INTEGRATING SFDP TRAINING INTO
VOCATIONAL SCHOOLS

Consultancy Report No 24

by

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November 2000

List of Abbreviations

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<th>Abbreviation</th>
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<tr>
<td>AEC</td>
<td>Agricultural Extension Centre (province)</td>
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<td>AES</td>
<td>Agricultural Extension Station (district)</td>
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<td>CD</td>
<td>Cadastral Department (province)</td>
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<td>CU</td>
<td>Cadastral Unit (district)</td>
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<td>DARD</td>
<td>Department of Agriculture and Rural Development (province)</td>
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<td>DOET</td>
<td>Department of Education and Training (province)</td>
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<td>DPI</td>
<td>Department of Planning and Investment</td>
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<td>FMP</td>
<td>Forest Management Plans</td>
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<td>FPR</td>
<td>Forest Protection Regulations</td>
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<td>Forest Protection sub Department (province)</td>
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<td>FPU</td>
<td>Forest Protection Unit (district)</td>
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<td>GTZ</td>
<td>German Agency for Technical Cooperation</td>
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<td>LUP/LA</td>
<td>Land Use Planning and Land Allocation</td>
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<td>MARD</td>
<td>Ministry of Agriculture and Rural Development</td>
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<td>MOET</td>
<td>Ministry of Education and Training</td>
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<td>MOLISA</td>
<td>Ministry of Labour, Invalids and Social Affairs</td>
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<td>PPC</td>
<td>Provincial Peoples Committee</td>
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<td>SFSP</td>
<td>Social Forestry Support Programme</td>
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<td>TOT</td>
<td>Training of Trainers</td>
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<td>VDP</td>
<td>Village Development Planning</td>
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<td>VND</td>
<td>Vietnamese Dong</td>
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Acknowledgements

I would like to express sincere thanks to all those with whom I met and worked with during the course of this consultancy mission and who so generously gave their time, provided information and shared their experience. I would like to thank the officials from government services and institutes at National, Provincial and District level and all the SFDP staff in Hanoi and Son La. They are too numerous to mention here by name, please see appendix 2.

In particular I would like to thank Mr Klaus Kirchmann and Mr Inh, training experts for SFDP, for the very stimulating and worthwhile cooperation and without whom I could not have completed this work. Mrs Elke Foerster, CTA who guided the mission and ensured everything ran well, Mr Canh for his expert driving and Ms Minh and Ms Lien for their expert translation.

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1. INTRODUCTION

This report is the result of a consultancy mission undertaken in Vietnam during the period 25 October to 19 November 2000. The purpose of the mission is to elaborate a viable proposal for integrating SFDP methodologies and training system in a sustainable way into the agro-forestry vocational schools in Son La and Lai Chau Provinces. The detailed terms of reference are given in Appendix 1.

1.1 The Relevance of the Mission within the Wider Activities of the Project

Institutionalizing training becomes the key strategy for up-scaling technical innovations and for sustainable capacity building. The Social Forestry Development Project (SFDP) Song Da, which began in 1993, is currently two thirds through its third phase (1999-2001) with a fourth and final “hand-over” phase scheduled for a further three years from 2002 till the end of 2004. Considerations now turn to determining priorities for the final phase. Until now the activities of the project have focused on a limited geographical area within the two provinces, an essential strategy during the development and trialing of participatory methodologies. Thoughts now turn to developing strategies for improving and expanding the use of the identified methodologies throughout the provinces. It is hoped therefore that this report will contribute to the discussions on how to extend and disseminate the methodologies and approaches developed by the project more widely in the provinces. How to integrate the achievements in a sustainable way into the administrative system. How to build up local expertise to assist the dissemination and implementation. It is felt that in order to be sustainable dissemination has to be placed in an appropriate organisational structure within the provinces. SFDP is proposing that the agro-forestry vocational schools within the two provinces may provide this organisational structure.

The results presented in this report are based on data collected over a short but intensive period of two weeks in Son La and Lai Chau provinces, with more time being spent in Son La, followed by a week of meetings and report writing in Hanoi. A detailed itinerary for the mission is given in Appendix 2. Data was collected, largely by interview, from a number of respondents including SFDP staff, key staff in DARD, MoET, DPI, FPsD, and AEC, staff from the PJ, Agriculture and Extension Stations in Mai Son District, Vocational Schools in both provinces and at national level from MARD, MoET and SFSP. A number of documents and reports provided additional information, see Appendix 6. Whilst all these individuals provided invaluable information for this report, any inaccuracies are entirely the responsibility of the author who assumes full responsibility for its contents.

2. OVERVIEW OF THE SFDP SONG DA AND THE TRAINING STRATEGY

2.1 Background of the Project

The Social Forestry Development Project (SFDP) Song Da is a Technical Cooperation Project between the Governments of Vietnam and Germany. It is executed by the Department of Forestry Development of the Ministry of Agriculture and Rural Development (MARD) and supported by the German Technical Cooperation Agency (GTZ). The project area is located in the Song Da watershed in the northwest of Vietnam with pilot areas in predominantly Thai (Yen Chau district of Son La province) and Hmong (Tua Chua district in Lai Chau province) areas.

SFDP is working closely together with government agencies in order to improve local people’s livelihood by applying ecologically and economically sustainable land use systems. In the provinces of Son La and Lai Chau, the project works in close cooperation with the provincial authorities, which are the Provincial Peoples Committee (PPC) and the departments and sub Departments of the line agencies, in particular DARD, DPI, CD and FPsD. A regional project office has been established in Son La town and at district level the project has set up two district offices in the pilot districts Yen Chau and Tua Chua. These offices are responsible for the implementation of project activities in close cooperation with the District Peoples Committee, the Planning Section, the Agriculture and Rural Development Section (SARD) and other line agencies CU, FPU and the Agricultural Extension Station (AES). Through a contract with the Netherlands Development Organisation (SNV) the SFDP supports extension activities through the AES. Two SNV experts are in charge of this support in Yen Chau and Tua Chua districts.

The project goal is that the living conditions of the local population in the Song Da region are improved by applying ecologically and economically sustainable land use systems. Direct contributions to this goal are being made by developing methodologies (procedures) for the sustainable management of natural resources by local communities. The basis for this improved management is first the clarification of farmers land rights in a participatory process of Land Use Planning and Land
Allocation (LUP/LA) which culminates in the issuing of land use right certificates to farmers.

Second, appropriate use of the allocated lands is promoted in a participatory process of Village Development Planning (VDP). This training process results in an approved Village Development Plan which is a commitment of the village and the district government services based on the demands of the villagers. Agricultural activities form an important part of the plan.

Third, for improvement in the use and protection of designated forestry areas, the project has developed methodologies for participatory development of Forest Protection Regulations (FPR) and Forest Management Plans (FMP) within their Community Forestry activities. Finally "extension" is seen as one of the main interventions for improved watershed management and within the project the extension activities aim at the participatory development of improved technologies for sustainable forestry practices in the areas to be protected and for intensified production in the land assigned to agricultural use.

The project methodologies, which have been developed, adapted and approved using a participatory step by step approach (the final step being approval by provincial authorities for province wide implementation), are at slightly differing stages of the process. LUP/LA has been approved in both provinces, VDP in Son La, and is awaiting approval from Lai Chau. FPR have been approved in Son La in June 2000, and FMP are currently in the development and adaptation phase. There is wide support throughout the two provinces for the wider application of the project methodologies and for the training that would be needed to support this. It is anticipated, therefore, that during 2001 all project methodologies will complete the adaptation and approval process.

2.2 The SFDP Training Strategy

The focus of training has gradually shifted from supporting pilot activities towards dissemination of new methodologies to other districts.

The implementation of all the project activities is being supported by a training programme. In the earlier stages of developing, adapting and implementing the methodologies training was directed at staff within the two pilot districts. One of the main objectives of the project during the current and next phase is to extend the use of the methodologies and this requires an improvement in the capacity of government staff at different levels and different institutions to implement the methodologies and technologies developed by the project. Over the lifetime of the project Training is assuming a much bigger and more important role. Gradually the focus for implementation and correspondingly the need for training has shifted from the two pilot districts to province level and dissemination to other districts. As stated in the report of the Project Progress Review in April 1998 "In addition to the activities in Yen Chau and Tua Chua, the project should develop and implement a major training and support programme to enable district and provincial institutions within the Son La and Lai Chau provinces to adopt selected programme elements of SFDP on a large scale".

In line with the recommendations in the Training Strategy elaborated by the short-term international consultancy mission in October and November 1999, the future training strategy proposed by the project (Kirchmann, September 2000) is to focus training on Village Development Planning (VDP) rather than trying to cover all the training needs at once. This approach would hopefully ensure the development of a high quality training system. Another reason to focus on VDP is that of the methodologies approved for implementation so far, VDP will be an ongoing activity with annual planning, monitoring, and evaluation, whereas LUP/LA and FPR methodologies, though no less important, will only require occasional updating or modification, once completed. In order to extend the use of VDP there is first a need for trainers with competency in delivering VDP methodology.

There is currently a severe lack of qualified trainers in the provinces. This lack is driven by the demand of government agencies to implement participatory planning methodologies.

2.3 Demand for Training and the Target Groups for Training: facilitators and implementers

In terms of VDP and the other participatory methodologies the 'facilitators' are those who work with and assist the 'implementers'. It is essential to build up expertise in facilitation and it is the staff of the responsible Provincial Departments, especially the staff of their line agencies at District level, who are responsible for the facilitation of the project methodologies and therefore the first target groups for training. The Government Departments within the provinces and their line agencies in the districts which are most closely involved with the facilitation of the methodologies are as follows:

- For LUP/LA the Cadastral Department (CD) at province level and the Cadastral Unit (CU) and the Forest Protection Unit at district level. The Forest Protection Unit is particularly important as they have a greater number of staff, one staff for each commune, at district level. A considerable amount of training for provincial and district level staff in LUP/LA methodology has already been implemented.
- For VDP the responsible Department is DPI together with DARD and the Agricultural Extension Centre AEC at province level and their line agencies, including the FPU, at district level. Since DPI have very few staff at district level the Agricultural Extension Station AES has a very important role in facilitating VDP. In time it is anticipated that other departments will become involved, for example, Education and Health. There have already been training courses for VDP at provincial level and several at district level.
- For FPR and FMP, once these methodologies have been approved, the Forest Protection Department and the Forest Development sub Department of DARD at province level and their line agencies at district level will be responsible for facilitating the implementation.
- For Extension methodologies the responsibility is with the Agricultural Extension Centre at province level (under DARD) and the Extension Station at district level. Up till now the focus of the government agricultural extension service is clearly in agriculture (especially supporting the old state run enterprises) and little is done in forestry. The focus is now on developing participatory technology development.

Within the timeframe of this mission it has not been possible to determine the actual numbers of staff in each of the responsible Provincial Departments and their line agencies at District level who require training in the methodologies and how to facilitate others to use them but an estimate can be made based on the number of staff employed within the relevant departments. There would need to be greater emphasis on training district staff who are working more directly with the implementers at village level. The table below gives the numbers of staff at province and district level in DARD and its sub-departments, DPI, FPD and Cadastral Department in both provinces.

Table 1: Overview of administration staff in Son La
2.4 The Future Development of Commune Level Administrative Structures and the Demand for Training

The most important levels for implementation of the project methodologies are the communes and villages. In Son La province there are 10 districts with a total of 203 communes with, on average, around 10 villages per commune, i.e. approximately 2000+ villages. In Lai Chau there are 12 districts and 154 communes again with an average of around 10 villages per commune, approximately 1500+ villages. At present in each commune there is a cadastral ‘contact person’ who has been a key link between the project and district staff and villages for the implementation of LUP/LA. In relation to VDP it is at commune level where the first aggregation of village data will occur and important in this process is the commune leader (head of the people’s committee). At village level the village leader, head of the village management board, is a key figure. In a number of communes in Son La, especially in zone 3 (i.e. in remote areas), there is now a commune extension worker (as yet many of these workers do not receive payment). The intention is to have a paid extension worker in each of the communes in Zone 3 by the end of 2000, and these people will be key facilitators for the project methodologies.

Also important at commune level are the cooperatives with a number of key workers as are the various mass organisations, such as the farmers’ and women’s union. In the course of decentralisation more political and administrative authority will be transferred to the commune level

In the future the communes will become a more important administrative level. Government Decree no 09, July 1998, determined four titles at commune level. Each commune should have one financial, one cadastral, one executive and one extension staff. Detailed functions of these staff remain to be determined, and the timetable for implementation (more than 5 years?) and the source of funding remain to be specified. What is clear, however, is that the commune level will become more important as the ‘top-heavy’ administrative structures at province level are reduced and decentralised. This has considerable implications for training needs for these new government staff as rural development workers. Training demand could be roughly estimated as covering four staff at commune level and two from each village. In Son La this amounts to approximately 600 commune workers and 4000 villagers. In Lai Chau approximately 600 commune workers and 3000 villagers would need to be trained.

3. TRAINING FOR PROVINCIAL AND DISTRICT STAFF

Before considering what would be the most appropriate intervention by SFDP into the education and training system it is important to consider where government staff who are involved in facilitating, disseminating and implementing the methodologies have been trained, are currently trained and to what level. This includes both pre-service training (formal education) before taking up employment and in-service training (non-formal sometimes referred to as informal education) which occurs while working and is job related.

As provincial and district staff are now required to have university degree, many of them attend in-service training in order to obtain university degree

Following a government decision, professional staff at provincial and district level are now required to be educated to university level. In the past (more than 5-10 years ago), many staff were recruited to these positions with vocational school certificates and college level diplomas. Due to the increase in the number of graduates from the state universities combined with a decrease in job vacancies has meant only university graduates will find professional employment in the government sector in the future. This move towards “standardisation of qualifications” at degree level has implications for the role of vocational schools which will be discussed further in the following chapter.

Of course many of the existing provincial and district staff when recruited had vocational school qualifications, those from DARD, FPD and their district line agencies having studied at Mai Son (Son La) or Dien Bien (Lai Chau) Agro-Forestry Vocational Schools. Many of those with vocational school certificates have upgraded or are in the process of upgrading their qualifications to university level and many opportunities exist to upgrade qualifications by attending part-time in-service degree courses. Information would suggest that at province level approx 90% of staff have degrees and at district level approx 50-60%, but it varies from department to department.

3.1 In-service Degree Courses (formal education)

The subjects studied depend upon the professional work area of participants. The degree courses are provided in Son La and Lai Chau Provinces by Universities, either Thai Nguyen University (Bac Thai Province), or one of a number of Universities in Hanoi. They provide the curricula, send staff to the provinces to teach and assess the courses and on completion award the degrees.

Apart of vocational training, the vocational schools at Mai Son and Dien Bien organise in-service university courses

The courses are organised and managed by training institutions in the provinces, e.g. the Provincial Training Centre (located in Son La town and in Dien Bien town), and for Agro-Forestry related degree programmes, at Mai Son and Dien Bien Vocational Schools. The courses are organised on a part-time study basis with participants attending for 2.5 months twice a year for a total of 4.5 years. These courses seem to attract a large number of participants: average class size is 80-100 students. There is an entrance exam, and many staff choose to upgrade their qualifications in this way. During study staff continue to receive their salary plus a payment of 100,000 VND per month but they have to pay a tuition fee of 450,000 VND per term. In some cases staff may choose to study on a full-time basis by attending Universities in Hanoi or Xuan Mai for three years, and are paid e.g. 70% of salary while studying.

The content of these degree courses is determined by the Universities which provide them. Courses consist largely ‘content based’ theoretical education with little practical experience or field application (however it must be pointed out that it was not possible to examine the curricula for these degree programmes). Of more immediate relevance for SFDP is the short-course job related training provided for staff.

3.2 Short Course Training (non-formal education)

All Departments provide some form of short course training for staff which is mainly organised ‘in-house’. If this type of training is funded through the provincial budget it has to go into the respective Department’s annual plan and get approved by the PPC. Inevitably, funding from this source is limited but a lot of this type of job related training is provided through the responsible Ministry. Each Ministry has a staff training centre, sometimes referred to as ‘Management Training Schools’ or ‘Cadre Schools’.

Two examples of these management training schools are the ‘School for Forest Protection’ in Dong Anh near Hanoi the ‘Agriculture and Rural Development Training College’ in Than Tri District near Hanoi. These colleges come under the responsibility of MARD who organise and fund training according to national priorities and local needs. The courses can be for a few days up to a few weeks. It has not been possible to visit these schools to assess relevance or quality of training, however given their location and staff, job related field relevance of training is not ensured (see also Steur, 99). Apart from those courses with career relevance (e.g. English courses, MA courses), training offers are not standardised and quality control is not ensured.

MARD may also send staff into the provinces to provide training. In addition, province or district staff who have attended training in Hanoi will in turn provide training to other staff of their sections.
Of particular help and relevance is the job related training provided by externally funded (national and international) projects such as SFDP and Action Aid (Mai Son District). It cannot be stressed too much how important is this source of funding and expertise for training. New ideas, technologies, approaches and methodologies are often introduced in this way.

Commune and village level training

Commune and village workers are the most important target groups for training in relation to improving land management systems and livelihoods. Yet, in most cases, they receive very little training from the authorities to enable them to do this. Training or ‘Extension’ is provided by province and/or district staff mainly of the Agricultural Extension Centre and District Extension Stations largely through the use of information leaflets and demonstration plots. The Vocational Schools have a major role to play in providing training for these target groups and will be discussed in detail in the following section.

4. AGRO-FORESTRY VOCATIONAL SCHOOLS IN THE TWO PROVINCES

There is an Agricultural Vocational School in each of the two provinces, one at Mai Son in Son La Province and one at Dien Bien in Lai Chau Province. Mai Son school also offers training in Forestry and in the past students from Lai Chau province have studied forestry there. During the course of this consultancy mission visits were made to both schools but more time was spent at Mai Son than Dien Bien and the findings presented in this report reflect that. However in many respects the two schools are similar and differences will be mentioned where appropriate.

4.1 The Role of the Vocational Schools in Human Capacity Building for Rural Development

The Vocational Schools have a very important role in developing the human capacity for agriculture and rural development within the provinces. As mentioned in the previous chapter, the past the graduates from these schools were largely employed by provincial and district level administration. Although in principle this still remains the role of vocational schools, in reality this has changed with very few graduates (less than 30%, depending on the sector) finding employment at a low level in the district administration. It is not known what happens to the graduates when they leave school (and it would be interesting to do a tracer study), but it seems that some return to the communes, some continue to look for work in the state or private sectors and some go on to higher level studies.

In the future, the vocational schools will mainly provide education for commune level workers

In the future these schools will play a central role in commune and village level training. With changes in the socio-economic system private sector employment will increase and the Vocational Schools will have an important role in training workers for this sector. New courses are already being developed by the schools to meet this demand, for example courses are planned in road construction, electricity, carpentry, as well as in tourism and business accounting.

4.2 Organisational Structure and Management of the Vocational Schools

The nation-wide structure of Vocational and Technical Education is extremely complex. It is helpful to distinguish between vocational schools and technical schools. First there are schools which provide a lower level of technical worker training directed at the needs of private sector employment such as motor mechanics, builders, hotel staff etc. Many of these Technical Vocational Schools (often just referred to as Vocational Schools) are under the responsibility of MOLISA and at province level DOET. Then there are the Technical Secondary Schools (often referred to as Technical Schools) which offer higher level ‘technician’ training which come under MOET and at province level DOET. However the distinction between MOET and MOLISA is far from clear as the Agricultural Vocational Schools in Mai Son and Dien Bien are (probably) the former type of Vocational School but under the responsibility of MOET. Perhaps more importantly however is that there are both Provincial Vocational Schools under the PPC and funding for these schools is through the PPC (See Appendix 3 for an overview of Vocational and Technical Education in Vietnam).

The schools seem to come, to some extent, under both ‘state management’ from MOET, who are responsible for providing the curriculum framework and accreditation of courses leading to the certificate, and ‘administrative management’ from DOET at province level. DOET is responsible for employment of staff and personnel matters, guidance for achieving training objectives, and approving plans and monitoring their implementation. The Provincial People’s Committee however has a decisive role; apart from approving plans and allocating funding they appoint the Director of the School.

At school level the organisational structure consists of the Director and the School Management Board, in overall control. At implementation level, two Vice Directors are in charge (one responsible for training and one for admin/finance) of three Offices (Training, Student Affairs and Admin/Finance) and under the Training Office are the Training Sectors to which teaching staff are assigned. In the case of Mai Son School there are five sectors; Animal Nutrition and Animal Health, Crops and Crop Protection, Finance and Accounting, Forestry, and Basic Education.

4.3 Description of the Schools including their Training Programmes

Mai Son Vocational School is now located on the outskirts of Mai Son town. It moved to its present site 9 years ago following the flooding of the previous site. The school facilities can be said to be in an extremely poor state and are now in urgent need of upgrading. The school has a total of 650 full-time students following four full time study programmes in Animal Nutrition and Health, Crops and Crop Protection, Finance and Accounting, and Forestry. There are 56 staff of whom 26 are teachers including 4 (part time) assistant teachers. The student to teacher ration is thus 21 students to 1 staff. The ratio recommended by MOET is 15:1. Teaching staff are graduates from University.

| Teacher-student ratio in the vocational schools |
|-----------------|-----------------|-----------------|
|                 | No. of teachers | No. of full time students | Teacher-student ratio |
| Mai Son         | 22              | 550             | 1:25             |
| Dien Bien       | 28              | 300             | 1:11             |
| Recommendation by MoET |               |                  | 1:15             |

The school organises three types of training: in addition to the full-time courses, there are part time in-service degree courses provided from Universities (discussed in the previous chapter) and short-courses (adult learning) directed at commune and village workers. The school also recently (2 years ago) acquired 11 ha of land for the school farm. This is located approximately 5 km from the school.
Dien Bien Vocational School is located in the capital of Lai Chau Province. It has considerably better classroom and administrative facilities than Mai Son. The present school was established in 1996 following the merger of the Economics Vocational School and the Agricultural Vocational School. There are currently around 300 full-time students enrolled in the four study programmes: Economics, Agriculture, Cadastral and Law. There are 48 staff of whom 28 are teachers giving a very favourable staff to student ratio. As with Mai Son the school organises full-time, in-service and short-course study programmes. The school has recently acquired (last year) 3 ha of land for the school farm which it is in the process of being developed.

4.4 Funding Sources

In the case of both schools funding derives almost entirely from the PPC and is approved on the basis of the annual plan which stipulates the courses (both full-time and short-courses) to be taught and the number of participants. For each full-time student at Mai Son the school receives a payment of 2.8 million VND per year, giving a total budget of 1.54 billion VND. At Dien Bien the school receives 3.0 million VND per student giving a total approaching 1.0 billion VND. The level recommended by MOET is 4.2 million VND per student.

In addition the schools receive payment for short-course training from the PPC, in the case of Mai Son this is approximately 15,000 VND for each period (of 45 minutes) taught. There is also some additional income from the fees paid by participants attending the in-service degree courses. From this total budget the school must cover all its costs including teachers salaries, maintenance, books and equipment, and boarding costs for students. In reality very little money is available for maintenance or books and equipment.

There is a separate Capital Expenditure Fund from which schools can obtain funding for new buildings and infrastructure. Applications for such funds have to be made by the schools and approved by DOET and then the PPC. Dien Bien School has recently been allocated funds of 3.0 billion VND for new classrooms and laboratories and a new three story block is currently under construction. In addition, they have been allocated a further 3.0 billion VND for developing the school farm where new practical teaching facilities are being built. As yet no funds are available for equipping these new buildings.

Mai Son school has recently built a laboratory for micro propagation at the school farm at a cost of 1.0 billion VND, and it has been equipped by the Technology University in Hanoi, funded by the Department of Science, Technology and Environment, Son La. The school has also received approval for a further 2.8 billion VND to build a new three floor accommodation block for students and a new two floor block for administration, classrooms and a laboratory. It is anticipated that these funds will be available in 2001 when building can start, again there is at present no allocation of funds to equip these buildings.

4.5 The Teaching Programme and Curriculum Development

Full time courses

As mentioned earlier, at Mai Son school four sectors or specialisms: Animal Nutrition and Health, Crops and Crop Protection, Finance and Accounting, and Forestry. The courses are taught over a period of three years for grade 9 (lower secondary school) leavers and two years for grade 12 (upper secondary school) leavers. The grade 9 leavers spend the first year studying Basic and General subjects in order to ‘catch up’ with the grade 12 leavers. Both grade 9 and grade 12 leavers then study the same two year specialist programme. The course outline (or training plan/framework) for the three year Forestry specialism is shown in Appendix 4.

For full-time students the school year is divided into two semesters, October to end of March and April to end of September. There are school holidays amounting to 10 weeks (Tet holiday and summer holiday) leaving 42 weeks for study. The day is divided into morning and afternoon sessions each session being 6 periods. Students will either study in the morning or in the afternoon but not both, and teachers will either teach in the morning or the afternoon, hence allowing two courses to use the same classroom facilities in one day. The number of students per class is approximately 45 - 45.

The curriculum is made up of two parts, what are referred to as the ‘hard part’ and the ‘soft part’. The ‘hard part’ is determined by MOET, it is compulsory and is the same for all schools at the same level. It comprises the General Subjects and for grade 9 leavers the Basic Subjects. The schools have no say in this part of the curriculum. The ‘soft part’ or specialism however is very much in the hands of the individual schools. The course outline or training plan as shown above has to get approval from DOET and MOET but the detailed curriculum is very much the responsibility of the school and the teaching staff. In the case of Agriculture and Forestry courses DARD and MARD are consulted about the training plan / framework and subject content and they issue guidelines, but as far as it has been possible to ascertain that is the extent of their involvement.

The vocational school has already integrated new training elements of community forestry into the curriculum

The school has already integrated some of the SFDP methodologies into the ‘soft’ part of the curriculum. For example, Community Forestry has replaced Forestry Extension, and VDP has been integrated into Management and Organisation, both subjects are within the Forestry specialism.

To develop or introduce new courses or specialisms requires that the school must write a justification based on an identified need as well as explain the ability and capacity of the school to provide such training. This then goes to DOET for comment, modification and approval and it then goes to the PPC for approval. From there it goes to MOET and after about two months there will be a decision with the course framework indicating the ‘hard’ and ‘soft’ parts. To make changes to the structure or content of individual specialist subjects within the ‘soft’ part is up to the schools themselves.

The practical component of the courses is said to be 20-30%. There was no opportunity to observe any kind of practical training in either of the schools. All teaching that was observed was classroom ‘chalk and talk’ with students taking notes. There is cause for concern that very little practical skills training is provided and there does not appear to be many links between theory and practice.
In-service degree courses

These have already been discussed in the previous chapter in relation to the training of provincial and district administration staff. Both schools organise this type of training, they provide the teaching (and in Dien Bien also accommodation) facilities, and deal with enrolments, but they do not provide the courses, teaching materials or teachers. At present there are three such courses being organised at Mai Son Vocational School in cooperation with Thai Nguyen University, two classes in Agro-forestry with a total of 179 students and one class in Animal Health/Veterinarian with 54 students. One could question the quality of this training compared to that held at University. The teaching resources are extremely poor and there does not appear to be any practical work or research activities undertaken by participants. This seems an opportunity missed since the location of the courses close to the field and the fact that the students are also working would lend itself to much more problem oriented student centered learning.

Short courses

Both schools provide short course training for commune staff (mostly from cooperatives). These courses can be anything from a few days up to one month. They are usually held in the summer holidays (July/August) when teachers and classrooms are available. This would not seem to be a very appropriate time as it is the busiest harvest period. This type of training is mainly funded by the PPC and it, therefore, has to be part of the School Annual Plan (submitted usually in November for the following year) which is approved by the PPC. The funds for this type of training are severely limited. In the current year, 2000, Mai Son plans to run short courses in Cooperative Accounting for 31 participants, Cooperative Management and Organisation for 68 participants, and Fish feeding for 41 participants. The content of these courses is developed by the school in cooperation with DARD. As can be seen in Table 2 below, in the past other short courses have been organised, sometimes for district staff, in animal health, mulberry and silk production, forest protection, extension, tea, and commune cadastral issues.

Table 2: Short courses of Maison Vocational School

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal grazing and veterinarian</td>
<td>146</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>Mulberry, silk</td>
<td>253</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>253</td>
<td></td>
</tr>
<tr>
<td>Cooperative accounting</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>143</td>
<td>31</td>
<td>224</td>
<td></td>
</tr>
<tr>
<td>Forest protection issues</td>
<td>65</td>
<td>67</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>Extension</td>
<td>75</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Tea growing</td>
<td>55</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Cooperative management and organ</td>
<td>52</td>
<td>-</td>
<td>-</td>
<td>141</td>
<td>68</td>
<td>261</td>
<td></td>
</tr>
<tr>
<td>Commune accounting issues</td>
<td>197</td>
<td>144</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>341</td>
<td></td>
</tr>
<tr>
<td>Commune cadastral issues</td>
<td>-</td>
<td>-</td>
<td>158</td>
<td>-</td>
<td>-</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>Fish feeding</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>41</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Combination of garden, fish pond and cattle (VAC)</td>
<td>-</td>
<td>24</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>501</td>
<td>341</td>
<td>444</td>
<td>50</td>
<td>284</td>
<td>140</td>
<td>1760</td>
</tr>
</tbody>
</table>

It is said that courses are provided according to need, i.e. they are linked to agricultural development programmes or activities introduced in the province. The training is usually in the school but in principle there is no reason why it cannot be held in the communes. It is usually the teachers of the school who teach these courses but on occasion staff from DARD or District Stations also provide training. There is a very great need for this type of training. The schools are willing to provide training, but the funds are lacking as is evident from the reduction in courses over the last three years.

4.6 Teachers and Teacher Education

The quality of learning is very dependent upon the quality of teachers. The teachers at Mai Son and Dien Bien Vocational Schools are extremely hard working in what are difficult conditions, especially in Mai Son. Teachers have a heavy teaching load, up to 5 periods per day plus other activities and responsibilities. They work with poor teaching facilities and equipment, and almost no books or teaching materials. Their time for preparation is limited and they lack incentives in the form of staff training or development. There are almost no funds available for upgrading of teachers, they can only improve through self study. In the case of their technical subject they can do this to some extent by attending courses which DARD may run for their own staff as well as cooperating with research centres, projects (such as SFDP) and private or state companies.

The teachers are all university graduates (bachelor level) in their respective subjects, but at Mai Son School, apart from the teachers of Basic Subjects, they have not had any teacher education. Government Decision 24, article 39 (July 2000) states that all teachers in Vocational Schools should have a teaching qualification. In Dien Bien School courses have been organised for staff. This is provided by teachers from the Teacher Training Faculty at Thai Nguyen University who organise a 25 day programme leading to a Teaching Certificate. Mai Son School intends to organise this type of training for their staff next year. It has not been possible to ascertain the detailed content or quality of such training, but notes taken by participants during the course would suggest it is very theoretical and almost no teaching skills are learnt. The staff from the University are certainly not familiar with practical skills teaching methodology needed by technical agricultural teachers.

The shortage of teachers, especially at Mai Son School, is a limiting factor in the development of additional training, especially short courses. This of course would change if funds were available to employ additional staff. Instead, the school should consider whether it is possible to get greater assistance by using ‘trainers’ from DARD provincial and district staff.

4.7 Strengthening Vocational Training: the need for institutional development and capacity building

The vocational schools play a key role in the future development of human resources for rural development. They are however now in need of urgent upgrading in every respect, particularly the school at Mai Son. They are suffering as a result of many years of under-funding. There is, however, some evidence that the PPCs are beginning to give these schools a higher priority. Both Schools have capital expenditure programmes for new buildings either underway or in the pipeline. Funding for equipment is still not available. The provinces alone, however, cannot provide the level of funding necessary to upgrade these institutions to an acceptable level and funding sources must be found elsewhere. As an indication of costs, Appendix 5 gives a list of equipment and materials which Mai Son school says is the minimum it needs to effectively carry out its teaching programme. The total cost is around 1 billion VND (approx. 70,000 USD).

Whatever outside assistance might be given in the short to medium term, in the long term it has to be sustainable from local resources, and of great concern is the low level of annual funding for the ‘maintenance’ and on-going running costs of these institutions can be improved. Here institutions must be helped to develop alternative ways of raising finance, possibly by charging fees (at the moment this is limited) and by providing services for the private sector.

Outside assistance for institutional development and capacity building is needed not only in terms of finance but also ‘know-how’. The capacity does not exist at present within the provinces to assist this development. In particular there needs to be assistance with;

- Infrastructural development of good quality teaching resources, especially related to practical facilities
- Provision of equipment and materials for teaching and learning
- Staff development in both technical and teaching skills as well as in management and organisation
- Curriculum development and development of teaching/learning materials (which goes hand in hand with staff development) especially participatory curriculum
development approaches
  - Establishing links with the outside community and situation in order to better predict training needs

The question remains whether the missing expertise can be found within the country. Part of an overall sustainable strategy for the development of agriculture and forestry vocational education should involve those institutions that provide training for the staff, these agriculture and forestry higher level institutions may also need upgrading. There will be more discussion on this in the next chapter.

5. STRATEGIC ANALYSIS FOR INTEGRATING SFDP METHODOLOGIES INTO THE WIDER TRAINING SYSTEM

From the foregoing analysis it is now possible to consider some of the strategy options for integrating the SFDP methodologies into the wider training system, and more specifically to consider whether the Vocational Schools are the appropriate institutional basis for this.

This report is not a ‘Strategy for SFDP’ nor is it project planning matrix as these will be for the project itself to decide, but hopefully the analysis and suggestions presented here will provide ideas and information to assist that process. The strategy which is eventually decided upon by SFDP must fit within its broader goals and objectives for training. At present (Kirchmann, Sept 2000) these are stated as:

1. The training system is supporting provincial government institutions and district institutions specifically in applying and disseminating the new methodology of Village Development Planning (VDP) as well as in fulfilling other new administrative tasks.
2. The training is supporting learning processes and building up human resources in general for the development of the provinces. At the village and commune level, the problem solving capacities of villagers will be enhanced and local capacities are increased. At the district and province level, training of staff will build up human capacities including leadership qualities or management skills that are vital for job performance in any government institutions, i.e. increasing institutional capacities.

These objectives suggest a role for SFDP in human capacity building from village to provincial level. However, on a province wide basis SFDP cannot itself undertake this human capacity building, but it must work in such a way that it helps to build up the training capacity within the province to enable them to fulfil this task. This is the basis of the strategic analysis presented here.

It is likely that even without further interventions training for different methodologies will find their way into the curricula of the schools. It is important to point out when considering strategy that the project has already had considerable influence within the provinces and to some extent (on a limited scale) the aforementioned objectives are being met. This has been the result of planned interventions by the project through its training activities and during development and trialing of the methodologies, which has also had other ‘knock on’ effects. For example, Community Forestry, Household Economics, LUP:LA and VDP have now partially found their way into the curricula of the Vocational Schools both for the full time and short course programmes. Staff at Provincial and District level who have worked on or cooperated with the project have disseminated these methodologies and approaches to their colleagues either informally or through training. It is likely that even without any further planned training intervention of SFDP this kind of dissemination and integration of the methodologies on a wider basis would continue. What would be bound to happen, however, is that these methodologies would be greatly transformed and adapted in the process, perhaps even losing the essentially ‘participatory’ methodological approach and field relevance. It would be appropriate for the sustainability of these participatory methodologies, that SFDP were involved during its final project phase in the scaling up and wider dissemination of the methodologies and that they were placed in an appropriate institutional setting.

In order to meet the objectives any strategy would need to consist of a series of parallel and sequential planned interventions and activities. In discussing future strategy options it is appropriate to consider them in relation to the short, medium and long term. For the purposes of this report and its recommendations, as well as within the time frame of the SFDP project, the short term can be considered as 12-15 months (more or less the remaining time of the current phase, to end of 2001) the medium term as from 1 - 3 years (2002 -end 2003) and the long term as 3 years onwards (2004 and beyond).

<table>
<thead>
<tr>
<th>Short term</th>
<th>Medium term</th>
<th>Long term</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>2002</td>
<td>2003</td>
</tr>
<tr>
<td>- Train sufficient staff in the use of the methodologies</td>
<td>- Secure self-sustaining training system for a better quality, more relevant and demand driven education</td>
<td>- Develop a Training Support Unit in each of the schools</td>
</tr>
<tr>
<td>- Concentrate on ToT</td>
<td>- Intervene in the formal education and training structures of agriculture and forestry</td>
<td>- Involve universities and other training institutions to strengthen the training support unit</td>
</tr>
<tr>
<td>- Build up pool of trainers</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Examine the option of a “training support unit”</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

5.1 In the Short term

In each province two core groups of motivated and capable staff could be trained as trainers (TOT) – comprising 10-12 persons from province and district staff, and vocational teachers respectively. First, the dissemination of the methodologies on a wider basis requires that there are sufficient staff trained not only in the use of the methodologies but also trained in how to train others to use or facilitate the use of the methodologies. In the short term the intervention will mainly be into the non-formal (or informal) in-service training system in order to increase the capacity of Provincial, District and School staff. SFDP should focus on building up a strong core of key and capable people as trainers within the two provinces who are then able to train others. This requires the organising of intensive TOT (“training of trainers”, teacher support courses). The selection of motivated and capable staff is essential for this. If funding allows, it is suggested that within each province there could be two parallel groups for such training, each group would be no more than 10-12 persons and should include as near a gender balance as possible. One group would be made up of Provincial and District staff and one of Teachers from the Vocational Schools. These two groups would form a critical resource for training in the Provinces. It might be appropriate to mix these two groups as participants would then have a better opportunity to learn from each other, but this must be weighed against the possible differences in TOT courses that might be required of the teachers who work in a more formal training setting. The teachers would also require addition training in the use of the methodologies in the field.

The consultant supports the overall plan of providing this training in three phases or levels (see Kirchmann Sept 2000) but it is suggested that the training should be within a shorter time frame of 6-9 months. The duration and methodology of such training must be decided on the basis of meeting the TOT training objectives. It is very important to include training on ‘evaluation’ within the TOT courses. It is also important to ensure that adequate follow up training is given, especially covering field experience in implementing methodologies. This is particularly important for the teachers from the vocational schools who should be given opportunities to apply the methodologies.
This core of trainers could then begin to train others, particularly at District and Commune level. In the case of the 'Trainers' from government departments they would train other departmental staff, in the case of 'Teachers' from the vocational schools they would provide short course training for commune staff and village leaders. Follow up support and guidance could be given from the project, but training funds should derive from Provincial Authorities (either through state budgets or programme budgets). The numbers of staff at Provincial and District levels who need training in facilitating and implementing methodologies is not that great (see chapter 2). It is envisaged that for existing staff at these levels training needs could be satisfied within the short to medium term. Training for commune and village level workers will take considerably longer to satisfy. Vocational School teachers would begin to integrate the methodologies into their full-time and short courses.

It is not clear, however, whether funds would be available from within the provincial budget to provide this short course training and it may be necessary to look for additional external funds (e.g. through international projects).

The trainers who could provide TOT courses, a group of 4 persons, could include two from within SFDP and two from a relevant institution outside the province or even outside the country who have the expertise. It is suggested that this could be Xuan Mai Forestry Training Centre or from outside Vietnam trainers from RECOFTC. This would need to be followed up carefully to ensure the training is tailored to the specific needs of the project.

Certification of TOT is desirable as incentive for trainees and for ensuring quality standards of the training. Options in this regard have to be further explored.

Both schools have considerable experiences in organising and managing training in cooperation with other providers – good precondition for now organising TOT.

In terms of which institution should undertake the TOT training, who should be responsible for holding the budget, organising the venues, accommodation and staff to run the courses, it would make sense if this were the Vocational Schools in the Provinces. Both schools have considerable experience of organising and managing training in cooperation with other training providers.

The questions of whether such TOT training should be accredited remains open as does which would be the appropriate institution to provide such accreditation. This question will of course have implications for who should provide the TOT training. If it is decided that accreditation and some form of official certification is desirable, for example the awarding of a 'Teachers Certificate', it would have to be validated by a credible institution. This needs to be explored further but possible options include a Technical Teachers Training College, a University such as Thai Nguyen or Xuan Mai, an international training centre such as RECOFTC or the Ministry (MARD or MOET) Management Training Schools.

It is clear that in the short term the Vocational Schools do not have the expertise to provide staff to teach the TOT courses. In contrary, they themselves should be amongst the first participants of these courses. However, one of the longer term goals could be to build up such expertise. At present, Mai Son school does not have adequate facilities to hold such training and in the short term, during 2001, other venues in the Province will have to be sought. In the case of Dien Bien Vocational School, with some additional teaching aids and equipment, it is likely that they could provide the facilities for such training. The idea would be to build up and support a "Training Support Unit" in each of the vocational schools. Although this process can be started next year, it will take some time to become sustainable and should be part of the medium to long term strategy.

5.2 In the Medium and Long term

It is difficult to separate clearly the medium and long term strategic options, but the point to work towards is to gradually increase human capacity. From the end of 2003 the training system within the agro-forestry sector of Son La and Dien Bien provinces is able to provide a better quality, more relevant and demand driven education for the rural sector.

For longer term sustainability it is necessary for SFDP to consider intervening in the formal education and training structures, primarily within the provinces, as in the vocational schools, but since provincial, district and teaching staff are largely trained outside the province either for their initial degree training or for in-service and upgrading, any strategy would also need to involve such institutions.

From 2002 onwards the Vocational Schools should hopefully have considerably better training infrastructure, the teachers would have received TOT training during 2001 and steps will have been taken to begin developing a Training Support Unit in each of the schools.

Such a Training Support Unit could have a central role in improving the quality of training. It could gradually develop and take over responsibility for organising:

- staff development activities
- development and updating of training materials
- establishing outside links
- evaluation of training
- short course development
- providing external training services (for example for other projects who need training)

Possible responsibilities by the training support centres

The medium to longer term training strategy of SFDP should therefore focus on these schools where there needs to be a much greater emphasis on institutional development and capacity building. As indicated at the end of chapter 4, all aspects of the schools need upgrading. Furthermore they need help to improve their teaching programmes and curricula and their technical expertise through staff development if they are to meet the demands of training in the future. Most importantly they need assistance to build up outside links. This will help to ensure that training is relevant and up to date.

To do this SFDP will need to intensify its links with other projects and initiatives which are also working in the area of institutional capacity building within the vocational school sector but also the agro-forestry teacher training sector and begin the renovation process. Of particular relevance is the Vocational Education Programme Vietnam (BBPV) a cooperation programme between the German Government (GTZ) and Vietnam, currently in its fourth year but a total lifetime of 9-12 years is envisaged. Although this programme is focusing on other vocations, the model and approach it is using would appear to be very appropriate.

There has also been a very successful institutional development programme in the field of Social Forestry by the Social Forestry Support Programme (SFSP) funded by the Swiss Government and implemented by HELVETAS, which would be very relevant for any future training strategy of SFDP. Their partner institutions include Xuan Mai Forestry University as well as Thai Nguyen University Faculty of Forestry. Already a lot has been achieved through staff development in the improvement of the curricula and teaching methods of these institutions. These institutions would benefit from integrating the project methodologies into relevant parts of their training programmes and courses but with their expertise in participatory curriculum development, teaching methods and teaching materials production
they could be an important resource to assist the institutional development of the Vocational Schools.

Another important group of training institutions for staff in the provinces is the ‘Cadre Schools’ such as the School for Forestry Protection and the Agriculture and Rural Development College which are under MARD and were not analysed more closely within this assignment. It should be worthwhile at a later stage to develop links and to explore the possibilities of integrating methodologies into their training programmes.

Finally it must be stressed that full support will be needed from the Provinces. In particular the People’s Committee who have overall responsibility for the Vocational Schools. It is necessary to do more ‘awareness raising’ amongst the PPC of the important role of Mai Son and Dien Bien Agricultural Vocational Schools in capacity building for rural development and the need to allocate greater priority and funding for the long term sustainability of these schools.

6. CONCLUSIONS AND RECOMMENDATIONS

The purpose of this assignment, as specified in the ToR, is to elaborate a viable proposal for integrating SFDP methodologies and training system in a sustainable way into the vocational schools in Mai Son and Dien Bien. However from the consultants point of view this assignment appeared to be related to the wider questions, how could the participatory planning and management methodologies and approaches developed by the project be disseminated more widely and in a way which would ensure sustainability? What would be the best way to build up local expertise to assist the dissemination and implementation of these methodologies and are the agro-forestry vocational schools within the two provinces the appropriate organisational structure for this?

In order to fulfill the tasks outlined in the ToR it has been necessary first of all to get an overview of the target groups and their training needs as well as consider where and what kinds of training are already received by these target groups. Secondly it has been necessary to examine in some detail the role and training activities of the Agricultural Vocational Schools in Mai Son and Dien Bien. The foregoing chapters of this report have provided the results of that analysis.

The first thing to emerge from such an analysis was that District and Provincial staff, two of the main target groups for project methodologies, are no longer trained directly by the vocational schools, this is done by universities and colleges outside the province and by ‘in-house’ in service training. What further emerged from the analysis is that vocational schools have a very important role to play in training staff at commune level as well as farmers, the most important target groups for project methodologies.

The training interventions that therefore SFDP should make into the wider training system will have to take into account this situation. However in answer to the overall question ‘are the agro-forestry vocational schools the appropriate institution for integrating SFDP training methodologies’ the view of the consultant is that the vocational schools should have a central role to play. In other words the answer(s) to the question is ‘yes, but not on their own’. While in the short term their involvement will be limited, in the longer term their involvement will be central to a strategy for providing education and training for the rural sector.

Recommendations

1. It is recommended that SFDP should focus on training (capacity building) during their phase in order to ensure the sustainability of the methodologies developed in the earlier phases.
2. It should do this by focusing intervention on both the formal and informal (in-service) training systems within the province. This means the Vocational Schools and the relevant Departments and their line agencies at District level.
3. For long term sustainability, it is also recommended that to a limited extent there should be intervention in education and training institutions outside the province.
4. Training in SFDP methodologies should be focused on the target groups who work directly with the villagers, namely district and commune staff. To do this first of all a core group of trainers who can then train these district and commune cadres will need to be developed.
5. It is recommended that these core trainers comprise two groups. One is made up of selected district and provincial staff and one teaching staff from the agricultural vocational schools and that they follow a structured programme of TOT training which is related to facilitating and using the project methodologies.
6. The selection of good staff for TOT training is essential, this should be done in close cooperation with the relevant departments and the vocational schools within the province. Clear criteria should be established for selection. These should include:  
   o that the trainees will be available to perform the task of a trainer once trained
   o that their work areas are relevant to the use of the project methodologies
   o that they have already had exposure to the use of the methodologies under guidance from project staff
   o that they have the right personality and motivation to be a trainer

1. Outside resource persons will be needed as trainers for TOT training. It is recommended that this should be a mix of project staff and training experts with experience of facilitating participatory methodologies. This could be Xuan Mai or RECOFTC.
2. Motivation for training can be enhanced by providing incentives. The project should explore further the accreditation of TOT training and how this might fit within the wider career and promotional structure of government departments and vocational schools. This will have to be done in close consultation with provincial and national authorities.
3. Additional sources for funding for training development should be explored to ensure training reaches commune and village level. In particular by coordinating with other projects working in the provinces (World Bank and EU) which will have human resource development components.
4. Whilst in the shorter term vocational schools should be given every opportunity to benefit from the projects training programme in the longer term SFDP should assist the development of training capacity within the agricultural vocational schools itself. It is these schools who will be training future farmers and commune workers through their full time courses, as well as training for existing commune staff through their short courses.
5. In addition to the basic TOT training for teachers, which should include training in use of the project methodologies, further training should be given in how to integrate the methodologies into existing curricula and courses. Opportunities exist for doing this in the ‘soft’ part of the curriculum. Particular emphasis should be put on teaching the practical implementation of the methodologies and how to integrate theory and practice in the learning situation. Staff will need a lot of support and guidance in how to develop good quality teaching materials, especially when working with ethnic minority groups.
6. The schools should be supported in trying to secure additional external funding for improving their facilities and equipment. In the longer term they will need help with financial management and to develop additional ways of raising revenue for annual maintenance.
7. To enable the schools to better develop their own teaching capacity as well as that within the provinces as a whole it is recommended that a Training Support Centre be established in both schools.
8. The project should have a training expert on its staff during at least the first half of the final phase (i.e. for 1.5 years).
9. Closer links should be established with relevant institutions outside the province that provide training for the agro-forestry sector. In particular Thai Nguyen University and Xuan Mai University. There is a Curriculum Development Working Group for Forestry Education which has been set up with help from SFSP project (HELVERTAS) with whom it would be worthwhile to establish links as a possible resource to assist the capacity building of the vocational schools. Cooperation with the Ministry Training Schools (for example of MARD and MOET) which provide in-service short courses for staff at province and district level would also be useful for future training of government staff.
10. Finally it is recommended that the provinces should give higher priority to vocational education then in past years. In particular the agro-forestry vocational schools in Mai Son and Dien Bien which are suffering as a result of under-funding over many years. These schools have a central role to play in developing human resources for rural development.

APPENDIX 1

Terms of References for an International Short Term Expert on Approach for Integrating SFDP methodologies into vocational schools

Objective: A viable proposal for integrating SFDP methodologies and training system sustainably into the vocational schools in Mai Son

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APPENDIX 2

Itinerary of short term consultancy mission 24 October – 20 November 2000

24 October
Depart London

25 October
Arrive Hanoi
Visit to project office
Brief discussions with Mrs. Elke Foerster, Chief Technical Adviser SFDP

26 October
Travel by car to Son La
Meeting project staff

27 October
Discussions with Mr. Klaus Kirchmann, Training and Extension Expert SFDP
Visit to Mai Son Agro-Forestry Vocational Secondary School
Discussions with Mr. Chien, Vice Director and Mr. Inh, Training Expert SFDP
Tour of Mai Son school farm

28 October
Discussions with Mr. Kirchmann, Training and Extension Expert SFDP
Reading project documents

29 October
Travel to Dien Bien
Visit Dien Bien Museum Planning Itinerary
Reading project documents

30 October
Visit to Dien Bien Vocational Secondary School
Discussions with Mrs. Dinh, Vice Director, Mr. Toan, Head of training office, and Mr. Dan, Teacher
Tour of Dien Bien school farm

31 October
Meeting with Mr. Phuong, Head of Vocational Training at the Department of Education and Training, Lai Chau Province
Meeting with Mr. Nghia, Vice Director and Mr. Hung, Deputy Head of Agricultural Office of the Department of Planning and Investment, Lai Chau Province
Reading project documents

1 November
Meeting with Mr. Huang, Head of Agricultural Extension Centre, Lai Chau Province
Travel back to Son La

2 November
Meeting with Mrs. Kieu, Director, Mr. Moc, Administrative Office, Mr. Nguyen, Finance and Planning Office and Mrs. Chung,
Secondary Vocational Training Office of the Department of Education and Training, Son La Province

Discussions with Mr. Klaus Kirchmann, Training and Extension Expert SFDP and discussions with Mr. Thuan Forestry expert SFDP

3 November
Meeting with Mr. Phong, Vice Director, Mr. Dung and Mr. Kien, Office of Foreign Trade and Mrs. Phuong, Head of Social and Cultural Office at the Department of Planning and Investment, Son La Province. Also present as an observer Mrs. Chung, Department of Education and Training. Discussions with Mr. Inh, Training Expert SFDP

Meeting with Mr. Thiet, Vice Director at the Department of Agriculture and Rural Development, Son La Province

4 November
Discussions with Mr. Kirchmann, Training and Extension Expert SFDP Data analysis

5 November
Data analysis
Discussions with Mr. Ulrich Apel, Community Forestry Expert, SFDP

6 November
Second visit to Mai Son Agro-Forestry Vocational School. Discussions with Mr Chien, Vice Director and Other teachers, observing teaching methods.
Meeting at the District Office Mai Son with Mr. Tuoi, Head Of Planning Section, Mr. Quang, Head of Agriculture Section, Mr. Tam, Deputy Head of Agriculture Section and Mr. Dac, Head of Agriculture Extension Station.

7 November
Data analysis

8 November
Data analysis
Meeting with Mrs. Elke Foerster, Chief Technical Adviser, Mr. Klaus Kirchmann, Training and Extension Expert and Mr. Inh, Training Expert SFDP

9 November
Travel by car to Hanoi
Meeting at the Social Forestry Training Centre, Xuan Mai With Dr. Thanh, Director and Mr. Ngai, Vice Director

10 November
Meeting with Mr. Peter Taylor, Technical Adviser for Education, Social Forestry Support Programme and with Mr. Trung and Mr. Truong, teachers from the Faculty of Forestry at Thai Nguyen University
Meeting at the Ministry of Agriculture and Rural Development (MARD) with Mr Son, Vice Director Department of Agricultural and Forestry Extension

11 November
Data analysis

12 November
Report writing

13 November
Report writing
Meeting with Dr. Thanh, Director of the Department of Vocational and Technical Education, Ministry of Education and Training (MoET)

14 November
Report writing
Meeting with Dr. Horst Idler, Programme Coordinator Vocational Education Programme Vietnam

15 November
Report writing

16 November
Report Writing
Meeting and presentation of findings at SFDP office, Hanoi

17 November
Report writing
Final meeting in the project office, Hanoi

18 November
Finalising and submitting report

19 November
Depart Hanoi

20 November
Arrive London

APPENDIX 3: VOCATIONAL AND TECHNICAL EDUCATION
APPENDIX 4: TRAINING OUTLINE FOR FORESTRY SPECIALISM MAI SON SCHOOL

<table>
<thead>
<tr>
<th>Year</th>
<th>General Subjects</th>
<th>Number of periods</th>
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<td>Physics</td>
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<td><strong>Year 2</strong></td>
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<td></td>
<td>Physical Training</td>
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<td>Forest Ecology</td>
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<td></td>
<td>Forest Investigation &amp; Measurement</td>
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</tr>
<tr>
<td></td>
<td>Forest Techniques</td>
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<tr>
<td></td>
<td>Forest Production Utilization &amp; Processing</td>
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<td><strong>Year 3</strong></td>
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<tr>
<td></td>
<td>General Subjects</td>
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### APPENDIX 5: PROPOSED COSTING LIST FOR THE EQUIPMENT NEEDED BY MAI SON VOCATIONAL SCHOOL

<table>
<thead>
<tr>
<th>No</th>
<th>Items needed for training</th>
<th>Amount</th>
<th>Unit price (VND)</th>
<th>Total price (VND)</th>
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<td>Microscope</td>
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<td>Drying box</td>
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<td>3</td>
<td>Instrument autoclave</td>
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<td>4</td>
<td>Pasteurization machine</td>
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<td>5</td>
<td>Photocopy machine</td>
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<td>6</td>
<td>Over head projector</td>
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<td>7</td>
<td>Alloying machine</td>
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<td>8</td>
<td>Rostrum</td>
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<td>9</td>
<td>Set of instruments for big cattle operation</td>
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<tr>
<td>10</td>
<td>Set of instruments for small cattle operation</td>
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<td>11</td>
<td>Precision scales</td>
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<td>12</td>
<td>Three-leg compass</td>
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<tr>
<td>13</td>
<td>Machines for surveying length, height and angle</td>
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<td>4,000,000</td>
<td>24,000,000</td>
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<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Hand compass</td>
<td>6</td>
<td>1,000,000</td>
<td>6,000,000</td>
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<td>16</td>
<td>Area measurement machine</td>
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<tr>
<td>17</td>
<td>Mapping machine</td>
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<td>24,000,000</td>
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<td>18</td>
<td>Forestry animal specimen</td>
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<td>Hole digging machine</td>
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<td>21</td>
<td>Circular sawing machine with electric motor</td>
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<td>Plate sawing machine with electric motor</td>
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<td>Hand magnifying glass</td>
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<td>24</td>
<td>Technical scales</td>
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<td>25</td>
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<td>26</td>
<td>Pressure pot (50l)</td>
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<tr>
<td>27</td>
<td>Soil PH identifying machine</td>
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<tr>
<td>28</td>
<td>Set of big poster of insects</td>
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<tr>
<td>29</td>
<td>Set of ultra-violet light to catch insects for plant protection practicing</td>
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<td>1,000,000</td>
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<tr>
<td>30</td>
<td>Set of instruments for mushroom growing</td>
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</tr>
<tr>
<td>31</td>
<td>Set of instruments for insect operation</td>
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<tr>
<td>32</td>
<td>Two-compartment bookcase</td>
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<tr>
<td>33</td>
<td>File cabinet</td>
<td>5</td>
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<tr>
<td>34</td>
<td>Set of working table and chair</td>
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<td>35</td>
<td>Shelf for holding chemical substances</td>
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<tr>
<td>36</td>
<td>Two-floor bed for student</td>
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<td>800,000</td>
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<td>37</td>
<td>Computer</td>
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<td>38</td>
<td>Laser printer</td>
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</table>
APPENDIX 6: LIST OF BACKGROUND INFORMATION AND CURRENT LEVEL OF TRANSLATION/ANNOTATION

1. Report about Mai Son vocational school by Mr. Bui Le Inh
2. Report about Mai Son vocational school by Mrs. Duong (DOTE)
3. Report about Dien Bien vocational school by Mr. Dan
4. Report on training strategy by Klass Steur (SFDP short -term consultant)
5. SFDP Working Paper No. 7 on VDP training strategy by Klaus Kirchman
6. Different minutes about meetings with vocational schools in Mai Son, Dien Bien and DOTE in Son La
7. Cooperation contract with Mai Son vocational school
8. Report about Mai Son cooperation by Dr. Nguyen Thi Thu
9. Report of the Ministry of Education and Training:
   - Vol I: Evaluation of education of last 5 years
   - Vol II: orientation for next 5 years
10. Decision No. 24, Ministry of Education and Training
11. SFDP Annual Plan of Operation
12. SFDP strategy and outlook

APPENDIX 7

Priorities of SFDP activities based on the conclusions and recommendations of the Short Term Expert – as discussed during the final meeting in the Hanoi office on November 17th

— with the presence of the Short Term Expert and several staff members of SFDP.

1. Concentrate on training of trainers. Develop a self-sustaining, modular ToT system.
2. Examine the option of a training support unit (TSU) particularly to promote training of trainers within the provinces.
3. Build up a pool of sufficient and qualified trainers within the provinces.
4. Strengthen cooperation between vocational school and line departments in order to steadily update knowledge about technical innovations and about new government programs and decisions.
5. Ensure high level training support from outside the province, e.g. Universities of Xuan Mai and Thai Nguyen, RECOFTC, Thailand.
6. Start small – with an already well developed training system to integrate into the school: organise VDP training 2001 in Son La province in cooperation with the vocational school at Mai Son.