



# **A**gripreneurs for **G**reen **R**ural **E**nterprises and **E**conomy

*The After-Completion Report*

January, 2017



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## 1. BACKGROUND

AGREE is a contest---a series of planned events to stimulate and encourage the spirit of entrepreneurship and innovation among NAFC's students and their teachers, thus expanding LPB's private sector agriculture communities.

After the Scoping Study on the prospects of continuing the Young Agri-preneur Scheme, the EDC drafted an engaging process for the stakeholders to consider. The partners including: Lao Upland Rural Advisory Service project (LURAS, Phase I until November, 2017) and its main GOL counterpart, Department of Agricultural Extension and Cooperative (DAEC-Ministry of Agriculture and Forestry) decided to proceed with the EDC recommended process in collaboration with another SDC-funded project Support to the Reform of the Northern Agriculture and Forestry College (SURAFCO, Phase 2 until November 2016) and the Northern Agriculture and Forestry College (NAFC) as the counterpart and main implementing entity. This was how the Agri-preneurs for Green Rural Enterprises and Economy (AGREE) story started.

NAFC is the country's biggest (and most visible!) rural agriculture college serving the northern parts of Laos. AGREE adds to the college's continuing initiatives (in improving and expanding the curriculum, teacher education, etc.) to gain traction and relevance in agriculture promotion in line with Lao PDR's socio-economic development aspirations.

The college is strategically positioned to become a seedbed for innovation and entrepreneurship in agriculture and related fields. With SURAFCO's support in curriculum development, NAFC has offered a

menu of agri-topics via its four departments: (a) agronomy; (b) livestock and fishery; (c) forestry; and (d) agribusiness.

## 2. AGRI-PRENEUR CONCEPT

AGREE aims at NAFC's three constituencies: (a) students, (b) their teachers and (c) (eventually) the agriculture community to stimulate and encourage the spirit of entrepreneurship and innovation. Contrary to popular belief, AGREE's agri-preneurship is not about farmers (or fisher folk, livestock technician or forester) learning and applying business principles. It is not a goal, a career, and certainly not a job (like teaching). Nor it is an agribusiness graduate with a business plan.

Agri-preneurship is a lifestyle. On top of professional skills, agri-preneurs need experiences (on how to fail and how to get up again), business skills (selling, negotiating, problem solving, planning, decision making, etc.), competencies (creativity, confidence, persuasion, negotiating, etc.), a winning innovative idea in agriculture, livestock and forestry and the ability to relate with other farmers, banks, private sector, supply chain, and even government entities. Today, colleges are considered as appropriate settings that can nurture innovations and startups.

## 3. THE PROCESS

As envisioned, the AGREE process is in tune with the general agriculture cycle. It consists of five-steps: (a) sowing the seeds, (b) sifting, (c) germinating, (d) replanting, and (e) growing.

Figure 1: The AGREE Process



(a) Sowing the seeds involves creating awareness, promoting and launching of the contest. EDC used several interventions to make this happen: (a) inviting the participation of the community (banks, Provincial Chambers of Commerce and Industry, Provincial

technical School, Souphanouvong University, etc.), (b) online (created the AGREE Facebook, EDC websites, word of mouth, influencers, etc.), (c) created offline (posters, brochures, etc.) explaining the event), (d) teachers training (on mentoring, spotting talented students, and coaching) to support the teams, and (e) posting a permanent part-time coordinator in LPB to provide additional support, information and answer any questions that may arise.

(b) Sifting is selecting the right seeds with the desire and passion to innovate (and later on) start enterprises rather than seek employment. In AGREE, this basically involves submission of ideas (a kind of self-selection), forming teams of like-minded members, and idea screening by an independent panel of judges.

To generate ideas, AGREE posed the challenge as:

**“Create a new and innovative agribusiness idea (products, tools, equipment, best practices, services, business models, etc.) that can be started with 2 Million Kip (or less) initial capital.**

(c) Germinating provides training, mentoring, prototyping and accelerating services for the teams that will be selected. The students and their teachers learned how to: refine the business ideas, check the market, create prototypes, identify potential partners and even do several versions of their business models.

(d) Replanting is moving the growing seeds from the seedbeds to the field where they can be nourished and grow. In AGREE, this involves exhibiting the survival ability, demonstrating that the idea can work and pitching to potential investors.

(e) Growing (for consideration). This is definitely necessary step. An experienced farmer knows that all the efforts in the previous steps would be wasted if the right nourishment, growth factors, and risk mitigation will not be provided. Efforts in this step will insure that the bounty will be of the appropriate quantity and quality.

The entire process except for Growing happened from October 2016 to January 2017.

## 4. PHASES, ACTIVITIES AND KEY OBSERVATIONS

The Table below summarizes the: (a) steps, (b) activities, (c) implementation within the NAFC context, and (d) key observations and some key results

Steps	Activities	Implementation	Key Observations and Remarks
<b>Sowing the Seeds</b>	Promotion, launching, awareness, info sharing, teachers training, and coordination	Promotion period: 01 September to 15 October Launching: 10/15/2016.	Implemented mainly in LPB via posters, leaflet, local radio, in-campus presentations, and social media (Facebook,). Roughly, 150 students, 20 teachers, 3 judges, 2 EDC and 20 other guests attended the launching event.
<b>Shifting</b>	Screening	1. Deadline for entry judgment: November 2016, EDC Office, with 3 judges 2. Announcing the winning teams, 15-Nov-16 via NAFC and EDC, Facebook and telephone.	To participate, Year 3 students will form teams of up to four members (at least three students plus one NAFC teacher of their choice as mentor). AGREE collected 52 entries via online forms and hard copies, 22 teams of 66 students and 22 teacher-mentors joined. Three judges selected: 21 entries presented by 12 teams consisting of 36 members.
<b>Germinating</b>	Training, Mentoring, and Prototyping (held in NAFC)	Training 1: Mentoring the Winning Teams, 19 Nov Training 2: Idea Refinement and Business Model, 26 Nov Training 3: Market verification and Validation 10 Dec Training 4: Entrepreneurial skills, 17 Dec Training 5: Power Point and Pitching Skills, 24 Dec	A financial support of 800,000 Kip was provided to the teams after Training 3 (Market verification and Validation) to defray the team expenses in doing the market validation, prototyping or demo unit. This was NOT intended as business start-up capital. For the mentoring sessions, 15 teachers participated. And for all other training sessions, 12 teams, 36 students, and 12 teachers participated.
<b>Replanting</b>	Final Demo and Pitching (held in NAFC)	Final Competition Day 21-Jan-2017, NAFC Participating teams, NAFC Students (Year 1, 2 and 3), teachers and staff, guests and public. Awarding of Prizes Documentation by video and picture galleries	The teams applied the skills learnt in doing the market check and customer survey. They were encouraged to generate orders and revenues if they can while proving their business concept..  Each team submitted a brief market validation reports, expenses report and supporting documents on 19 January, 2017 based on a report template provided by EDC. Some teams claimed to have overspent their market exploration budget, which considered as their own investment.  The teams also prepared for the Final Competition (e.g., 5-minute presentation, validated business model with prototypes and demo units). EDC followed-up the teams via telephone and visits. In all, 12 teams, 150 students, 20 teachers, and 7 judges graced the occasion.
<b>Growing</b>	Follow-up, Providing technical and moral supports (To be mapped out)	Needs more clarity and discussion	For discussion with stakeholders. See the recommendations.



## 5. SOME HIGHLIGHTS AND OTHER OBSERVATIONS

### 5.1. Judging

The entire event attracted the participation of eight judges (two are women), three for the initial screening and seven for the final judging. Ms. Hatthanikone and Mr. Souvanthong have been judges in both rounds. See Box for the list of judges.

#### BOX 1: The Judges

##### Screening

Souvanthong Namvong, LURAS Coordinator from DAEC  
Hatthanikone Vongsoulin, Lecturer in Agri-Business Faculty, NAFC  
Khattaphone Phommapanya, Director of LPB Organic Food Co., Ltd, President of LPB Young Entrepreneur Club and Deputy Director of LPB Food Supplies Company

##### Finale

Ms. Hatthanikone Vongsoulin – NAFC lecturer in the Agri-Business Faculty  
Ms. Vannida Souphavadee – Owner of Thanh Minimart  
Sayyaphan Lasi – LPB DAFO Director  
Souvanthong Namvong – LURAS Project Coordinator from DAEC  
Bounthieng Soulivanh – LPB President of Chamber of Commerce and Industry  
Souphone Rasphone – Manager of Champalao Micro-Finance Institute  
Akhom Phommahan – Owner of Suan Hoi Khua Park

### 5.2. Prizes and Awards

In general, the ideas submitted were still modest in innovations jargon. This is expected considering that this is only the start of the AGREE process.

First Prize: **Butterfly Pea Flower Tea** (6.5 Mil. Kip)

Second Prize: **Five Star Chicken** (5 Mil Kip)

Third Prize: **Off-Season Lemon** (3 Mil Kip)

Agri-Bio Diversity Prize from TABI Project (also SDC funded):

Tiger Worm

Fish & Rice

EDC Popularity Prize: Vegetable in Banana Trunks









It is still too early to consider monitoring functions without the last step which includes the follow-up measure (see recommendations). However, based on the statistics gathered by the Facebook site, the interest generated is impressive. See Annex 2.

Visitors sampled over a 92 time periods (from 10/31/16 to 1/28/17) showed that:

- The site has now gathered a small following. The number of people clicking ones or twice are much more than those who click more than twice. And this trend can continue if the site will continue to gain traction in the future.
- The number of people talking about the pages and the number of stories generated are significant and on an upward trend.
- Females and males aging 18 to 34 are the site's most frequent visitors. More males than females of this age range visit the site.
- More than 96% of the visitors are Lao, followed by the poor second (Israel) and third (Australia).
- Language wise, Thai dominates (more than 69%) followed by English (US) and English GB.
- No doubt that visitors close to NAFC are the most frequent visitors. More than 85% came from LPB and VTE provinces. More 25 places throughout Laos have been reached.

### 5.5. Community Participation

Some LPB private sector representatives were involved as judges in both rounds and as guests in the events. Present were representatives from the LPB Chamber of Commerce and Industry, LPB Organic Food Co., Champalao Microfinance, Chi Thanh Minimart, Suan Hoikhua Park, and others. They were all encouraged by what they witnessed and keen to support similar initiatives in the future, specially involving the youth in agriculture.

### 5.6. NAFC's Appreciation



NAFC's entire staff and management appreciate the holding of the AGREE event. In fact, Mr. Thongsamouth Phoummasone, the NAFC Director who attended both the Launching and Finale rounds mentioned NAFC's gratitude and eagerly waiting for the next year's event.

Sadly, AGREE news, its winners and the ideas did not appear in the current NAFC website. It is still a powerful dissemination platform for the innovations written in Lao. But the site needs a dramatic make-over. Else, it can loss its distinctive feature---the only agriculture innovations reporter in Lao language---to other less formal social media sites (Facebook, Twitter, Pinterest. LinkedIn, Google+, etc.).

## 6. CONCLUSIONS

Overall, the first AGREE event has been successfully implemented. SURAFECO should plan for the next version and even expand the coverage to other Agriculture Colleges in Champasak, Savannakhet, Bolikhamxay and Vientiane capital. LURAS should consider providing follow-up support to AGREE finalists who are serious about starting their own micro enterprise after graduation.

## 7. RECOMMENDATIONS

### *7.1. More meaningful community participation*

Doing the first AGREE confirms the findings of the earlier scoping study. The community is interested in this type of activity. Interviews with the agri-related groups like banks, microfinance, private sector firms, other schools (for example, IVET) and even government entities are positive. They are interested, curious and likes to collaborate. They are willing to share whatever they can (for example, becoming speakers, judges, mentors, co-sponsors, role models, case study references, etc.). This is an opportunity that NAFC can tap. Without doing so, NAFC will erode its ability to: “stimulate business opportunities and relate with agri-business service providers for its graduates.”

### *7.2. More engaging community roles*

AGREE should eventually create the space for agri-preneurs. It should “extend” beyond the walls of the college. It should not miss the big opportunity of stimulating and feeding the development of entrepreneurial mindset of its host community. NAFC graduates can only survive in business if this community will provide a friendly nest for them. Else, they would end as job-seekers knocking in government offices. NAFC needs stronger ties with the community.

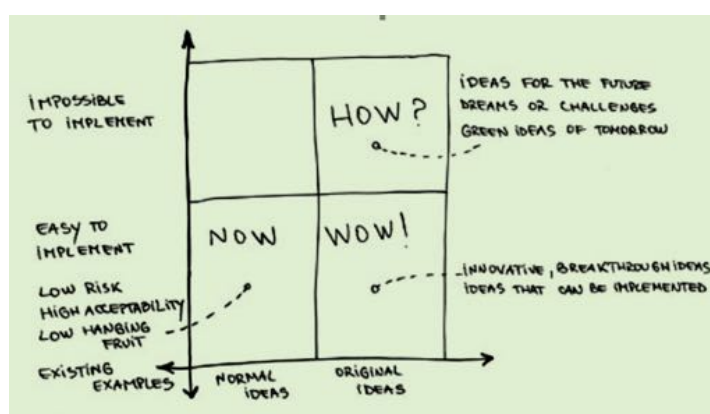
Future AGREE related events need to engage the agriculture community much more. Definitely, volunteer mentors and sponsors can be the first step. However, more engaging roles may be shared: (a) audience of the demonstration and final exhibitions, (b) Facebook contributors and influencers, (c) panelists and (d) activity sponsors.

Perhaps the final pitching and exhibition can be held simultaneously with the NAFC Alumni Homecoming, now that it is almost 30 years old. Alumni can come back, get more interesting ideas and perhaps tie-up with the students for mentoring (who knows, they might even invest!).

### *7.3. Expand training*

Introduce three new topics: (a) basic creativity, (b) practice of innovations, and (c) design thinking. These topics will support the Germination step that will differentiate the ideas by adding more features and values.

## 7.4. Classify the ideas gathered



The provision of feedback about the ideas submitted to AGREE is missing in the current events. Allow a half-day presentation and discussion of all the ideas gathered (perhaps post all in the walls). With all the students, explain how the judges valued the ideas, selected the winners, show why the other ideas failed

(and what could have been done to improve them). Conclude by classifying all the ideas into an idea matrix (shown below).

On the succeeding AGREE events, the list of ideas and the matrix could be shared with the incoming participants. This will prevent the resubmission of previously used ideas.

## 7.5. Create and promote Agri-Preneur role models

The current EDC trainers can be complemented by other agri-preneurs in the community. They could either be invited to participate in a panel (say ten-member panel) to share their experiences with the participating students and teachers. Or, the students during their Germinating Step can select and do a one hour structured interviews to whomever they consider as Agri-preneur Role Model from their immediate community. Support agencies like MFIs, cooperatives, government officials, etc. may also be invited. The results can be published in the AGREE Facebook site and others like EDC and the more formal NAFC websites.

## 7.6. Encourage playfulness

It is usual for college students to blindly follow the advice of their teachers and mentors. The teachers would like to share their wisdom to hasten the innovation process, not knowing that this can cripple the sense of playfulness (the ability of the students to ask “crazy” questions or try new approaches).

## 7.7. Complete documentation

The video team should be encouraged to post the videos in a special AGREE YouTube Channel. There should be detailed interviews with the winners, NAFC faculty and management, and even the judges for their reactions. The videos need not be long. Perhaps less than 3 minutes each. Create some five to ten video clips to maximize the value of the event.

## 7.8. Agri-Preneurs Survival Guide

In the short run, the stakeholder may print and distribute a tiny (1/4 of A4 paper) handbook with about 30 or so pages, plenty of white spaces, graphics with very little text. Call it AGREE's Agri-Preneurs Survival Guide." It can be given to all the student participant to guide them in their pursuit of the agri-preneur lifestyle after graduation. The guide should provide the basic tips for the start, pivot, and scaling up of an agri-enterprise. It will also have the sources of help, funding and other NAFC alumni who can help. Each team and their members should get a copy of this tiny guide. If the students find the guide useful, the stakeholders can transform it into a Mobile App for easy distribution and access.

## 7.9. The Follow-Up Package

As a rule, the provision of follow-up is a delicate matter. It should be so subtle so that the students will be able to complete their studies. Moreover after graduation, the students should be allowed to test the labour market. When the market fails to interest them, then the Agri-preneurship challenge becomes attractive. Then the former students can rekindle their interest about their winning AGREE entries. And the graduates will be scattered all over Laos making access difficult, if not prohibitively expensive.



A much more sustainable approach is a tiny AGREE-culture Service Unit. Essentially, the unit will: (a) act as interphase between NAFC and the community; (b) support AGREE winners; (c) disseminate technical information (in Lao) from the other NAFC faculties; (d) maintain the AGREE Facebook (informal) to encourage innovations; and (e) implement related events (demo, speaker, volunteer schemes, and apprenticeships, structured field visits and tours, film shows, etc.). The unit is also expected to facilitate the implementation of volunteer schemes, and apprenticeships, structured field visits and tours, film shows, etc. from NAFC to the community.



When fully enabled, AGREE-culture will also be the future AGREE implementer. It can also hold special events like:

(a) Roundtables. Have periodic dialogues on business opportunities, employment, youth careers, and agriculture innovations, new products, etc. between the NAFC (teachers and students) and others like agriculture banks, microfinance institutions, farmers, food processors, hotel and restaurant owners, transport and logistics sectors, etc. would be ways of giving back to the community.

(b) Host annual events like agriclinics, agri-preneur roundtables and focused group discussions on SDGs, green and blue agriculture, women and agri-preneurship, climate change, new organics, agri-product fairs, exhibits, etc. These extra-curricular activities may be implemented by the students and the teachers to develop AGREE leadership and other competencies.



## ANNEX 1: IDEAS & SCORES FOR ROUND 1: TOP 21 SELECTED

No	Business Idea	Average Score
1	Raise worms to digest waste	86.33
2	Producing lemon seedlings from leaves	80.67
3	Raising black-bone chicken	80.33
4	Planting organic lettuce in plastic containers	80.00
5	Planting organic vegetable in recycled containers and from garden and household waste	80.00
6	Planting organic vegetable in banana trunk	79.67
7	Making tea from blue butterfly pea flower	79.67
8	New Star Integrated Farm	79.00
9	Raising fish in rice field	78.67
10	Raising small shrimp in pond	78.67
11	Producing organic fertilizer from plant waste	78.67
12	Producing organic vegetable paste	78.00
13	Making bamboo shoot sheets	77.33
14	Planting flowers in plastic containers	77.00
15	Planting bonsai	76.67
16	River weed ready to eat	76.67
17	Second-hand egg container	76.67
18	Raising frog and processing	76.33
19	Planting fragrant banana with new techniques	76.33
20	Planting lemon off-season	76.33
21	Planting vegetable in banana trunk	76.33
22	Processing tamarind	75.67
23	Processed fish with sesame	75.33
24	Planting broccolis in bamboo cane and plastic containers	75.00
25	Raising organic chicken	74.33
26	Raising pekin pantsams	74.00
27	Producing ready-to-use BE	73.67
28	Planting mushroom as a value addition for agricultural produces	73.33
29	Small scale nurseries of flowers and ornamental plants	73.33
30	Planting organic vegetable	73.33
31	Nursery of Khomkadao plant with a new technique	73.00
32	Raising cattle in integration with worms	72.67
33	Green fence project	72.67
34	Raising wild rats in container	72.33
35	Anti-mosquito herb	72.00
36	Agro-tourism	72.00
37	Preservation techniques for off-season lemon	71.33
38	Producing EM	71.00
39	Raising rabbit	71.00
40	Online organic market	71.00
41	Farmer Lao Lao	70.67
42	Processed small frogs with 3 flavours	70.67
43	Farmhouse pizza	70.33
44	Noodle shop and raising eels	70.00
45	Producing herbal medicines for livestock	69.67
46	Producing souvenirs and decorative items from recycled agri-machine and equipment	69.00
47	Marketing technique for sweets in banana leaves	68.67
48	Low-cost duck raising techniques	68.33
49	Planting organic onion	68.33
50	Hatching eggs by using bulb	68.33
51	Planting vegetable on field rice border	66.67
52	Raising tilapia	59.67

## ANNEX 2: PRIZES AND AWARDS PROVIDED

### **First Prize: Butterfly Pea Flower Tea**

Khamhin Khammoungkhoun  
Khamphan Lattanapanya  
Sengchanh Manivong  
Teacher: Somphong Sibounheuang

### **Second Prize: Five Star Chicken**

Ms. Chanthone Phengtawan  
Ms. Latsaming Simmalavong  
Douangdy Thammavong  
Teacher: Nouvang Waneang

### **Third Prize: Off-Season Lemon**

Phatthong Lonueangthong  
Anousith Sayyavong  
Phonesin Bouaphachanh  
Teacher: Sompheth Keosavath

### **Agri-Bio Diversity Prize from TABI Project (also funded by SDC):**

#### **Tiger Worm**

Thongkham Vanmany  
Douangta Silitawa  
Bounkong Vilachack  
Teacher: Thidavanh Phetdouangchanhlao

#### **Fish & Rice**

Bounkeo Soukkhamfeang  
Vanthong Homdaluck  
Ms. Keothong Manisone  
Teacher: Amino Koviseth

### **EDC Popularity Prize: Vegetable in Banana Trunks**

Khen Phayboun  
Tom Sivilay  
Bounsavanh Sayyaphone  
Teacher: Vinyaluck Chitthaboubpha

Other participating teams receive token of appreciation from EDC and SURAFCO. Likewise, “Thank You” certificates were handed over to the NAFC coordinators, the video student team and the judges (See Box 1).

#### **1. Coordinators:**

Ajarn Somkhith Chaleunphon – Head, Agri-business Faculty  
Ajarn Visone Xongnoukhai –Career Counseling Staff  
Ajarn Thatsanikone Vongsoulin – Lecturer, Agri-business Faculty

#### **2. Video student team:**

Tui Chanthabountham  
Phouthone Thammavongsa  
Phonekham Vongphachanh

## ANNEX 3: THE FACEBOOK STATISTICS

Visits	1	2	3	4	5	6-10	11-20	21+
The number of people who visited AGREE Page reached broken down by how many times people saw any content about your Page. (Unique Users)	2687	1050	650	269	581	130	22	2687
The number of people who saw AGREE Page posts, broken down by how many times people saw your posts. (Unique Users)	6473	2311	961	530	227	504	106	12

	fan	other	page post
Daily: The number of people talking about your Page, by story type. (Unique Users)	38	579	165
Daily: The number of stories about your Page by story type. (Total Count)	38	849	459

	link clicks	other clicks	photo view	video play
Number of people who clicked on any of your content, by type. Stories that are created without clicking on Page content (ex, liking the Page from timeline) are not included. (Unique Users)	141	310	373	0
Number of clicks on any of your content, by type. Stories generated without clicks on page content (e.g., liking the page in Timeline) are not included. (Total Count)	163	425	880	0

Aggregated demographic data about the people who like your Page based on the age and gender information they provide in their user profiles. (Unique Users).

<b>F.18-24</b>	<b>F.25-34</b>	<b>F.35-44</b>	<b>F.45-54</b>	<b>F.55-64</b>	<b>F.65+</b>
7436	3911	960	1157	267	178
<b>M.13-17</b>	<b>M.18-24</b>	<b>M.25-34</b>	<b>M.35-44</b>	<b>M.45-54</b>	<b>M.55-64</b>
92	12211	5360	1349	556	286

Aggregated Facebook location data, sorted by country, about the people who like your Page. (Unique Users)

Location	Frequency	Percent
Laos	32664	96.01
Israel	267	0.78
Australia	178	0.52
Singapore	178	0.52
Thailand	91	0.27
Afghanistan	89	0.26
France	89	0.26
Myanmar	89	0.26
New Zealand	89	0.26
Tanzania	89	0.26
Vietnam	89	0.26
Philippines	51	0.15
Great Britain	28	0.08
South Korea	21	0.06

United States	8	0.02
Canada	3	0.01
	34023	

Aggregated language data about the people who like your Page based on the default language setting selected when accessing Facebook. (Unique Users)

Languages	Frequency	Percent
Thai	23735	69.75
English US	7556	22.20
English GB	1784	5.24
Portuguese BR	267	0.78
French	178	0.52
Vietnamese	178	0.52
German	89	0.26
Lao	89	0.26
Chinese	89	0.26
Iceland	65	0.19
	34030	

Lifetime: Aggregated Facebook location data, sorted by city, about the people who like your Page. (Unique Users)

Places in Laos	Visitors	Percent
Luang Prabang, Luang Prabang Province	18672	57.16
Vientiane, Vientiane Province	9763	29.89
Luang Phrabang, Luang Prabang Province	1212	3.71
Louang Prabang, Luang Prabang Province	801	2.45
Ban Khoy, Luang Prabang Province	320	0.98
Louang Namtha, Luang Namtha Province	267	0.82
Louangphrabang, Luang Prabang Province	267	0.82
Pak Ou, Luang Prabang Province	243	0.74
Louangphabang, Luang Prabang Province	178	0.54
Xieng Khouang, Vientiane Prefecture	115	0.35
Ban Houayxai, Bokeo Province	89	0.27
Ban Nongkham, Luang Prabang Province	89	0.27
Muang Pak-Ou, Luang Prabang Province	89	0.27
Savannakhét, Savannakhet Province	89	0.27
Sayaboury, Sainyabuli Province	89	0.27
Ban Phasouk, Luang Prabang Province	83	0.25
Ban Phoukhoun, Luang Prabang Province	71	0.22
Xieng Ngeun, Luang Prabang Province	70	0.21
Vientane, Vientiane Province	66	0.20
Hongsa, Sainyabuli Province	52	0.16
Bouak-Hét, Oudomxay Province	16	0.05
Nakang, Oudomxay Province	16	0.05
Ban Nambak, Luang Prabang Province	5	0.02
Muang Xai, Oudomxay Province	1	0.00
Vang Vieng, Vientiane Prefecture	1	0.00
Others	1359	4.16