

[Outputs]

1. Quality of the teaching staff will be enhanced.
2. Curricula and teaching materials will be improved.
3. Necessary equipment and facilities will be improved.
4. Administration and management system of FEM will be strengthened.

2.3.2 PDM-1

The PDM-0 was revised into PDM-1 at the time of Consultation Team dispatched in March 2004. The outline of the PDM-1 was shown in the next table;

PDM-1: The Development of the Faculty of Economic and Management, NUOL

[Overall Goal]

FEM graduates contribute to development of a market economy of Lao P.D.R.

[Project Purpose]

Students graduate from FEM with essential academic and professional knowledge and skills.

[Outputs]

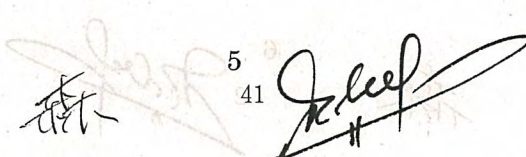
1. Quality of the teaching staff is enhanced.
2. Curricula and teaching materials are developed and improved.
3. Necessary equipment and facilities are available.
4. Management system of FEM is improved.

The major revision points are as follows;

- Unclear statements were rephrased with more specific terms. (Overall Goal and Project Purpose)
- Verifiable Indicators were rewritten to accurately verify the progress and achievement of the Project.
- A new important assumption, which requires particular attention from the higher authorities, was added. ("The number of regular course students will not increase drastically.")

2.3.3 PDMe

The PDMe is formulated based on the abovementioned PDM-1. Full version of PDMe is attached in Annex 1.



3. ACHIEVEMENT OF THE PROJECT

3.1 Inputs

3.1.1 Japanese side

(1) Dispatch of experts

In total, 10 long-term experts have been dispatched. Their fields of specialty are Chief advisor, Coordinator, Economics, Management and Faculty management. Chief advisor and Coordinator had assigned to this Project and the project for the Lao-Japan Human Resource Cooperation Center in both for the first 4 years. Man Months (MM) of long-term experts is 143.6 in total. Planned MM in PDM is 142. Quantity of dispatch of long-term experts is as planned. 47 short-term experts have been dispatched to ensure smooth implementation of the Project. (37 short-term experts from Japan, 7 from Thailand, 2 from Vietnam and 1 from the Philippines.) Man Months (MM) of short-term experts is 41.2 at the moment. There is plan to dispatch more short-term experts by the end of the Project. Quantity of dispatch of long-term experts will be as planned. Planned MM of short-term experts in PDM is 48 MM. (Details: see Annex 3.1)

(2) Training in Japan

1) Long-term training in Japan

In total, 15 teaching staff of FEM had been trained in Master courses in Japan supported by various scholarship including JICA long-term training, Japanese Grant Aid for Human Resource Development Scholarship (JDS), Japanese Government (Ministry of Education, Culture, Sports, Science and Technology) Scholarship (MONBUSHO Scholarship) etc. A teaching staff has studied in doctor course in Japan. (Details: see Annex 3.2)

2) Short-term training

In total, 15 teaching staff of FEM had been trained in Japan. (Details: see Annex 3.2)

(3) Training in the third countries

1) Long-term training

In total, 8 teaching staff of FEM had been trained in Thailand, the Philippines and Vietnam. (Details: see Annex 3.2)

2) Short-term training

In total, 14 teaching staff of FEM had been trained in Thailand, the Philippines and Vietnam. (Details: see Annex 3.2)

(4) Equipment

Books, computers, photocopy machine, etc., have been provided to FEM by JICA. (List of equipment is attached as Annex 3.3)

(5) Local activities' expenditures and salary of secretaries, assistants, English instructors etc.

The Japanese side has borne expenditures for procurement of equipment, salary for secretaries, operation & maintenance expenses for facilities and equipment, travel expenses and transportation expenses and consumption articles, etc. The expenditure is 293,606 US dollars as of December 2004. (Details: see Annex 3.4)

(6) Distance Education

Three lectures have been delivered by Japanese lecturers using JICA-net facility. (Details: see Annex 3.5)

(7) Monthly Conferences

FEM has held monthly conference inviting business people and professors of universities in Japan, Laos and Vietnam etc. Students of FEM have attended to the monthly meeting.

3.1.2 Lao side

(1) Staff

There are 68 teaching staff and administration staff at FEM as counterparts at present. List of main counterpart for the Project is attached as Annex 3.6.

(2) Land and facilities

Lao side has provided land for the FEM building. Also, the furniture for administrative staffs and a part of computers were provided by Lao side.

(3) Running cost

Lao side (NUOL) has provided expenditure for utilities charges such as electricity, water, domestic communication and cleaning etc.

3.2 Outputs

(1) Output 1: Quality of teaching staff is enhanced.

There are several activities by which the teaching staff of FEM has enhanced their ability. First of all, they have conducted eighteen (18) consultancy works or joint researches. The teaching staff has acquired skills and knowledge, and strengthened their ability through experiences of these kinds of activities. For instance, some of their

works (research outputs) are well qualified and published although the others are not sufficiently qualified for publish. In addition, FEM has annually published its journal. Articles and research outputs in this journal are qualified enough.

Secondly, the Project has encouraged the teaching staffs to obtain master of higher degree through varieties of scholarships such as JICA's long-term training, JDS, and MONBUSHO Scholarship. The teaching staffs have also made efforts to apply these for their academic career. There will be more than 65 % of teaching staffs out of 52 personnel who are expected to obtain master or higher degree by the end of the Project. The target number was set in March 2004, and this activity has been progressing as planned.

Thirdly, the Project has established and regularly implemented teaching evaluation system to the teaching staffs. Since this system is still in progress, it is needed to modify or improve the system itself. For instance, the results of evaluation are not given to the teaching staffs. A feedback from the evaluation system needs to be done. The result of this teaching evaluation, however, is useful for the Team to find out there is still necessity of capability enhancement of teaching staffs. The teaching evaluation shows there are a few subjects that students have difficulty to understand while most subjects are well understood.

There are 5 indicators in PDM to measure the achievement of the Output 1. Achievement of each indicator is as follows.

1) Indicator 1: Most students understand lectures.

The Project conducted questionnaire survey to 2nd, 3rd, 4th and 5th grades of students of FEM in January 2005. The degree of understanding of lectures was asked to students in these questionnaires. According to the questionnaire, most lectures were well understood by students with the range between 60% and 80%. There are, however, several subjects with the low degree of understanding. Since the degree of understanding by students may be varied by several factors such as ability of students, appropriateness of textbooks or teaching materials, teaching method or capability of teaching staff, it is needed to examine what was the cause of the lower degree of understanding for several lectures if we want to specify the reasons. The Team, however, does not need to examine the details of these factors. In general, it is possible to evaluate that "Indicator 1" supports the achievement of the "Output 1."

Grade	Subject	Degree of understanding (%)						Sum of 100% and 80%	Sum of 100%, 80% and 60%
		0%	20%	40%	60%	80%	100%		
2	Introduction Management	-	1.8	12.6	40.7	39.5	5.4	44.9	85.6
	Mathematics	-	6.0	20.5	35.5	33.7	4.2	37.9	73.4
	Office Management	-	3.0	15.6	42.5	31.7	7.2	38.9	81.4
	Introduction Economics	-	1.8	16.4	38.2	40.6	3.0	43.6	81.8