal (higher) education on one's social status. Besides, young people leaving their upland home can find paid jobs without special knowledge or skills, though mostly as migrant workers without job security.

The actual situation in the Lao educational system shows that these socially defined obstacles are not only a marginal phenomenon. According to DoE Luang Prabang, 92% of children attend primary school, but the number of those attending secondary school or even higher education decreases rapidly (approximately 52% in Luang Prabang); in upper secondary school, still 35% of the children are attending. Other sources speak of about 40% absenteeism in rural upland regions and only 30% completing the program (Ireson-Doolittle and Moreno-Black 2004). On the other hand, the situation is changing rapidly: young people leave their home also without formal education, find some unqualified jobs and may live independently from any family support (or even sending money back). But they will hardly return to their rural, remote homelands. Some villages are already lacking of a whole generation of members between age 25 to 40). In Laos,

¹⁴ Nevertheless women are called to uphold specified "Three Goods (being a good citizen, a good mother, and a good wife) and Two Duties (defense of socialism and women's emancipation)".

¹⁵ Rehbein speaks of *subsistence ethics*: "Peasant's interest is focused on having enough until next harvest, not on accumulating as much as possible. They achieve this through mutual aid (reciprocity), reinforcing family ties and traditionalism. For them, survival and security are the goals of economic action, not affluence and profit" (2007:54).

attending higher education, including education at an agricultural college, must be considered as a privilege.

With the strategy of a widespread extension system for upland agriculture, MAF intends to bring some of the graduate agronomists / extension workers back to their regions of origin, helping to improve local agricultural and market oriented production practices, and preventing thus further rural-urban migration.

In order to be integrated successfully into the social structure of the upland villages, extension workers should have adequate knowledge and skills, especially 'cultural skills' like dominance of the local 'ethnic' language, sensibility for local customs and social structure / practice, and knowledge about upland farming systems. This is where the 'ethnic question'¹⁶ arises, especially in the context of LAFC as a formation centre focussed on upland agricultural systems.

Since the integrative policy during French occupation, Lao PDR is understood as a modern state, an (imagined) bounded nation-state. This assumes the political vision that within a delimited social space people should – and will – be culturally of the same type, in order to reduce internal frictions and conflicts, and thus strengthening the cohesion and boundedness. The national classification of the three ethnic groups as Lao Loum, Lao Theung and Lao Soung – based on geographical differentiation as lowland, slope land and highland population – reflects the intention of placing all ethnic minorities in the national 'Lao- context'. In Lao PDR the Lao culture is mostly identified with the 'ethnic group' of the Lao Loum, which traditionally live in the lowlands and valleys. Lowland Lao culture is propagated through the education system, through the media and government propaganda, through government meetings and rituals, through the high profile given to Buddhist's rituals, and through the dominance of Lao language in the political and public sphere (Evans 2000). Lao-ization of other 'ethnic groups' is discussed as access to formal education (cultural and language skills), as an opportunity for social upward mobility, and as homogenisation of the national culture. Nevertheless – and because of migration and social mobility – , the 'Lao Loum' are a heterogenic group and a social construct, represented up to now by little more than half of Lao's population. That means that the other nearly 50% of Lao's population are divided in and perceived as 'minority groups'¹⁷. Instead of essentializing ethnic groups, for the purpose of this study Lao PDR's population should be perceived as a multiethnic society with many different social, economic and cultural configurations. Governmental policy of the last decades has enforced the mixing of different ways of live, moving people to new places and proposing them new productive and economic strategies. Evolving conflicts are manifold, resulting in chances for some and disadvantage for others. Different governmental measures encourage Lao rural population of all ethnic background (and with different possibilities) to enter the market, forcing them at the same time to pay for things that in the past were offered free of charge, did not exist or were accessible through exchange. Rural population is especially challenged by new definitions of their status in the Lao society. After 1975, the peasant was the hero of the revolution, now he has become the symbol of underdevelopment and poverty. This perception of an 'ill-fitting' and 'untimely' habitus of the peasant population affects their own understanding: they fear for food security and feel menaced by unemployment, something that never happened as long as the subsistence ethics prevailed.

In these times of rapid social, economic and political change, extension workers should be sensible for all sorts of disturbances based on ethnically defined practices and discourses (social structure, technical and religious practices, power, imaginations, etc). It does thus no longer make sense to know one ethnic group and its language in order to propose them solutions for the whole group. Mostly, there won't be a homogenous group responding unanimously to the proposition of extension workers, but many different ideas of combining old ways with new ones, e.g. subsistence with market orientation, farming with migration, etc. For this, they need skills that enable them to analyze critically – and with confidence in their own, independent opinion – different and unforeseen situations together with local people.

But it makes sense to know a local language and social / cultural discourse and practice in order to communicate adequately with local people about their needs and concepts. Students with a 'minority' background will potentially have these multiethnic resources – combining their 'ethnic' skills with the

¹⁶ Ethnicity is a difficult concept for analyses from 'outside', because it tends to either reinforce or negate the discursive boundaries 'ethnic groups' establish in interaction with as different perceived 'others'. The concept of groups is also often too essentialist and partial, adapting policy and discourse a) of group leaders, often lacking a real, bounded and represented group behind them, or b) of othering from outside of the so denominated group.

¹⁷ There is a rather confusing situation in the different naming of non-Lao-Loum population: while 'ethnic group' does not exclude Lao Loum (they are also an 'ethnic group'), the minority status is now also weakened by the argument, that in some parts these groups form the majority (what is obvious for all minority groups, when focussing on a sub-national level, and might thus be mainly politically motivated).

'national' skills acquired during formal education –, others will have to acquire them during their formation, if they intend to work in the extension system of upland agriculture. In all contexts, 'minority' and 'majority', a extension worker has to have technical skills in the background, and sensibility, passion, openness and empathy for the local situation as his / her most important tools for the extension process. Given this sensibility and ability, ethnicity is just one factor integrated within a much broader landscape of meanings and practices.

Ethnicity and 'ethnic groups' no longer perceived as a problem, but as a potential allows learning about other systems of production and reproduction. It is thus important, that extension workers have a learning attitude, exchanging and sharing ideas with 'peers' with similar interests (e.g. agricultural production), lending them their attention and giving them confidence concerning their own 'ethnic' knowledge and skills.

Departing from the same attitude, the 'gender question' can be focussed on in more details. Literature is quite unanimous about women's status in Lao PDR in comparison with other regions in the world: as in most Southeast Asian contexts, women are traditionally in a relatively high position, enjoy some autonomy, access to resources, and decision-making power, though not full equality with men. Lao view women's and men's characteristics and activities as complementary, each a necessary and valued part of the larger whole, although men's activities may be valued somewhat more highly than women's activities (Ireson-Doolittle and Moreno-Black 2004). Given the relatively weak role of the state, authority over matters of everyday life resides within the household and the community, arenas where many women exercise regular control. In both village and town, most jobs are gender-linked and represent thus a patterned gender inequality. These clear linkages between gender and work / labour are challenged by recent developments (resettlements, marked-orientation, formal education, professionalization).

Although the principle of legal equality between male and female workers was instituted in 1975 and reinforced by a provision of the 1991 constitution, it has not been adequately implemented: women work more than men (two hours/ day) and earn only 77% of what men do (LWU 1994). They represent a minority in all formal education programs. The socialist regime promotes women's dual role in production and family. This is not very effective in recruiting women to economic or political leadership positions. Thus, only about 1/3 of professionals are women. The Lao Women's Union (LWU) is a governmental mass organisation, promoting gender equality and politicizing women's actions.

Up to now, neither the LWU nor the Department of Education has established an information and control mechanism with local school authorities in order to reinforce teacher's and parent's compliance with the compulsory school program of eight years. LWU refers to the duties of every person in implementing and controlling the established and communicated legal rules. Under the present circumstances, children still depend on their parent's decisions, whether to attend school or not (and for how many years) and their right for formal education is not guaranteed by the state. Social factors (as mentioned above) are the major cause of the relatively low rate of girls having access to formal education in rural contexts. Although under-eighteen marriages are prohibited, they are still quite common among young women, revealing a strive for social security within the family context and not in professionalism.

In order to understand parent's decision about integrating their children and especially girls into the formal education system or in the household economy, specific personal situations must be understood in their context. Some parents would agree to their children's formal education, when they get economic support, others when they see a substantial profit for their child (and themselves) in a near future, others when they are sure, that the child will come back to the village and support again the household after graduating.

Furthermore learning and teaching methods must be improved, so that the 'time allocation' for young people is a good choice when attending formal education programs. In order to get real professionals they need specific and general skills, not general knowledge as taught in the former 'French' education system (école de la nation) for the elites.

It seems, that with the LWU and its organizational structures in the villages there would be a formal governmental access to the problem of school absenteeism. There is an unequal access to school formation for girls and young women. But only by promoting the legal rights, without improving the awareness of authorities and parents (and understanding their situation), and finally without consequences for persons who do not accomplish with their duties, change in the perception of the importance of formal education for boys and girls will be a slow process.

Formal education on all levels represents in Lao's rural contexts both, a way to integration in a just appearing 'modern' system of national and international division of labour, but also a subordination under the dominant social and cultural context of the lowland Lao. Some will perceive this as a chance for Lao-ization, others as loss of their own cultural identity and integrity, with only ethnic discourse left as a mean of defending own values and meanings.

Annex 5: Responsibilities for activities

Director

2.2.2	To conduct yearly personal assessment and planning meeting with each teacher
2.2.3	To establish TOR for each teacher with personal development objectives
2.2.5	To reassess the remuneration (teaching allowance and income from other activities) 4 motivation of the teachers
2.2.6	To reassess the time allocation of teachers to their various tasks, with more time for applied research
2.2.7	To assess and fix the time allocation for teachers during the reform process
2.3.1	To establish a list of criteria for the recruitment of new teachers, including ethnic and gender issues
2.3.2	To recruit new teachers according to the needs of the new curriculum
3.5.1	To train at least one staff thoroughly on curriculum development issues (4 project leader)
4.1.1	To exchange ideas with agricultural colleges under MAF and other colleges under MoE and inform them about the curriculum reform
4.1.2	To invite agricultural colleges under MAF and other colleges under MoE to the workshops about the new curriculum
4.1.3	To define an applied research strategy for LAFC together with research partners
4.1.4	To communicate about the curriculum reform to all partners
4.1.5	To establish close links with projects (e.g. PROFIL, PRO RICE, ...) and research institutions working on upland farming (e.g. IRRI, NAFReC, universities)
4.1.6	To establish close links with extension NAFES at national level, with PAFO in Northern provinces, with districts, with technical agriculture and forestry service centres at «Kumban» level
4.1.7	To set up a network of “innovative farmers” (e.g. together with NAFES) and promote them through college activities
4.1.8	To establish a long-term partnership with the Swiss college of agriculture
4.1.9	To identify and link up with partner colleges e.g. in Thailand, Vietnam and China on issues such as teachers' training, exchange of students
4.1.10	To establish coordination mechanisms with other relevant SDC funded projects (SADU, LEAP, SDC upland rice development, PARUA)
4.2.1	To promote the improving competences of the LAFC in upland farming systems to potential employers of graduates (private and public) and partners/ clients for services
4.2.3	To establish links with local and national media for the promotion of the college and its new curriculum
4.3.2	To establish links with vocational technical schools, and other organisations and private enterprises / partners (national and regional)
4.3.3	To elaborate a concept for better interaction with the private sector, including financial contribution to the college from the private sector
4.2.5	To acquire mandates that can be executed by the LAFC staff
6.1.18	To organise / promote an alumni's association
6.2.1	To select members of the board of trustees and set up the board
6.2.2	To organise meetings of the board of trustees (2 times per year) to define their supporting role and duties towards the college
6.2.3	To assess the relevance of the board of trustees after one year
6.3.1	To introduce a human resource development plan
6.3.7	To conduct meetings within the steering committee

Deputy Director (teaching)

1.1.5	To elaborate a concept for students' selection
1.2.4	To organise regular meetings with students
1.3.6	To encourage / support the emergence of students' saving groups
3.2.10	To examine the 5-month practical training and reassess and revise its structure, objectives, implementation, setting standards for the final report
3.3.2	To create an optimised learning environment for students (self study), including the improvement of the library
4.2.4	To organise an "open doors" event at the college for its promotion (education, services and research)
4.3.1	To negotiate with partner organisations for the 5-month training course and improve the coaching of students
6.1.20	To organize teaching and normal college activities during the construction
6.1.21	To assess the reputation of the college (board of trustees, management board, employers)

Additional responsibilities of the Deputy Director (teaching) together with a teacher from the Farm / Research Division in the role of a NPM in charge of the curriculum reform

2.1.1	To establish a plan for teachers' training
2.1.2	To identify adequate training opportunities
2.1.3	To train teachers in teaching methods
2.1.4	To train teachers in technical skills and become skill-based trainers
2.1.5	To train teachers in managerial skills, and micro enterprise development
2.1.6	To train teachers in communication skills
2.1.7	To train teachers in applied research methods
2.1.8	To upgrade teachers' qualification through formal studies
2.1.9	To train teachers in writing TOR and personal development objectives
2.1.10	To link teachers with farmers' practices
2.1.11	To organise study tours for teachers, students and partners
2.1.12	To train the librarian
2.2.4	To promote and improve teachers' meetings for curriculum development, exchange of ideas, teaching issues in general
3.1.1	To assess the existing curriculum
3.1.2	To develop tools for the new curriculum (module description format, module evaluation format, databases, statistics, etc.)
3.1.3	To gradually introduce innovations in the existing curriculum wherever possible (for testing purposes of various elements, and in order not to lose 2 years)
3.1.4	To develop tools for the assessment of the new curriculum and to apply them (monitoring of the implementation of the new curriculum)
3.1.5	To compare the level of studies (new curriculum) with similar institutions in neighbouring countries and other colleges in Lao PDR (through monitoring, exchange of information and students, etc.)
3.2.1	To assess the skills required for the main functions that graduates from the college will be likely to assume in their professional life
3.2.2	To make a rough plan of the different skills that need to be included in the new curriculum in the categories "basics", "common skills" and "specific skills" for the 3 planned specialisations (includes language and communication skills, entrepreneurial skills, and technical skills)
3.2.3	To develop a modular structure, including definition of module size
3.2.6	To conduct a workshop for the presentation of the new curriculum concept to teachers, partners, and steering bodies
3.2.7	To consult private and public partners to get a feed back on the new curriculum concept
3.2.9	To adapt the curriculum to skills development through participatory curriculum development within a regional networking context
3.3.1	To formulate the requirements in terms of infrastructure related to the new curriculum and for optimal student centred learning
3.4.1	To assess the training needs for "returnees", extension staff and farmers
3.4.2	To elaborate a concept for demand oriented refresher courses
3.4.3	To advertise refresher courses

3.4.4	To plan the organisational and financial aspects of the refresher courses
3.4.5	To conduct refresher courses for “returnees”, extension staff and farmers
3.5.2	To train teachers on curriculum development issues
4.1.13	To discuss with MAF, DoE and other agricultural colleges the possibilities of expanding the process of college reorganization to other colleges and to organize the cooperation with regard to phase 2 of the MAF strategy (2010-2015).

Deputy Director (farm & research)

1.3.3	To organise / promote the agricultural production on the college farm
1.3.4	To identify resources and potential for marketable products and services
1.3.5	To survey markets and potential clients, and identify demand
1.3.7	To involve students in commercial activities on the college farm and allocate them a fair share of the benefits
4.2.4	To organise an “open doors” event at the college for its promotion (education, services and research)

Teachers

1.1.4	To elaborate and implement an entrance examination (for higher quality of students)
1.2.1	To communicate the rules of life in the school and on the campus to the students (students regulations)
3.2.4	To develop the modules with specification of the skills that should be acquired, the share of theory, applied theory and practice for each module, including teaching method, method of examination, etc.
3.2.5	To develop skills programme for best farming practices on the school farm and with a net work of local innovative farmers

Students’ Association

1.2.3	To improve the functioning of students’ associations
1.2.5	To encourage / support social and cultural activities as well as sports events for the students
1.2.6	To promote the exchange of experience among students (1 st , 2 nd and 3 rd year)

Registration and Evaluation Unit

1.1.6	To improve the system of registration at students’ enrolment
1.2.2	To assess the students’ attitude and satisfaction
1.3.1	To evaluate the students performances
1.3.2	To establish statistics of students performances
2.2.1	To assess teachers’ satisfaction of their situation
3.2.8	To test the new curriculum
3.4.6	To elaborate a evaluation process for refresher courses
6.1.19	To make regular tracer studies

CTA (re-structuring of administration processes, infrastructure), incl. the existing Personnel and Administrative Division

1.1.1	To contact the departments of education, concerned authorities and ethnic schools of Northern provinces for increased enrolment of women and ethnic groups
1.1.2	To advertise and promote the college among women and ethnic groups
1.1.3	To elaborate support measures to promote the enrolment of women and ethnic groups
3.2.11	To elaborate a concept for small enterprises development (e.g. related to livestock, crops or processed agricultural products), including the access to resources (e.g.

	micro-credit) and implement it
4.1.11	To identify new options / models for micro- agro-enterprises for income generation by students, teachers and villagers
4.1.12	To explore possibilities to develop new income generating activities, e.g. agro-tourism or guide for tourists on agriculture and biodiversity issues
4.2.2	To develop the college's website with updated information about the reform project, newsletter
5.1.1	To hire a technician to take care of daily maintenance of infrastructure and equipment
5.1.2	To set up a regular maintenance plan for equipment (vehicles, farm equipment, etc.)
5.1.3	To set up a plan for regular maintenance of the college infrastructure and establish a maintenance report
5.2.1	To update and improve the list of inventory of the college and the farm
5.2.2	To plan the infrastructure needs for the unification of the studies on the campus (1 st , 2 nd and 3 rd year)
5.2.3	To elaborate a plan for the purposeful use of existing facilities so far used for the 1 st year students (e.g. for refresher courses for returnees" and extension staff)
5.2.4	To elaborate a plan for infrastructure development (design, concept for classrooms, dormitories, canteen, water supply system, etc.) based on the prioritized requirements of the new curriculum
5.2.5	To elaborate a plan for the update of the college equipment (IT, furniture, books, transport, farm equipment, etc.) based on the prioritized requirements of the new curriculum
5.2.6	To hire a local consultant for the supervision of the infrastructure development
5.2.7	To tender the construction works according to the prevailing rules
5.2.8	To select the construction company
5.2.9	To supervise constructions
5.3.1	To elaborate a development plan for the farm, based on modern tools of farm planning
5.3.2	To upgrade the college farm with improved equipment and farm facilities based on a concept of sustainable development
6.1.1	To introduce a new accounting system (college, farm, administration)
6.1.2	To develop and implement a fair and transparent fund management system
6.1.3	To introduce a new management structure
6.1.4	To establish annual reports (training, farm, administration)
6.1.5	To train the key staff in modern management methods
6.1.6	To establish a concept for quality management of the college
6.1.7	To involve students and teachers in the college management
6.1.8	To build up entrepreneurial achievement criteria into personnel management
6.1.9	To evaluate and expand entrepreneurial management approach
6.1.10	To establish a survey on the reputation of the college (college board, board of trustees, employers)
6.1.11	To establish a concept for internal and external communication
6.1.12	To optimise the college farm for training and income purposes
6.1.13	To calculate and communicate costs of studies at the college (relevant for scholarship and students' participation)
6.1.14	To establish mechanisms for income and labour sharing of commercial activities on the college farm
6.1.15	To assess optimal ways of canteen services on the campus (public or private)
6.1.16	To design and implement school food production systems with student
6.1.17	To elaborate advertisement material about the college (for promotion purpose)
6.3.4	To set-up project management procedures and implement them

Annex 6: SCA / SHL Zollikofen as main technical back-up organisation

As the main back-up organisation, the SHL/SCA Zollikofen will have a responsibility regarding the successful implementation of the project. In order to be able to assume this responsibility, sufficient resources need to be planned. The following table shows how the SHL/SCA intends to support the project during the first project phase:

Two options are proposed, the first option involves a team of experts (with different backgrounds) from the SHL/SCA, and the second option includes a junior expert in the team. The main difference between the options is in the number of days available to support the team of teachers in Luang Prabang. In option 1, the total number of expert-days available is 217 over 3 years of which 162 in Laos, and in option 2 there are 477 days (27% expert, 73% junior expert) of which 337 in Laos (30% expert, 70% junior expert). Each option has similar costs.

Option 2 Team of 1 expert + 1 junior expert from SHL / SCA Zollikofen

	2009	2010	2011	2009-2011
expert days	69	57	40	166
days abroad	52	42	28	122
trips (expert)	7	6	3	16
junior expert days	155	94	51	301
days abroad	95	69	24	188
trips (junior expert)	7	6	3	16

In the option with the junior expert, it does not mean that only one expert of SHL / SCA Zollikofen will be involved. Depending on the needs, different specialists will be involved and they will also back up the junior expert.

Annex 7: Tentative list of subjects that will be included in the new curriculum

The present list was elaborated together with the teachers of LAFC on June 15th 2008. The basic courses (mainly during the first year of studies) will also be revised, but this is not included below.

