

# 総合報告書

## ラオス国国立大学 経済経営学部支援 プロジェクト（その2）

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# 目 次

1. 支援プロジェクトの背景と要約 .....	1
1.1 支援プロジェクトの背景 .....	1
1.2 支援プロジェクトの要約 .....	2
2. 元プロジェクトのプロジェクト・デザイン・マトリックス (PDM) .....	3
3. 投入の要約 .....	5
3.1 ラオス側の投入.....	5
3.2 日本側の投入 .....	5
4. 成果の要約 .....	7
4.1 教員の研究・教育能力 .....	7
4.2 教材およびシラバス.....	8
4.3 FEBM卒業生とその質.....	9
4.4 学部運営システム .....	10
5. 問題、解決、および教訓.....	10
5.1 教科書出版の遅れ .....	10
5.2 研究能力の低さ .....	11
5.3 学部運営の弱さ .....	11
6. 結論および今後の課題 .....	12
6.1 結論.....	12
6.2 今後の課題 .....	13
付属資料.....	14

# 1. 支援プロジェクトの背景と要約

## 1.1 支援プロジェクトの背景

ラオス人民民主共和国は、1986年に新経済メカニズム(NEM)を導入して以降、中央計画経済から市場経済への移行を進めている。第四次国家社会経済開発計画(1996～2000年)における最重要課題の1つとして、新経済メカニズムのための人的資源開発が開始された。そのためにラオス政府は1995年6月にラオス国立大学(NUOL)を創設した。アジア開発銀行(ADB)の支援により経済経営学部(FEBM)<sup>1</sup>が国立大学内に新設され、1996年10月から学生を受け入れ始めた。

ADBはFEBMに対してカリキュラム開発や教員の育成などの支援を実施したが、2001年9月に支援は終了した。ラオス政府の要請に応じて、日本政府はプロジェクト調査団を1998年7月、1999年8月、2000年5月に派遣した。調査・準備期間の後、日本政府はFEBM発展のために技術協力の実施を決定し、2000年7月に討議議事録(R/D)を締結した。

プロジェクト開始後2004年3月までの4年間、当該プロジェクトは「ラオス国立大学経済経営学部・ラオス日本人材開発センター支援プロジェクト」として一体で運営されたが、2004年4月にJICA本部が再編され、プロジェクトの分離が不可避となった。2004年3月、JICAは運営指導調査団を派遣して、プロジェクトの円滑な分離を図った。

2005年2月、JICAから終了時評価調査団がラオスに派遣され、ラオス当局者と議論を重ね、プロジェクトの成果について共同で評価し、2000年7月に締結された討議議事録(R/D)を実施するためにプロジェクトの活動について意見を交換した。2005年2月22日に開催された合同調整委員会において、プロジェクトの最終評価が、日本とラオスの双方によって確認された。

2004年12月、JICAは支援プロジェクトの一部を神戸大学に委託した。同年12月から同プロジェクトが終了する2005年8月までの間、神戸大学は、教員の質を向上し学部運営を改善させるためにFEBMが必要とする学務上の専門知識を提供することに努めた。

同プロジェクトが終了して5ヶ月後、JICAは再び神戸大学に支援プロジェクトを委託した。これは2005年9月から2007年8月までの2年間のプロジェクト延長期間のうち、2006年2月より2007年2月までの受託期間における短期専門家の派遣に限定されたものであり、支援プロジェクトの原則と政策に則して実施されている。

この報告書は、2006年2月から2007年2月までの受託期間についてのものである。以下、まず元プロジェクトについて要約し、次に延長期間における進展について説明する。

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<sup>1</sup> 経済経営学部(The Faculty of Economics and Management)は平成17年2月にThe Faculty of Economics and Business Management(FEBM)に改称されたが、本報告書では継続性を重視してFEBMという略称を用いる。

## 1.2 支援プロジェクトの要約

元プロジェクトは、JICAの技術協力プロジェクトの1つとして2000年9月から2005年8月まで実施された。カウンターパートはFEBMの学部長と全ての教職員であり、ラオス国立大学の学長がプロジェクト・ディレクター、副学長がプロジェクト・マネージャーを務めた。ターゲット・グループは、FEBMの学生と講師である。

5年間のプロジェクト期間に8人の長期専門家と延べ56人の短期専門家が日本や第三国から派遣された。この間に、日本へ20人、タイへ10人、フィリピンへ3人の教員が、修士号や博士号の取得のために長期研修生として派遣された。短期研修生については日本へ15人、第三国に15人のFEBM教職員が派遣された。

FEBMの校舎は、2001年9月に日本の無償援助で供与された。これには300人収容できる講堂1、90人収容できる教室3、60人収容できる会議室1、30人収容できるゼミ室6、図書館1、教員室2などが含まれる。必要な設備（テーブル、机、椅子、黒板、書棚、コンピュータ、プリンターなど）は、その時に供与されている。こういった設備は、追加的購入が必要であると確認できた際には、プロジェクトによって追加購入されている。

FEBM図書館には現在1万2000冊の書籍があるが、そのうち約半分がタイ語とラオス語であり、4分の1ずつが英語と日本語である。英語とタイ語の書籍はプロジェクトから購入されたものが大半であるが、日本語書籍の大半と英語書籍の一部はJICA専門家を含む日本人の教授が寄付したものである。幾つかのコンピュータ・ソフトは、プロジェクトから購入されている。

プロジェクトの成果物としては、15科目の教科書、8種類のシラバス、3つの学内紀要、6つのワーキングペーパー、2つのリサーチペーパー、2つの博士論文が出版されている。さらに、6科目の教科書原稿が2005年8月のプロジェクト終了時に完成している。それまでの5年間に、正規コースだけで879人の卒業生がFEBMから巣立っている。2005年8月時点で、学生数は正規コースが約950人、特別コースが2340人、合計3300人であった。

プロジェクトの終了時評価の結果が、2005年2月22日の合同調整委員会で報告された。議事録の結論部分から要約する。「学生数の急増や新専攻の導入などの重要な前提の変化にもかかわらず、プロジェクト活動は着実に実施されてきたと調査団は認識している。成果については、その大半が十分に達成されている。その結果、一般にプロジェクトの目標は十分に達成されたと結論できる。」この高い評価は、JICA専門家とラオス国立大学経済経営学部との密接な協力によって得られたものである。

しかしながら、議事録には次の点が付け加えられている。「想定外の要因や日本側・ラオス側の投入不足により、重要な目標の一部はプロジェクト終了までに実現が危ぶまれている。調査団は、特に次の分野でフォローアップを実施することが必要と結論した。すなわち、教科書の作成や改訂、FEBM講師の研究能力向上、学部運営の改善である。」その結果、プロジェクト終了後に2年間の延長が実施されている。

この延長期間のうち、2006年2月から翌年2月までの神戸大学の受託期間に、7人の短

期専門家が神戸大学から派遣され、フィールドワークの支援、教科書の作成・改訂、FEBM 規則の改善等を実施した。これに加えて、神戸大学は 2 人の教授、10 人の職員、3 人の大学院生を派遣して、短期専門家を支援した。この期間に、FEBM 教員 1 人が無償資金協力による留学生事業（JDS）の奨学金を得て、修士号取得のために日本に留学した。また、中堅教員 1 人が JICA との契約外で神戸大学に 2 回招聘された。

延長期間において、正規コースの学生数は約 950 人で安定しているが、特別コースの学生数が急増したため、全学生数は約 3000 人から 4000 人へ増加した。この間、FEBM の教育と成果を評価するために 3 種類の調査が実施された。その調査結果によると、調査された講義の大半について学生の理解度は平均以上であり、FEBM 卒業生を雇用した機関の大半は卒業生に満足しており、卒業生自身も FEBM の教育に満足していると回答している。

延長期間において、修士号以上の学位所持者は 34 人から 45 人に増えているが、教員の数も 52 人から 67 人に増えたため、学位所持者の割合は上昇していない。この割合は 2007 年 9 月には 84% に上昇する（学位所持者は 57 人）と予想されているが、学位所持者の増加は FEBM の研究能力を改善してきたし、今後も向上させていくと考えられる。実際、コンサルタント業務と共同研究の数は、プロジェクト期間には 18 であったものが、延長期間には 28 へと増加している。

## 2. 元プロジェクトのプロジェクト・デザイン・マトリックス (PDM)

元プロジェクトには、3 つの PDM がある。第 1 の PDM は JICA がプロジェクトの実施を正式に認可した 2000 年 7 月に作成された。これは 2003 年 2 月に JICA から中間評価調査団が派遣された時に改訂されたが、その改訂はわずかであり、実質的に変化はなかった。

2004 年 3 月、JICA は運営指導調査団を派遣して、プロジェクトの円滑な分離を図った。この時に PDM は大幅に改訂されたが、この PDM が 2005 年 2 月の終了時評価に用いられている。終了時評価のための PDM は、延長期間についても用いられている。詳細な PDM は付属資料 1 として巻末に添付されているが、参考のために以下、その概略を示す。（付属資料においては FEBM ではなく、FEM と示されているが、それは同学部の名称が変更される前に PDM が作成されたためである。）

### <上位目標>

FEBM 卒業生がラオスの市場経済発展に貢献する。

### <プロジェクト目標>

FEBM 学生が必要な学問的および専門的知識と技能を身につけて卒業する。

### <成果>

1. 教員の質が向上する
2. カリキュラムと教材が開発・改善される
3. 必要な設備と施設が利用可能になる

#### 4. FEBM の運営体制が改善する

##### <活動>

#### 1. 教員の質が向上する

- 1-1 短期・長期研修
- 1-2 調査・研究
- 1-3 動機付け
- 1-4 求人の改善

#### 2. カリキュラムと教材が開発・改善される

- 2-1 カリキュラム・シラバス・教科書の開発
- 2-2 JICA 専門家による改訂
- 2-3 編集・印刷
- 2-4 学生への供給

#### 3. 必要な設備と施設が利用可能になる

- 3-1 校舎の建設
- 3-2 必要な設備に関するニーズ調査の実施
- 3-3 設備の技術的仕様の確定
- 3-4 設備の調達
- 3-5 校舎・設備の維持管理

#### 4. FEBM の運営体制が改善する

- 4-1 タスク・フォースの結成
- 4-2 FEBM 規則の改善・開発を実施する委員の募集
- 4-3 ラオス国立大学と経済経営学部の規則に関する研究
- 4-4 JICA 専門家の支援による FEBM 規則の作成
- 4-5 FEBM 規則の試用と改訂

##### <重要な前提>

- 1) 民間部門が着実に成長する
- 2) 正規コースの学生数が急増しない
- 3) 研修を受けた FEBM 教職員が辞職しない
- 4) 学生数の増加に応じて FEBM が十分な予算を確保できる

### 3. 投入の要約

#### 3.1 ラオス側の投入

##### 1) スタッフ

ラオス国立大学の学長がプロジェクト・ディレクター、副学長がプロジェクト・マネージャー、カウンターパートは FEBM の学部長と全ての教職員である。FEBM における主なカウンターパートについては、[付属資料 2](#) のリストを参照されたい。学部秘書と掃除婦はラオス側が提供した。

##### 2) 土地と校舎

校舎は日本の無償援助で供与されたが、その敷地はラオス国立大学が提供した。FEBM 学生数の増加によって追加的に教室が必要となったが、それはラオス国立大学が提供した。

##### 3) 経常経費

ラオス国立大学が負担した主な経常経費は、電気代、電話代、水道代であり、これらの経費は延長期間についてもラオス側が負担した。

#### 3.2 日本側の投入

元プロジェクトでは、基本的に 4 人の長期専門家（リーダー、調整員、経済学専門家、経営学専門家）が派遣された。しかし、2003 年 5 月まで経営学専門家は派遣されなかった。その上、2004 年 9 月までリーダーと調整員はラオス日本人材開発センターでの兼任であったし、その後はリーダーが派遣されず、調整員は学部運営アドバイザーを兼任した。

短期専門家については、日本から 45 人、タイから 7 人、ベトナムから 3 人、フィリピンから 1 人（合計 56 人）が派遣された。経済学の分野では 23 人、経営学の分野では 16 人が主に教科書の改訂・開発のために派遣され、図書館・学部運営支援に 6 人、フィールドワーク支援に 4 人、修士課程新設の調査に 3 人、他の分野に 2 人の短期専門家が派遣された。

延長期間には、7 人の短期専門家が神戸大学から派遣され、フィールドワークの支援、教科書の作成・改訂、FEBM 規則の改善等を実施した。これに加えて、神戸大学は 2 人の教授、10 人の職員、3 人の大学院生を派遣して、短期専門家を支援した。期間中に派遣された専門家については、[付属資料 3-3](#) のリストを参照されたい。

##### 2) 本邦研修

元プロジェクトでは、日本へ 20 人の教員が、修士号や博士号の取得のために 1 年以上の長期研修生として派遣された（JICA 5 人、JDS 5 人、文部科学省 9 人、AYF 1 人）。教員が奨学金を申請する際には、長期専門家が支援した。2007 年 1 月までに 13 人の教員が修士号を取得し、1 人の教員が博士号を取得してラオスに帰国した。これらの教員は、全て

FEBM で重要な役割を活発に果たしている。さらに 2007 年 9 月までに、5 人の教員が修士号を取得して FEBM に戻ってくる予定であり、2 人の教員は博士号取得のために研究を続けている。延長期間には、1 人の教員が修士号取得のために JDS 奨学金で日本に派遣されている。

元プロジェクトでは、15 人の教職員が短期研修生として日本へ派遣され（経済学 5 人、経営学 4 人、FEBM 運営 5 人、コンピュータ教育 1 人）、15 人の FEBM 教職員が第三国に派遣された。延長期間には、JICA との契約外で 1 人の教員が教科書作成のために神戸大学へ 2 度招聘されている。本邦研修については、[付属資料 4 \(1\)](#) のリストを参照されたい。

### 3) 第三国研修

元プロジェクトでは、修士号ないし博士号の取得のために 10 人の教員がタイに、3 人の教員がフィリピンに派遣された。そのうち 8 人は修士号を取得して帰国し、2 人は 2008 年 4 月までに修士号取得の予定、2 人の中堅教員は 2008 年 3 月までに博士号取得の予定であるが、誠に残念なことに 1 人の教員がタイで病死している。短期研修生については、延べ 15 人の教職員が第三国に派遣されている。第三国研修については、[付属資料 4 \(2\)](#) を参照されたい。延長期間には、中堅教員 1 人がタイに派遣されており、2008 年 3 月までに博士号取得の予定である。

### 4) 校舎および設備

FEBM の校舎（講堂、図書館を含む）は、2001 年 9 月に日本の無償資金協力で供与された。必要な設備（テーブル、机、椅子、黒板、スクリーン、書棚、コンピュータ、プリンター、コピー機など）も同時に供与された。

元プロジェクトにおける現地業務費と日本人専門家の携行機材は、合計 5150 万円（約 50 万ドル）に達している。3620 万円（約 32 万ドル）が書籍、雑誌、ソフトウェア購入のために支出されている。

FEBM 図書館には現在 1 万 2000 冊の書籍があるが、そのうち約半分がタイ語とラオス語であり、4 分の 1 ずつが英語と日本語である。英語とタイ語の書籍はプロジェクトから購入されたものが大半であるが、日本語書籍の大半と英語書籍の一部は日本人の教授（JICA 専門家を含む）から寄付されたものである。書籍の約半分は経済学関係、残りの半分は経営学関係である。

元プロジェクトでは、コンピュータ 53 台、プリンター 7 台、LCD プロジェクター 3 台、コピー機 3 台、エアコン 46 台、机 60 個、椅子 80 個、バイク 2 台、書棚 10 個などが購入されている。約 1530 万円（14 万ドル）がそのために支出された。

### 5) 遠隔教育

2004 年 5 月から JICA ネットを利用して遠隔教育が開始された。元プロジェクトでは、5



科目の講義（国際経済学、人的資源管理、中小企業政策、経済政策、国際マーケティング）が実施された。これらの講義では、FEBM 教員が通訳・司会者として活躍し、実地訓練によって講義のやり方を学んだ。延長期間において遠隔教育は実施されていない。詳しくは [付属資料 5](#) を参照されたい。

## 4. 成果の要約

### 4.1 教員の研究・教育能力

一般に研究・教育能力を計ることは容易ではないが、FEBM 教員全体のそれを計るのは特に困難である。しかし、後者は学内紀要、ワーキングペーパー、リサーチペーパーの発行数、コンサルタント業務や共同研究の数、修士号所持者の数、講義に対する FEBM 学生や卒業生の評価によって推定できる。

#### 1) 研究能力

元プロジェクトでは、学内紀要は 2003 年 6 月、2004 年 8 月、2005 年 7 月の 3 回発刊され、ワーキングペーパー 6 本、リサーチペーパー 2 本、博士論文 2 本が発行された。また、18 のコンサルタント業務と共同研究が FEBM によって実施された。2004 年には FEBM によって事業所調査が実施され、1 万 6134 件のデータが収集された。

延長期間においては 2006 年 11 月に発刊された学内紀要が 1 つあるだけであるが、掲載論文 5 本の全てが FEBM 教員の執筆である。次号の学内紀要も近々発刊される予定であり、5 本の論文が掲載予定である。[付属資料 6](#) にあるように、リサーチペーパーが 5 本ほど発行されている。最もめざましいのはコンサルタント業務と共同研究の増加であり、元プロジェクト期間（2000～2005 年）に 18 であったものが、延長期間（2005～2007 年）においては 28 に増えている。詳しくは [付属資料 7](#) を参照されたい。

#### 2) 学位所持者

FEBM 教員の学位所持者数は、2007 年 9 月の予想とともに [付属資料 8](#) に示されている。2005 年 8 月には 2 人の博士号所持者と 32 人の修士号所持者がいたが、2007 年 1 月には修士号所持者が 43 人に増えた。12 人の教員が修士号を取得して帰国し、3 人の修士号所持者が新たに加わり、4 人の修士号所持者が FEBM を離れた結果である。2007 年 9 月には博士号所持者は 2 人のままであるが、修士号所持者が 55 人に増え、2008 年 9 月には博士号所持者が 10 人に増え、修士号所持者と合わせて 58 人になる予定である。

#### 3) 学生による授業評価

FEBM は、2004 年 5 月に 44 科目について、2005 年 1 月に 17 科目について学生による授業評価調査を実施した。この調査によると、大半の学生は、少数の例外を除けば講義に

関して 60%以上満足していると回答している。講義については一層改善することが必要であるが、FEEM のように歴史の浅い学部として、この調査結果は決して悪くないと言える。

延長期間においても学生による授業評価調査が 2006 年 5 月に実施されている。正規コースでは 44 科目、特別コースでは 87 科目（夜間の部 49 科目、午後の部 38 科目）が調査されているが、学生による講義の理解度は平均以上であり、改善を必要とする講義は余り多くない。これについて詳しくは、[付属資料 9](#)を参照されたい。

#### 4) 卒業生による評価

FEEM 卒業生による学部教育全体に関するアンケート調査も 2004 年 5 月に実施されている。この調査によれば、「FEEM で得た知識や技能は仕事に適切である」と答えた回答者が 88~94%を占めており、この比率は卒業年次（2001 年、2002 年、2003 年）により若干異なっている。

延長期間においても同様なアンケート調査が 2006 年 5 月に実施されているが、今回の分析にはかなり洗練された方法が用いられている。調査結果によれば、120 人の回答者は 6 つの次元（専門的スキル、知識スキル、管理スキル、技術的スキル、倫理的価値、FEEM の設備）について一般に満足しており、総じて回答者は FEEM の教育に満足していると結論づけられる。これについて詳しくは、[付属資料 10](#)を参照されたい。

### 4.2 教材およびシラバス

#### 1) 教科書

ラオス語の本は極めて少ないし、英語の本を読めるラオス人学生はほとんどいないので、学生は利用可能な教科書だけに依存せざるをえない。そのため、元プロジェクトにおいては、多数の教科書を購入可能な価格で提供することが重視された。元プロジェクトが終了する 2005 年 8 月までに 15 科目の教科書が出版され、6 科目の完成原稿が作成された。

延長期間においては、6 科目の完成原稿が出版され、12 科目の教科書の出版が計画された。しかし、2007 年 2 月までに完成原稿ができたのは 10 科目だけであり、2 科目の教科書作成には今暫くの時間が必要である。出版済み・出版予定の教科書については、[付属資料 11](#)を参照されたい。

#### 2) シラバス

2005 年 8 月までに 8 種類のシラバスが発行されている。2001 年の前期と後期（英語版）、2002 年の前期と後期（ラオス語版と英語版）、2003 年の前期と後期（ラオス語版と英語版）である。しかし、その後シラバスの発行は、2007 年 1 月に英語版が発行されるまでなされていない。以上について詳しくは、[付属資料 6](#)を参照されたい。

### 4.3 FEBM 卒業生とその質

#### 1) 卒業生と在校生の数

2005年8月までの5年間にFEBMの正規コースから879人の学生が卒業した(2001年に150人、2002年に158人、2003年に208人、2004年に168人、2005年に195人)。元プロジェクト終了後、2006年には255人の学生がFEBMから卒業しており、これまでFEBMは正規コースだけで総計1134人の卒業生を実社会に送り出している。

正規コースの学生数は、2004年に2年生を受け入れ始めてから急増しているが、その後3年間は950人前後で安定している。FEBMは現在、総計959人(2年生261人、3年生227人、4年生221人、5年生250人)の学生を教育している。

正規コースに加えて、FEBMは特別コースの学生も2000年から受け入れており、後者の学生数は急増して2004年には(公務員の編入学者130人を含め)2000人を超えている。2005年に特別コースは、夜間の部と午後の部の2つに分割された。この決定は、教育の質を維持し、教室不足を解消するためにとられたものであるが、その結果、教育負担は増えている。2007年1月現在、夜間の学生数は1784人(編入学者を含めると2148人)、午後の学生数は945人、正規コースの学生数は959人であるから、FEBMの学生総数は4000人を優に超えている。これについて詳しくは、[付属資料12](#)を参照されたい。

#### 2) FEBM 卒業生に対する雇用者の評価

プロジェクトの成果はFEBM卒業生の数だけでなく、その質によっても評価する必要がある。卒業生の質を計るために、2004年9月と2005年8月に、FEBM卒業生の雇用者に対するアンケート調査が実施され、それぞれ100件と45件の有効回答が得られた。FEBM卒業生に「満足」または「非常に満足」と回答した雇用者は、前者の調査では80.0%、後者の調査では90.3%を占めている。前者の調査では、100機関を合計して毎年285人のFEBM卒業生が必要という回答があった。

延長期間においては同様なアンケート調査が2006年9月に実施されている。今回は61の有効回答(民間企業46、公的機関12、NGO3)があった。その結果によれば、ほとんどの雇用者はFEBM卒業生に満足しており、また編入学した卒業生は職場の中上位を占めている。これについて詳しくは、[付属資料13](#)を参照されたい。

#### 3) FEBM 卒業生の就職状況

FEBM卒業生の質を計る今一つの方法は、FEBMを卒業してすぐに就職できた卒業生の比率を調査することである。2004年5月にFEBM卒業生の就職状況に関するアンケート調査が実施されている。これによれば、2001年、2002年、2003年という卒業年次により若干違いはあるが、3ヶ月以内に就職した学生は58~69%、半年以内に就職した学生は77~86%、1年以内に就職した学生は81~91%を占めており、かなり高い就職率を示している。延長期間において同様なアンケート調査は実施されていないが、状況は現在も変わら

ないと思われる。これについて詳しくは、**付属資料 14**を参照されたい。

#### 4.4 学部運営システム

この分野における最も明らかな成果は、短期専門家が FEBM の教職員と密接に協力して作成した学部規則と細則である。この規則は、2005 年 2 月 18 日に大学本部によって承認されている。以前にも規則はあったが、バラバラで体系的でなく一貫性もなかった。これに加えて、学部規則を実施する際に必要な細則も作成され、学部規則の円滑な実施が可能になった。

延長期間においては、学部規則の実施をモニターして、その改善を示唆し、さらに適切な学部運営システムを提案する目的で短期専門家が派遣された。協議を重ねた後、学部規則は改定されて一層明確になった。また、学部運営システムの現状と問題点を FEBM 教職員が共通して認識できるようにするため、ワークショップが開催された。

### 5. 問題、解決、および教訓

#### 5.1 教科書出版の遅れ

元プロジェクトでは、教科書の作成や改訂のために多数の短期専門家が派遣された。5 年間に 32 人の短期専門家が派遣されたが、プロジェクト終了までに出版できた教科書は 15 科目にすぎない。延長期間においては、プロジェクト終了後に 6 科目の教科書が出版されたが、それは完成原稿が既にあったからであり、12 科目の教科書の出版が計画されたにもかかわらず、2007 年 1 月末までに完成した原稿は 10 科目だけである。

『業務完了報告書』(2005 年 8 月)では、この教科書出版の遅れを最大の問題の 1 つとして取り上げ、その原因についても指摘している。第 1 に、新しい専攻が FEBM に導入され、教科書の改訂に加えて新規作成が必要となり、その結果、教科書執筆の負担が増加した。第 2 に、FEBM 教員は授業やアルバイトに忙しく、教科書の執筆に専念できない。第 3 に、多くの教員は英語が堪能ではなく、英語で教科書作成・改訂を指導する日本人専門家とのコミュニケーションが難しい。第 4 に、教科書執筆は少数の教員に集中する傾向があるが、そのように優秀な教員は授業、学部運営などで多忙である。結局、少なくとも修士号を持った有能な教員がもっといなければ、教科書出版は滞りがちになるのである。

延長期間においては、10 人の教員が日本や第三国で修士号を取得して FEBM に帰任し、期待通り教科書執筆に大活躍している。1 年以内にさらに 10 人の教員が修士号を取得して帰任する予定であり、これでこの問題が抜本的に解消されることが期待されている。これこそ、長年にわたる JICA による支援の成果と言えよう。

## 5.2 研究能力の低さ

これまで FEBM 教員の研究能力が低いことが度々指摘されてきた。この問題は、FEBM の貧しい研究環境、余りにも低い教員の給料、研究成果に基づいた昇進・評価制度の欠如、修士号や博士号を持たない FEBM 教員の急増などに起因している。

元プロジェクトでは、この問題を解決するために様々な努力がなされてきた。第 1 に、FEBM 教員のために英語の集中コースが実施され、プロジェクトの実施した模擬英語試験によってその成果が評価され、それに基づいてどの教員を留学させるかが決定された。第 2 に、数次の国内研修旅行が実施され、それに参加した教員は英語でレポートを書くことが義務づけられ、そのレポートは JICA 専門家によって何度も添削された。優秀なレポートは表彰され、ワーキングペーパーやリサーチペーパーとして発行された。第 3 に、FEBM の若手教員のために神戸大学との合同フィールドワークが実施された。第 4 に、若手教員のために長期専門家によるゼミが開かれ、集中的な指導が行なわれた。第 5 に、多数の教員が修士号を取得するために日本や第三国に派遣された。

その後、この問題は大きな進展を見せている。まず、貧しい研究環境はプロジェクトによって大いに改善されている。最近、ラオス政府は公務員の給料を 40～50%ほど増やした。さらに、研究成果に基づいた昇進・評価制度が 2006 年にラオス国立大学に導入されている。学位所持者の数は、2005 年の 34 人から 2006 年の 45 人に増えており、2007 年 9 月には 57 人に急増することが予想されている。長い困難な時期を経て、FEBM は「収穫の時期」に入ったと言えよう。FEBM 全体の雰囲気と研究能力は完全に変わり、良い方向に向かっていると考えられる。これからは大きな進歩が期待される。

## 5.3 学部運営の弱さ

一般に公的機関の管理運営は困難であり、FEBM の管理運営も決して容易でない。こういった困難の大半は、予算、人員、規則、政策などの制約に起因している。『業務完了報告書』では、常勤スタッフの不足、学生数の急増、正規コースと特別コースの授業料格差、英語教師の派遣欠如などが指摘されている。

こういった問題は、FEBM のみで解決することは不可能である。常勤スタッフの増加、FEBM に入学する学生数の抑制、正規コース学生の授業料引き上げ、英語教師の派遣ないし外部の英語教師雇用のための授業料徴収などには、大学本部による決定が必要である。

これまで FEBM は、多くの制約に直面しながらも問題の解決を図り、状況を改善できた例も幾つかある。常勤の教員は増加したし、過去 3 年間に正規コースの学生数は 950 人前後で安定している。しかし、学生総数は 4000 人へと急増している。正規コース学生の授業料は年間 5 ドルから 8 ドルへと増えているが、特別コース学生は年間 80～100 ドルも授業料を支払わなければならない。また、依然として FEBM に英語教師は派遣されていない。

学部規則においても状況の改善が見られる。元プロジェクトでは、短期専門家が FEBM に派遣され学部規則の作成を支援した。延長期間において、短期専門家が再び派遣され、

学部規則の実施をモニターすることによって学部規則を明確化し、細則を作成して実際に使用できるように支援した。一連の協議の後、学部規則は改訂され、明確化された。依然として改善すべき点は残っているが、改訂された学部規則と細則により FEBM の学部運営は改善されると考えられる。

学部規則改訂の過程で、FEBM における運営上の問題を解決するため、2006 年 8 月 18 日にワークショップが開かれた。このワークショップにおいて学部長は、「初期の段階では、FEBM は明確なルールも制度もなしに運営を始めざるをえなかったし、その後も学部運営よりカリキュラム・教科書作成や教員の能力向上の方が重視されてきた」と率直に語った。また、ワークショップを終えるにあたり学部長は、「このワークショップはすべての FEBM 教職員とともに問題の解決を話し合う第一歩である」と述べている。

FEBM の学部運営には多くの問題がまだ残っているが、これまで状況は着実に改善してきたし、今後も努力を続けていけば一層改善していくものと考えられる。

## 6. 結論および今後の課題

### 6.1 結論

2005 年 2 月 22 日の合同調整委員会において、FEBM プロジェクトの終了時評価調査団の団長であり、JICA ラオス事務所の所長である森千也氏は「JICA にとって FEBM プロジェクトは、この分野における初めての事例であり、上手く実施された『良い事例』である」と述べている。また、ラオス国立大学の学長（当時）である Somkot Mangnomek 博士は「JICA による 5 年間にわたる FEBM に対する支援を高く評価している」と述べ、JICA の支援に対して謝意を表した。森所長も Somkot 学長も、FEBM プロジェクトに対して高い評価を下している。

2005 年 8 月に提出された『業務完了報告書』において、FEBM の現状は次のような譬えで表されている。「FEBM は半分ほど水の入ったコップのようなものであり、水はまだ一杯ではないが、FEBM が学生を受け入れ始めた 7～8 年前にはコップはほとんど空だった。FEBM の現状は、国際的基準や日本の基準からすれば完璧とはほど遠いかもしれないが、これまで急激に拡大し、今ではラオス国立大学の中で最も人気のある学部となっている。」

元プロジェクトが開始された 2000 年 9 月に、修士号を持っている FEBM 教員は 11 人、学生も 500 人しかいなかったが、2007 年 1 月には、修士号以上の学位を持っている FEBM 教員は 45 人に増え、学生も 4000 人を超えている。今や「コップの中の水」は決して少なくないし、水の量は着実に増えてきたのである。さらなる向上には、すべての教職員による積極的な参加に加えて、FEBM 首脳部とりわけ学部長のイニシアティブとリーダーシップが不可欠であることを今一度確認して、結論を終えることにしたい。

## 6.2 今後の課題

2005年2月22日の合同調整委員会において FEBM 学部長の Khamlusa Nouansavanh は、Somkot 学長による示唆と教育省による勧告があるので、JICA による支援の有無にかかわらず 2007 年には修士課程を設立しなければならないと述べた。Somkot 学長が JICA に対して修士課程への支援を要請すると、森所長は「ラオス側が修士課程の設立に主導権を発揮するなら、日本側は様々な方法で支援できるだろう」と回答した。

FEBM は、その後、学科別の需要、授業料の適正金額、教員の利用可能性などに関する正確な情報に基づいて、修士課程の具体策を作成してきた。その目的のために、FEBM はいくつかのアンケート調査を実施してきた。高等教育は一国の発展の基礎であり、我々は長期的視点に立って発展の基礎を築かなければならないことを再び強調して、この報告書を終える。

(以上)

## 付属資料

付属資料 1：プロジェクト・デザイン・マトリックス (PDM)

付属資料 2：主なカウンターパート

付属資料 3：専門家派遣

付属資料 4：本邦・第三国研修

付属資料 5：遠隔教育

付属資料 6：研究成果，博士論文，学内紀要，シラバス，その他の成果

付属資料 7：コンサルタント業務と共同研究

付属資料 8：FEBM 教員の学位所持者

付属資料 9：学生による授業評価

付属資料 10：卒業生による評価

付属資料 11：出版済みおよび出版予定の教科書

付属資料 12：学生数の推移

付属資料 13：雇用者による FEBM 卒業者の評価

付属資料 14：卒業生の就職状況調査

付属資料 15：第二期における支援活動



## Annex 1 Project Design Matrix (PDM)

Project Title: The Development of Faculty of Economic and Management NUOL

Project Duration: 1 September 2000 – 31 August 2005

Target Group: All students enrolled in the regular course at FEM

Revised March 16, 2004

Narrative Summary	Verifiable Indicators (Target figures below are to be achieved by August 2005 except those for Overall Goal.)	Means of verification	Important Assumption
<p><b>Overall Goal</b> FEM graduates contribute to development of a market economy of Lao P.D.R.</p>	<ol style="list-style-type: none"> <li>1) Increasing number of FEM graduates are in the middle- and upper-range management position</li> <li>2) Many entrepreneurs are born among FEM graduates.</li> <li>3) Majority of employers are satisfied with their employees who graduated from FEM.</li> </ol>	<ol style="list-style-type: none"> <li>1) Follow-up study</li> <li>2) Tracer study</li> <li>3) Tracer study</li> </ol>	
<p><b>Project Purpose</b> Students graduate from FEM with essential academic and professional knowledge and skills.</p>	<ol style="list-style-type: none"> <li>1) 70% of graduates find their jobs within one year.</li> <li>2) Average GPA of graduates is 3.0 or higher.</li> <li>3) Most graduates are satisfied with education from FEM.</li> <li>4) FEM is one of the most popular faculties among students.</li> <li>5) Majority of students are satisfied with lectures.</li> </ol>	<ol style="list-style-type: none"> <li>1) Tracer study</li> <li>2) Faculty record</li> <li>3) Tracer study</li> <li>4) Students survey</li> <li>5) Students survey</li> </ol>	The private sector grows steadily.
<p><b>Outputs</b></p> <ol style="list-style-type: none"> <li>1. Quality of teaching staff is enhanced.</li> </ol>	<ol style="list-style-type: none"> <li>1) Most students understand lectures.</li> <li>2) More than 15 consultancy works or joint researches are conducted during the Project.</li> <li>3) FEM journal is published annually.</li> <li>4) More than 65% of teaching staff have a master's degree or higher.</li> <li>5) The system of teaching evaluation is set up and implemented.</li> </ol>	<ol style="list-style-type: none"> <li>1) Students survey</li> <li>2) Faculty record</li> <li>3) Faculty record</li> <li>4) Faculty record</li> <li>5) Students survey</li> </ol>	The number of regular course students will not increase drastically. (This requires particular attention from the authorities.)
<ol style="list-style-type: none"> <li>2. Curricula and teaching materials are developed and improved.</li> </ol>	<ol style="list-style-type: none"> <li>1) Most syllabi are prepared on time.</li> <li>2) Curricula and reading materials for all courses in the initial plan are prepared and some are revised according to their necessity.</li> <li>3) One quarter of curricula and reading materials for the new concentrations are prepared.</li> </ol>	<ol style="list-style-type: none"> <li>1) Faculty record</li> <li>2) Faculty record</li> <li>3) Faculty record</li> </ol>	FEM can secure an appropriate size of budget as the number of students increase
<ol style="list-style-type: none"> <li>3. Necessary equipment and facilities are available.</li> </ol>	<ol style="list-style-type: none"> <li>1) Provided equipment and facilities are well maintained and fully utilized.</li> <li>2) FEM library is equipped with relevant books and fully utilized.</li> </ol>	<ol style="list-style-type: none"> <li>1) Faculty equipment lists, observation</li> <li>2) Book loan record, observation</li> </ol>	Trained lecturers will not leave FEM.
<ol style="list-style-type: none"> <li>4. Management system of FEM is improved.</li> </ol>	<ol style="list-style-type: none"> <li>1) Number of full-time administration staff increases to six.</li> <li>2) All full-time administration staff receive OJT.</li> <li>3) Basic information on students is available anytime.</li> <li>4) Regulation for faculty management is prepared.</li> </ol>	<ol style="list-style-type: none"> <li>1) Faculty record</li> <li>2) Faculty record</li> <li>3) Faculty record</li> <li>4) Faculty record</li> </ol>	

<b>Activities</b>	<b>Inputs (Estimates as of March 2004)</b>	
	<u>Japanese side</u>	<u>Lao side</u>
<p>Output 1 :</p> <p>1-1 Short- and long-term training</p> <ol style="list-style-type: none"> <li>1) Screen based on English capability and motivation</li> <li>2) Conduct preparatory training, such as language training and paper writing</li> <li>3) Send teaching staff members to training course abroad using JICA training schemes and other scholarship programs</li> <li>4) For in-service training, use JICA net for teaching development</li> </ol> <p>1-2 Research</p> <ol style="list-style-type: none"> <li>1) Provide research training</li> <li>2) Enhance internet use and encourage application</li> <li>3) Create the homepage to publicize FEM widely</li> <li>4) Establish research teams</li> <li>5) Find research funding</li> <li>6) Establish data bank and research center</li> <li>7) Conduct research activities, with supervision by experts when necessary</li> <li>8) Publish FEM journal, or help contribute to international journals</li> <li>9) Organize field trip with reasonable allowances</li> </ol> <p>1-3 Motivation</p> <ol style="list-style-type: none"> <li>1) Establish reward system for research activities</li> <li>2) Provide teaching hours in evening program to increase staff income and experiences</li> <li>3) Encourage extra work in their specialized fields</li> <li>4) Provide financial incentive for extra work</li> <li>5) Provide non-financial incentive</li> <li>6) Fund textbook writing and translation of useful books</li> </ol> <p>1-4 Improvement in recruitment</p> <ol style="list-style-type: none"> <li>1) Prepare the staff development and recruitment plan</li> <li>2) Advise FEM to attract personnel</li> <li>3) Identify possible personnel transfer from other faculties or other ministries</li> <li>4) Recruit best FEM graduates as contract lectures</li> <li>5) Find fund for visiting lecturers from other ministries</li> </ol>	<ol style="list-style-type: none"> <li>1. Expert <ol style="list-style-type: none"> <li>1) Long-term experts 142 MM <ul style="list-style-type: none"> <li>Chief advisor (60MM×0.5)</li> <li>Project coordinator (60MM×0.5)</li> <li>Economics (55MM)</li> <li>Management (26MM)</li> </ul> </li> <li>2) Short-term experts 48MM</li> </ol> </li> <li>2. Training in Japan <ol style="list-style-type: none"> <li>1) Long-term 74MM</li> <li>2) Short-term 19MM</li> </ol> </li> <li>3. Training in the third countries <ol style="list-style-type: none"> <li>1) Long-term 160MM</li> <li>2) Short-term 21MM</li> </ol> </li> <li>4. Equipment (Books, computers, photocopy machine, vehicle, teaching materials and others)</li> <li>5. Salary (Secretary, assistants, English teachers etc.)</li> <li>6. Distance education ((3hours×7times×3subjects=63hours)</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff <ul style="list-style-type: none"> <li>Project Director (Rector)</li> <li>Project Manager (Vice-Rector)</li> <li>Counterparts (Dean and all faculty and administration staff)</li> <li>Secretary, driver, cleaning ladies</li> </ul> </li> <li>2. Land and facilities</li> <li>3. Running costs</li> </ol>

Output 2:

- 2-1. Develop curricula, syllabi and textbooks
- 2-2. Revise them with visiting experts
- 2-3. Edit and print them
- 2-4. Supply them to students at a reasonable price

Output 3:

- 3-1. Construct faculty facilities
- 3-2. Conduct needs assessment of necessary equipment
- 3-3. Make technical specification of equipment
- 3-4. Procure equipment
- 3-5. Maintain facilities and equipment at good condition for use by students and staff

Output 4:

- 4-1. Form the task force
- 4-2. Recruit committee members for developing FEM regulation improvement/development
- 4-3. Study existing rules and regulation of NUOL and at FEM level
- 4-4. Formulate rules and regulation for FEM with an expert input from JICA
- 4-5. Trial implementation and revision

## Annex 2 List of Main Counterpart Personnel Assigned to the original Project and the Second Period

No.	Name of C/P	Position	Period of Assignment							2nd Period		
			From	To	2000	2001	2002	2003	2004	2005	2006	2007
1	Mr. Khamlusa Nuangsavanh	Dean	Sep. 2000	Present		■	■	■	■	■	■	■
2	Mr. Khampeui Pommachanh	Vice Dean (Administrative Affairs)	Sep. 2000	Present		■	■	■	■	■	■	■
3	Mr. Somchit Souksavath	Vice Dean (Students Affairs)	2002	Present			■	■	■	■	■	■
4	Ms. Sengchanh Chanthasene	Vice Dean (Academic Affairs)	Sep. 2000	Present		■	■	■	■	■	■	■
5	Mr. Phosy Thipdavanh	Head, Department of Management	Sep. 2000	Present		■	■	■	■	■	■	■
6	Mr. Lavanh Vongkhamsane	Head, Department of Economics	2001	Present		■	■	■	■	■	■	■
7	Mr. Nantha Vongmachanh	Head, Administrative & Supervisory Division	Sep. 2000	Present		■	■	■	■	■	■	■
8	Mr. Thongphet Chanthanivong	Head, Academic Division, Academic Affairs	2001	Present		■	■	■	■	■	■	■
9	Mr. Phosy Chanming	Head, Research & Graduates Studies Division	2002	Present			■	■	■	■	■	■
10	Mr. Bouavieng Souphanthong	Head, Students Affairs Division	2003	Present				■	■	■	■	■
11	Ms. Saykham Phoungsavath	Head, FEM 's library	Sep. 2000	Present		■	■	■	■	■	■	■

## Annex 3 List of Experts dispatched

### 3-1 Long- term Experts in the Original Project

No.	Name of Expert	Field	Period of Assignment			Where to belong in Japan	Outline of Activities
			From	To	MM		
1	Noriko Abe	Chief Advisor	2000.9.14	2002.9.13	(12.0)	None	
2	shinichi Suzuki	Chief Advisor	2002.9.7	2004.9.6	(12.0)	TICS	
3	Mari Furukawa	Project Coordinator	2000.9.14	2002.12.13	(13.5)	None	
4	Tsutomu Takahashi	Project Coordinator	2002.12.1	2004.9.20	(11.0)	IDA	
5	Nobuyoshi Nishizawa	Economics	2000.9.1	2001.8.18	11.6	Kobe Univ.	
6	Toshihisa Toyoda	Economics	2001.8.9	2002.11.28	15.5	Kobe Univ.	
7	Nobuaki Matsunaga	Economics	2003.4.1	2005.3.31	24.0	Kobe Univ.	
8	Tetsuo Hamazu	Management	2003.6.1	2005.8.31	27.0	None	
9	Tsutomu Takahashi	Faculty Management	2004.9.21	2005.8.31	11.0	IDA	To assist FEM staff to improve administrative management

### 3-2 Short- term Experts in the Original Project

No.	Name of Expert	Field	Period of Assignment			Where to belong	Outline of Activities
			From	To	MM		
1	Toshihisa Toyoda	Econometrics	2000.10.1	2000.11.17	1.5	Kobe Univ.	To assist FEM lecturers to create the textbook of Econometrics
2	Kazumi Yamamoto	Industrial Policy	2001.2.4	2001.3.4	1.0	Chukyo Univ.	To assist FEM lecturers to create the textbook of Industrial Policy
3	Susumu Shibao & Masashi Nakamura	Library Operation and Management	2001.3.21	2001.4.4	0.5	Meiji Univ.	To teach Library Operation and Management to FEM staff
4	Yoshiaki Ueda	Business Management	2001.8.15	2001.12.15	4.0	UMDS	To assist FEM lecturers to revise the textbook of Business Management
5	Susumu Shibao	Library Operation and Management	2001.9.3	2001.10.27	2.0	Meiji Univ.	To teach Library Operation and Management to FEM staff
6	Masashi Nakamura	Library System	2001.9.16	2001.9.29	0.5	Meiji Univ.	To teach Library System to FEM staff
7	Pakpachong Vachanasindhu (Thailand)	International Business Management	2001.9.30	2001.10.5	0.2	Chulalongkorn Univ.	To teach International Business Management to students and FEM lecturers
8	Supote Chunanuntathum (Thailand)	International Finance	2001.10.7	2001.10.13	0.2	Thamatsart Univ.	To teach International Finance to students and FEM lecturers
9	Joichirou Ishioka	Faculty Administration	2001.12.5	2001.12.26	0.7	Kobe Univ.	To teach Faculty Administration to FEM staff
10	Khu Thi Tuex Mai (Vietnam)	Vietnamese Experience on Market Economy	2002.2.3	2002.2.16	0.5	National Economics Univ.	To teach Vietnamese Experience on Market Economy to students and FEM lecturers
11	Shunji Matsuoka	Environmental Economics	2002.3.6	2002.3.15	0.3	Hiroshima Univ.	To assist FEM lecturers to create the textbook of Environmental Economics

### 3-2 Short- term Experts in the Original Project

No.	Name of Expert	Field	Period of Assignment			Where to belong	Outline of Activities
			From	To	MM		
12	Mitoshi Yamaguchi	Population Economics	2002.8.12	2002.9.9	1.0	Kobe Univ.	To assist FEM lecturers to create the textbook of Population Economics
13	Katsuhiko Hayashi	Logistics Management	2002.8.20	2002.9.17	1.0	UMDS	To assist FEM lecturers to create the textbook of Logistics Management
14	Yoshiaki Ueda	Management Case Study	2002.8.22	2002.9.19	1.0	UMDS	To assist FEM lecturers to create the textbook of Management Case Study
15	Kazuyuki Nagao	Faculty Management	2002.9.16	2003.6.15	9.0	IC NET	To assist FEM staff to improve administrative management
16	Nobuaki Matsunaga	Economic Development	2002.11.20	2002.12.24	1.2	Kobe Univ.	To assist FEM lecturers to revise the textbook of Economic Development
17	Hiroshi Ohta	International Economics 1	2003.1.9	2003.1.28	0.6	Kobe Univ.	To assist FEM lecturers to revise the textbook of International Economics 1
18	Wilfrido Villacorta (Philippines)	Political Economy	2003.2.15	2003.2.22	0.2	DLSU	To teach Political Economy to students and FEM lecturers
19	Phung Xuan Nha (Vietnam)	Chinese and Vietnamese Economies	2003.3.1	2003.3.14	0.5	National Economics Univ.	To teach Chinese and Vietnamese Economies to students and FEM lecturers
20	Toshihisa Toyoda	Japanese Economic Development	2003.3.7	2003.3.22	0.5	Kobe Univ.	To teach Japanese Economic Development to students and FEM lecturers
21	Masahiko Yoshii	Comparative Economics 1	2003.7.15	2003.8.12	1.0	Kobe Univ.	To assist FEM lecturers to revise the textbook of Comparative Economics 1
22	Nobuyoshi Nishizawa	Study on Mater's program	2003.8.10	2003.8.20	0.4	Kobe Univ.	To study a possibility of Master's Degree Program in FEM/NUOL
23	Toshihisa Toyoda	Study on Mater's program	2003.8.10	2003.8.30	0.7	Kobe Univ.	To study a possibility of Master's Degree Program in FEM/NUOL
24	Reishi Maruya	Economic Policy	2003.8.10	2003.9.13	1.1	Kobe Univ.	To assist FEM lecturers to create the textbook of Economic Policy
25	Mitoshi Yamaguchi	Agricultural Economics	2003.8.12	2003.9.9	1.0	Kobe Univ.	To assist FEM lecturers to create the textbook of Agricultural Economics
26	Kazuyuki Nagao	FEM Regulations	2003.8.16	2003.10.25	2.4	IC NET	To assist FEM administrative staff to improve the regulations
27	Nobuyuki Yamamura	SME Management	2003.9.10	2003.10.9	1.0	APU	To teach SME Management to the students of FEM intensively
28	Takayoshi Okabe	Financial Accounting	2003.11.1	2003.11.29	1.0	Kobe Univ.	To teach Financial Accounting and Bookkeeping to the students of FEM intensively
29	Kouji Kawabata	Applied Econometrics	2004.1.16	2004.2.21	1.2	Kobe Univ.	To assist FEM lecturers to create the textbook of Applied Econometrics

### 3-2 Short-term Experts in the Original Project

No.	Name of Expert	Field	Period of Assignment			Where to belong	Outline of Activities
			From	To	MM		
30	Hiroshi Ohta	Fieldwork Study in manufacturing	2004.1.16	2004.2.12	0.9	Kobe Univ.	To teach practical method of fieldwork and write good papers to FEM lecturers
31	Akira Matsunaga	SMEs Management	2004.2.1	2004.2.28	1.0	Nagasaki Univ.	To teach Small Business Finance to students and FEM lecturers
32	Yoshiaki Ueda	Information Management	2004.3.17	2004.3.25	0.3	UMDS	To assist FEM lecturers to create the textbook of Information Management
33	Toshihisa Toyoda	Preparatory Study on Master's Degree Program	2004.8.18	2004.9.1	0.5	Kobe Univ.	To study and elaborate Master's Degree Program in FEM/NUOL
34	Akira Suehiro	Thai Economy	2004.8.20	2004.9.9	0.6	Tokyo Univ.	To lecture on Thai economy to FEM students and lecturers
35	Mineko Koyama	FEM Regulation	2004.8.21	2004.9.11	0.6	JICE	To identify the problems of FEM Regulations
36	Shinichi Shigetomi	Field Work Study	2004.8.29	2004.9.12	0.5	JETRO/IDE	To teach practical method of fieldwork and write good papers to FEM lecturers
37	Hiroshi Ohta	World Economy	2004.9.20	2004.10.5	0.5	Kobe Univ.	To assist FEM lecturers to create the textbook of World Economy
38	Terukazu Suruga	Macroeconomics	2004.10.3	2004.10.23	0.7	Kobe Univ.	To assist FEM lecturers to revise the textbook of Macroeconomics
39	Mineko Koyama	FEM Regulation	2004.12.18	2005.2.20	2.0	JICE	To suggest the revised FEM Regulations and the Manuals to FEM and NUOL
40	Porpan Vachajitpan (Thailand)	Eco Tourism	2004.12.26	2005.2.21	2.0	Chulalongkorn Univ.	To teach Eco Tourism to students and FEM lecturers
41	Nirundon Tapachai (Thailand)	Tourism Management	2004.12.26	2005.1.8	0.4	Kasetsart Univ.	To assist FEM lecturers to revise the textbook of Tourism Management
42	Takeru Ooe	Entrepreneurship	2005.1.3	2005.1.16	0.5	Waseda Univ.	To assist FEM lecturers to create the textbook of Entrepreneurship
43	Dhanawat Siriwattanukul (Thailand)	Corporate Finance	2005.1.22	2005.2.5	0.5	Kasetsart Univ.	To assist FEM lecturers to create the textbook of Corporate Finance
44	Sansakrit Vichitlekarm (Thailand)	Managerial Accounting	2005.1.22	2005.2.5	0.5	Kasetsart Univ.	To assist FEM lecturers to create the textbook of Managerial Accounting
45	Yoshinobu Sato	International Marketing	2005.2.13	2005.3.9	1.3	UMDS	To assist FEM lecturers to create the textbook of International Marketing
46	Nirundon Tapachai (Thailand)	Tourism Management	2005.2.15	2005.2.28	0.4	Kasetsart Univ.	To assist FEM lecturers to revise the textbook of Tourism Management
47	Hiroshi Ohta	International Investment	2005.3.4	2005.3.30	0.9	Kobe Univ.	To assist FEM lecturers to create the textbook of International Investment
48	Keiichi Ogawa	Fieldwork Study in manufacturing	2005.3.11	2005.3.27	0.5	Kobe Univ.	To teach practical method of fieldwork to FEM lecturers

**3-2 Short- term Experts in the Original Project**

No.	Name of Expert	Field	Period of Assignment			Where to belong	Outline of Activities
			From	To	MM		
49	Towa Tachibana	Environment Economics/Economics	2005.3.11	2005.8.31	5.7	Kobe Univ.	To teach practical method of fieldwork to FEM lecturers and give general advice in Economics
50	Fumiharu Mieno	Money and Banking	2005.5.15	2005.5.22	0.2	Kobe Univ.	To assist FEM lecturers to revise the textbook of Money and Banking
51	Dang Thu Huong (Vietnam)	Chinese and Vietnamese Economies	2003.6.12	2003.7.2	0.5	National Economics Univ.	To teach Chinese and Vietnamese Economies to students and FEM lecturers
52	Masahiko Yoshii	Comparative Economics 2	2005.7.30	2005.8.7	0.3	Kobe Univ.	To assist FEM lecturers to create the textbook of Comparative Economics 2
53	Yuka Kaneko	Business Law	2005.7.30	2005.8.21	0.7	Kobe Univ.	To assist FEM lecturers to revise the textbook of Business Law
54	Nobuaki Matsunaga	Final Report	2005.7.30	2005.8.26	0.9	Kobe Univ.	To write the Final Report of the Project with FEM executives
55	Hiroshi Ohta	Project Manager	2005.7.31	2005.8.14	0.5	Kobe Univ.	To investigate and decide what to do in the follow-up period
56	Seiichi Fujita	International Monetary Economics	2005.8.2	2005.8.16	0.5	Kobe Univ.	To assist FEM lecturers to create the textbook of International Monetary Economics

**3-3 Short- term Experts in the Second Period**

No.	Name of Expert	Field	Period of Assignment			Where to belong in Japan	Outline of Activities
			From	To	MM		
1	Terukazu Suruga	Support for Fieldwork	2006.2.2	2006.3.28	1.8	Kobe Univ.	To teach practical method of fieldwork and write good papers to FEBM lecturers
2	Katsumi Nishina	Support for Academic Affairs	2006.4.25	2006.9.30	5.3	Kobe Univ.	To advise for curriculum, syllabus, lecture planning, building education and research capacity, etc.
3	Mineko Koyama	FEM Regulation	2006.6.4	2006.8.30	2.9	Kobe Univ.	To monitor the implementation of FEBM regulation and suggest how to improve it
4	Yuka Kaneko	Business Law	2006.7.31	2006.8.5	0.2	Kobe Univ.	To assist FEM lecturers to revise the textbook of Business Law
5	Hiroshi Ohta	World Economy	2006.8.14	2006.8.20	0.2	Kobe Univ.	To assist FEM lecturers to create the textbook of World Economy
6	Keiichi Ogawa	Fieldwork and Thesis	2006.10.6.	2006.11.30	1.9	Kobe Univ.	To teach practical method of fieldwork and write good papers to FEBM lecturers
7	Nobuaki Matsunaga	Project Manager	2006.12.13	2007.1.6	0.8	Kobe Univ.	To check the progress of the Follow-up activities and collect data and information for writing reports



## Annex 4 List of counterpart personnel participated training

### (1) Training in Japan

#### 1) Long-term

No.	Name	Training field	Training institution/University (Name of the fellowship or fund)	Term of Training	
				From	To
<b>MASTER PROGRAM</b>					
1	Mr. Sithixay Xayavong	MA in International Trade	Waseda (JICA)	2002.9.25	2005.3.31
2	Ms. Niddavone Vongsanga	MBA	Ritsumeikan APU (JICA)	2004.3.15	2006.4.2
3	Mr. Bounthone Soukhavong	MA in Economics	Kobe (JDS)	Oct. 2000	Mar. 2003
4	Ms. Southanom Phinsavad	MBA	Kobe (FMEJ)	Apr. 2000	Mar. 2004
5	Ms. Chansada Sonnasinh	MBA	Kobe (FMEJ)	Apr. 2001	Mar. 2004
6	Ms. Thatnignom Souksone	MA in Economics	Kobe (FMEJ)	Oct. 2002	Sep. 2004
7	Ms. Phinseng Chan Ngakham	MA in Economics	Yokohama (Asian Youth Fellowship)	Oct. 2001	Sep. 2004
8	Mr. Kongsavang Sayarath	MBA	Kobe (FMEJ)	Apr. 2001	Mar. 2005
9	Ms. Khanphathip Thephavongsa	MBA	MDSU (FMEJ)	Apr. 2002	Mar. 2005
10	Ms. Mounic Boungnalasy	MA in Economics	Kobe (FMEJ)	Oct. 2003	Mar. 2007
11	Mr. Somchit Khammoungkhoun	MA in Economics	Kobe (JDS)	Oct. 2003	Sep. 2005
12	Mr. Xayphone Kongmanila	MA in Management	Hiroshima (FMEJ)	Oct. 2004	Sep. 2006
13	Mr. Piya Wongpit	MA in Economics	Kobe (FMEJ)	Oct. 2004	Sep. 2006
14	Mr. Saysamone Phoyduangsy	MA in Economics	Kobe (JICA)	Oct. 2004	Sep. 2006
15	Mr. Sayasack Rasachack	MA in Economics	Kobe (JICA)	Oct. 2004	Sep. 2006
16	Miss Pakaiphone Syphoxay	MBA	Ritsumeikan APU (JICA)	2005.5.29	2007.9.30
17	Mr. Bounmy Inthakesone	MA in Economics	IUJ (JDS)	2005.6.30	2007.9.30
18	Mr. Ka Phaydanglobriayao	MA in Economics	Kobe (JDS)	2005.6.30	2007.9.30
19	Miss Phanphasa Lomchanthala	MBA	Ritsumeikan APU (JDS)	2005.6.30	2007.9.30
20	Miss Bouasone Sengsourivong	MA in Economics	Kobe (JDS)	2006.6.30	2008.9.30

#### DOCTOR PROGRAM

1	Mr. Phouphet Kyophilavong	Doctor in Economics	Kobe (FMEJ)	Apr. 2000	Mar. 2003
2	Mr. Phosy Chanhming	Doctor in Business Management	Waseda (FMEJ)	Apr. 2005	Mar. 2008
3	Mr. Xayphone Kongmanila	Doctor in Business Management	Hiroshima (FMEJ)	Oct. 2006	Sep. 2009

FMEJ: Fellowship of Ministry of Education of Japan

**(1) Training in Japan****2) Short-term**

No.	Name	Training field	Training institution/University	Term of Training	
				From	To
1	Mr. Phosy Thipdavanh	Organizational Behavior	(Kobe)	2000.10.30	2000.12.2
2	Ms. Saykham Pounsavath	Library Operation	(Meiji)	2000.10.31	2000.12.3
3	Mr. Khampeui Pommachanh	FEM Management	(Kobe & Meiji)	2001.8.16	2001.9.15
4	Mr. Somchit Souksavath	International Economic & FEM Management	(Kobe)	2002.8.2	2002.8.31
5	Mr. Nantha Vongmachanh	FEM Management	(Meiji & Kobe)	2002.8.16	2002.9.14
6	Mr. Souliphan Sommalath	Computer Education	(Meiji)	2002.9.2	2002.9.28
7	Mr. Lavanh Vongkhamsane	Environmental Economics	(Hiroshima)	2002.9.26	2002.12.15
8	Ms. Sengchanh Chanthasene	International Finance	(Hiroshima)	2002.10.2	2002.11.3
9	Mr. Thongphet Chanthanivong	Financial engineering & MBA administration	(DSU)	2002.6.22	2002.8.9
10	Mr. Thongvanh Silivanh	Marketing Research	(DSU)	2002.7.1	2002.8.9
11	Mr. Phiengsanith Chanthavixay	FEM administration	(Kobe & Meiji)	2002.8.17	2002.9.13
12	Ms. Chanpaseuth Vongphouthone	FEM administration	(Kobe & Meiji)	2002.8.17	2002.9.13
13	Mr. Phosy Chanhming	Production management	(Waseda)	2002.10.1	2002.10.31
14	Mr. Phouphet Kyophilavong	Input-Output Analysis	(Kobe & Hiroshima Shudo & IDE)	2004.6.29	2005.9.5
15	Mr. Somchit Souksavath	Tourism economics	(Kobe and Hiroshima Shudo)	2005.1.31	2005.4.1
16	Mr. Somchit Souksavath	Tourism economics	(Kobe)	2006.2.2	2006.2.28
17	Mr. Somchit Souksavath	Tourism economics	(Kobe)	2006.11.15	2006.11.29

## (2) Training in third country

### 1) Long-term

No.	Name	Training field	Training institution/University (Country)	Term of Training	
				From	To
<b>MASTER PROGRAM</b>					
1	Mr. Savandouangchit Sengduane	MA in Finance	(De La Salle, Philippine)	2002.10.11	2005.8.31
2	Ms. Vadsana Chanthanasinh	MA in Economics	(De La Salle, Philippine)	2002.10.11	2005.8.31
3	Ms. Phouthasone Bouppha	MBA	(Kasetsart U., Thailand)	2003.4.19	2005.4.18
4	Mr. Bounlert Vanhnalat	Master of Science in Economics	(De La Salle, Philippine)	2004.2.27	2006.5.1
5	Ms. Shitthattha Taikeophithoun	MBA	(Kasetsart U, Thailand)	2004.4.19	2006.4.18
6	Ms. Vannisa Thammachak	MBA	(Kasetsart U, Thailand)	2004.4.19	2006.4.18
7	Mr. Sengsaden Bounlavong	MBA	(AIT, Thailand)	2004.4.23	2006.4.18
8	Mr. Phokham Phommavong	MBA	(AIT, Thailand)	2004.4.23	2006.4.18
9	Mr. Monethong Bouasengthong	MBA	(Kasetsart U, Thailand)	2005.3.14	2007.5
10	Mr. Sisavay Phinachack	MBA	(Kasetsart U, Thailand)	2005.3.14	-
11	Mr. Oukham Sisounonth	MA in Economics	(Kasetsart U, Thailand)	2005.4.24	2008.4.23

### **DOCTOR PROGRAM**

12	Mr. Phosy Thipdavanh	Ph D in Management	(Ramkamhen U, Thailand)	2005.7	2008.3
13	Mr. Lavanh Vongkhamsane	Ph D in Economics	(Ramkamhen U, Thailand)	2005.7	2008.3

## (2) Training in third country

### 2) Short-term

No.	Name	Training field	Training institution/University (Country)	Term of Training	
				From	To
1	Mr. Thongphet Chanthanivong	Banking & finance	(Chulalongkorn, Thailand)	2001.1.2	2001.1.31
2	Ms. Mounic Bounnalasy	Econometrics	(Chulalongkorn, Thailand)	2001.1.7	2001.3.3
3	Ms. Thatnignom Souksone	Econometrics	(Chulalongkorn, Thailand)	2001.1.7	2001.3.3
4	Dr. Manisoth Keodara	Vietnamese economy	(Vietnam National U.)	2001.9.9	2001.9.27
5	Mr. Bounheng Silakhoun	Financial management	(De La Salle, Philippine)	2002.1.6	2002.3.21
6	Mr. Manisod Lianephaseuth	Production Management	(Vietnam National U.)	2002.9.30	2002.11.1
7	Mr. Khamlusa Nouansavanh	FEM management & Strategic management	(Kasetsart U., Thailand)	2003.8.21	2003.9.16
8	Mr. Khampheui Pommachanh	FEM management & Managerial accounting	(Kasetsart U., Thailand)	2003.8.21	2003.9.16
9	Ms. Bounthanh Phongnambèng	Development economics	(Kasetsart U., Thailand)	2003.9.6	2003.10.11
10	Ms. Bounteng Keolanchanla	Development economics	(Kasetsart U., Thailand)	2003.9.6	2003.10.11
11	Mr. Somchit Souksavath	(International economics & FEM management	(De La Salle, Philippine)	2003.11.11	2003.12.12
12	Ms. Khamphou Phetxaysy	Tourism Management	(Chinag Mai U., Thailand)	2004.6.28	2004.7.23
13	Ms. Saykham Phoungsavath	Library and information science	(Mahasarakham U, Thailand)	2004.8.3	2004.9.19
14	Ms. Sengchanh Chanthaséne	Ph D in Economics	(Kasetsart U, Thailand)	2004.10.25	2005.3.31
15	Ms. Sengchanh Chanthaséne	Ph D in Economics	(Kasetsart U, Thailand)	2005.7.31	2005.8.31
16	Ms. Sengchanh Chanthaséne	Ph D in Economics	(Kasetsart U, Thailand)	2006.12	2008.3

## Annex 5 Distance Education

No.	Period	Subjects	Number of participated students	Name of lecturer	Others
1	7 May, 2004 ~ 18 Jun., 2004	International Economics	120	Hiroshi Ohta	Fourth grade of Economics (80 students) and Management (40 students)
2	5 Nov., 2004 ~ 29 Dec., 2004	Human Resource Management	125	Koji Okubayashi	Fourth grade of Management (40 students)
3	27 Dec., 2004 ~ 14 Feb., 2005	SME Policy	198	Akira Matsunaga	Fifth grade of Economics and Management
4	31 May 2005 ~ 22 June 2005	Economic Policy	150	Reishi Maruya	Fifth grade of Economics and Management
5	03 June 2005 ~ 24 June 2005	International Marketing	180	Yoshinobu Sato	Fifth grade of Economics and Management

Remak 1: 1 term of distance education 3 hours/day x 7 times = 21 hours

Remak 2: International Marketing was delivered by Prof. Sato (4 times) and Mr. Phosy Thip. (4 times)

## Annex 6 Outputs of Research, Doctoral Theses, FEM Journals, Syllabi and Others

<b>Doctoral Theses</b>		Author	Published Year
1	Education and Natural Resource in Economic Development: Thailand compared with Japan and Korea	Blounlouane Douangngeune	2005
2	The Analysis of Lao Economy -Microeconomic Model Approach-	Phouphet Kyophilavong	2004

### Working Papers, Research Papers, etc.

1	Problems and Prospects of Tourism in Champasack Province	Phanphasa Lomchanthala	2003
2	Hydroelectric Power plant Development and Issues in Laos	Phouphet Kyophilavong	2003
3	Strategy in Competition of LTC to Survice in Lao PDR	Bounlert Vanhnalat	2003
4	Batieng Product Company Ltd	Phokam Phommavong	2003
5	Trading in Champasack Province	Saysamone Phoyuduangsy & Sisavay Phimmachack	2003
6	The Potential of Lao Coffee Export	Sitthaththa Taikeophithoun & Bouasone Sengsourivong	2003
7	Evaluation of Solid Waste Management Service and its Effects in Vientiane	Lavanh Vonghamsane, Phouphet Kyophilavong, et als.	2004
8	Study of Factors Influencing Perception of Employers on FEM Graduates	Boonheng Silakoon, Phosy Thipadavanh, et als.	2004
9	APO Asia-Pacific productivity data and analysis: Laos	Phosy C.	2004
10	Macroeconomic Management of the Lao Economy - An Econometric Evaluation	Toyoda, T. Phouphet, K	2005
11	Analyzing the Impact and the Services of the Saving Group	Phouphet, K	2005
12	Economic valuation of the conservation and wise use of wetland in Lao PDR	Lavanh, V. Phouphet, K	2005
13	An Impact Analysis of Informal Cross-Border Trade on People's Livelihood in Paksan District, Bolikhamsay Province	Somchit, K	2006

### FEM Journals

1	Lao Journal of Economics and Management, Volume 1, Number 1		2003
2	Lao Journal of Economics and Management, Volume 1, Number 2		2004
3	Lao Journal of Economics and Management, Volume 1, Number 3		2005
4	Lao Journal of Economics and Management, Volume 2, Number 1		2007

### Others

1	Project Study for Employment Status of Graduates from the Faculty of Economics and Management		2003
2	Project Study for Demand of Graduates from the Faculty of economics and Management		2003
3	Performance Evaluation of FEBM Graduate "Employers Point of view"	Mr. Thongphet, Mr. Thongvanh, Mr. Manisod, Mr. Boonheng	2006
4	Perception ans Expectation of Graduate of the FEBM	Mr. Thongphet, Mr. Thongvanh, Mr. Manisod, Mr. Boonheng	2006

### Syllabi

1	Curriculum and Syllabi First Semester,2001-2002		2002
2	Curriculum and Syllabi Second Semester,2001-2002		2002
3	Curriculum and Syllabi First Semester,2002-2003		2003
4	Curriculum and Syllabi Second Semester,2002-2003		2003
5	Curriculum and Syllabi First and Second Semester,2003-2004		2004
6	Curriculum and Syllabi First and Second Semester,2006-2007		2007

## Annex 7 Consultancy works or joint researches conducted by teaching staff of FEM

[In the original Project period from 2000 to 2005]

	Name of consultancy work or joint researches	Name of teaching staff	Report or research paper	Period	Publication	Name of publication <Sponsor for consultancy works or joint searches>
1	Agricultural development after economic reform in Laos	Phosy T, Khampheui, Lavanh	Available	2003-2004	Available	<IDE (JETRO)>
2	Potential of economic development 1	Phosy T, Khampheui	None	2003-2004	None	<Belquin Project>
3	Potential of economic development 2	Khampheui, Thongphet	None	2003-2004	None	<Belquin Project>
4	A study analysis of Laos' trade potential in AFTA	Bounthone	None	2003-2004	None	<Sasakawa Peace Fundation>
5	Impact of budget deficit to real interest rate and inflation in Lao PDR	Sebgchanh	None	2003-2004	None	<Sasakawa Peace Fundation>
6	Performance evaluation of FEM graduates	Booheng	Available	2003-2004	None	Graduate (Research Paper) <SPF>
7	A case study of Lao-Japan human resource cooperation center	Thongphet	Available	2003-2004	Available	Development of Business Training Criteria to Enhance Managerial Competencies (FEM Journal) <SPF>
8	Education in Laos after economic liberalization	Khamlusa	Available	2003-2004	Available	<IDE (JETRO)>
9	A macroeconomic model of Laos	Phouphet	Available	2003-2004	Available	Analyzing the Effect of AFTA on Lao Economy: Macroeconomic Model Approach (FEM Journal) <IDE>
10	The effect of village saving group	Phouphet	None	2003-2004	None	<JICA/NERI>
11	Solid waste management in Vientiane Municipality	Lavanh, Phouphet	Available	2003-2004	None	Evaluation of Solid Waste Management Services and its Effect in Vientiane (Research Paper) <JICA>
12	Factors requiring improvement in tourist spots in Vientiane	Booheng, Bouavieng, Phouphet, Chanpheng, Phosy C.	None	2004-2005	None	<Sasakawa Peace Fundation>
13	Fund management in saving groups in Somsavanh and Nongthong districts	Chansada, Khamphou, Manysot, Thongsavanh, Phetsamone	None	2004-2005	None	<Sasakawa Peace Fundation>
14	An assessment of Agricultural Promotion Bank's credit provision to farmers	Lavanh, Bounthanh, Bounmy, Bouasone, Sisavay	None	2004-2005	None	<Sasakawa Peace Fundation>
15	The impact of public and private investment on economic growth	Bounthone, Bounteng, Oukham, Khamnikone, Ka, Phanseng	None	2004-2005	None	<Sasakawa Peace Fundation>
16	APO Asia-Pacific productivity data and analysis: Laos	Phosy C.	Available	2003-2004	Available	On Chapter in the book, Asian Productivity Organization, Tatsumi Printing, Ltd., 2003 <APO>
17	Evaluation of Namleuk hydropower dam	Phosy C.	Available	2003-2004	None	Evaluation of Namleuk Hydropower Dam (JBIC Report)
18	A Macroeconomic Analysis of the Lao Economy (in Japanese)	Phouphet	Available	2003-2004	Available	<IDE (JETRO)>

**[In the second period from 2005 to 2008]**

No.	Name of consultancy or joint researches	Name of Teaching Staff	Report or Research Paper	Period	Publication	Name of Publication
1	Monetary and exchange rate policies in Lao PDR	Phouphet, K	None	2006-	None	BoL, MoF and ADB
2	Impacts of smallholder irrigation on Resources - A case study from That Luang Marsh, Vientiane, Laos	Phouphet, K	None	2006-	None	Economy and Environment Program for Southeast Asia (EEPSEA)
3	Analysis of the Impact of the AFTA on Lao Economy-A CGE (Computable General Equilibrium) Model Approach-	Phouphet, K	Available	2006	None	Korea Foundation for Advanced Studies (KFAS)
4	Savings and assets of urban households in the Lao PDR	Toyoda, T. Phouphet, K	Available	2005	Available	<IDE (JETRO)>
5	An Econometric Analysis of the Lao Economy: Simulations Using a Macroeconomic Model	Phouphet, K. Toyoda, T	Available	2005	Available	<IDE (JETRO)>
6	Macroeconomic Management of the Lao Economy - An Econometric Evaluation	Toyoda, T. Phouphet, K	Available	2005	Available	Journal of Economic Sciences, Vol.9, No.1, September 2005.
7	The Impact of the Saving Group and Its Service Issues in Lao PDR	Phouphet, K	Available	2005	Available	Lao Journal of Economic and Management, Volume1, Number3, July 2005
8	Analyzing the Impact and the Services of the Saving Group	Phouphet, K	Available	2005	Available	Macroeconomic Policy for Socio-Economic Development in the Lao PDR Phase2, Volume1, JICA-CPI
9	Economic valuation of the conservation and wise use of wetland in Lao PDR	Lavanh, V. Phouphet, K	None	2005	None	IUCN/MRC
10	Development Stages of Lao Balance of Payments	Somchit, K	Available	2003-2005	Available	Lao Journal of Economics and Management
11	An Impact Analysis of Informal Cross-Border Trade on People's Livelihood in Paksan District, Bolikhamsay Province	Somchit, K	Available	2006	None	CIUF, Belgium
12	A Socio-Economic Analysis of Small-Scale Dam Construction in Nga District, Oudomsay Province	Somchit, K, Khamnikone. S	Available	2006	None	JICA
13	Lao Coffee Export Competitiveness	Somchit, K	Available	2006-2007	None	AusAid
14	Towards an Economic Community Integration of ASEAN	Somchit, K	Available	2006		Vietnam
15	An Overview of Foreign Trade in Lao PDR 1966-2003	Vadsana	Available	2005	None	<Sasakawa Peace Fundation>
16	An Empirical and Econometric Analysis of Lao Coffee Export Competitiveness	Somchit, K, Vadsana, Sensaden	None	2006-	None	TRAP
17	Improving Export Competitiveness of Developing Countries, Case study Laos and Hong Kong	Bounlert, V	Available	2006-	None	UNESCAP & Hongkong University
18	Study the Sugar Can Production in Vientiane Province	Bounlert, V. Manysot	None	2004-2007	None	<Sasakawa Peace Fundation>



**[In the second period from 2005 to 2007]**

19	Impacts of Economic Corridor on Tertiary Business in Savannakhet Province	Bounlert, V. Sivilai	Available	2006-2007	None	ADB
20	Vegetable market orientation - Hom Village, Vientiane city-	Khamnikone,S	None	2006-2007	None	<Sasakawa Peace Fundation>
21	Souphanouvong University"Luangprabang University" Project(Local Expert for Curriculum and Text books development)	Mr. Thongvanh Sirivanh	None	2006-2007	None	Korean Project for Souphanouvong University
22	Land Management in Thongnamy Village (Borikhamsay Province)	Mr. Thongvanh Sirivanh Mr. Phosy Thipdavanh	None	2005-2007	None	<Belquin Project>
23	Farming system in the irrigate area Thoulakhom Distric	Miss. Sitthatta Miss. Thidavanh	None	2006-2008	None	<Sasakawa Peace Fundation>
24	Market Orientation for Vegetable Growing in Vientiane	Miss. Phetlavanh	None	2006-2008	None	<Sasakawa Peace Fundation>
25	Casava as alternative and Economics crop reducing slash and burn cultivation in Paksan Province	Miss. Sylichan	None	2006-2008	None	<Sasakawa Peace Fundation>
26	Consultancy Financial Analysis for Greater mekokg subregion northern power transmission project	Mr. Thongvanh Sirivanh Mr. Thongphet	None	2007	None	National Consulting Company
27	Per formance Evaluation of FEBM Graduate "Employers Point of view"	Mr. Thongphet, Mr. Thongvanh, Mr. Manisod, Mr. Boonheng	None	2006	None	JICA
28	Perception ans Expectation of Graduate of the FEBM	Mr. Thongphet, Mr. Thongvanh, Mr. Manisod, Mr. Boonheng	None	2006	None	JICA

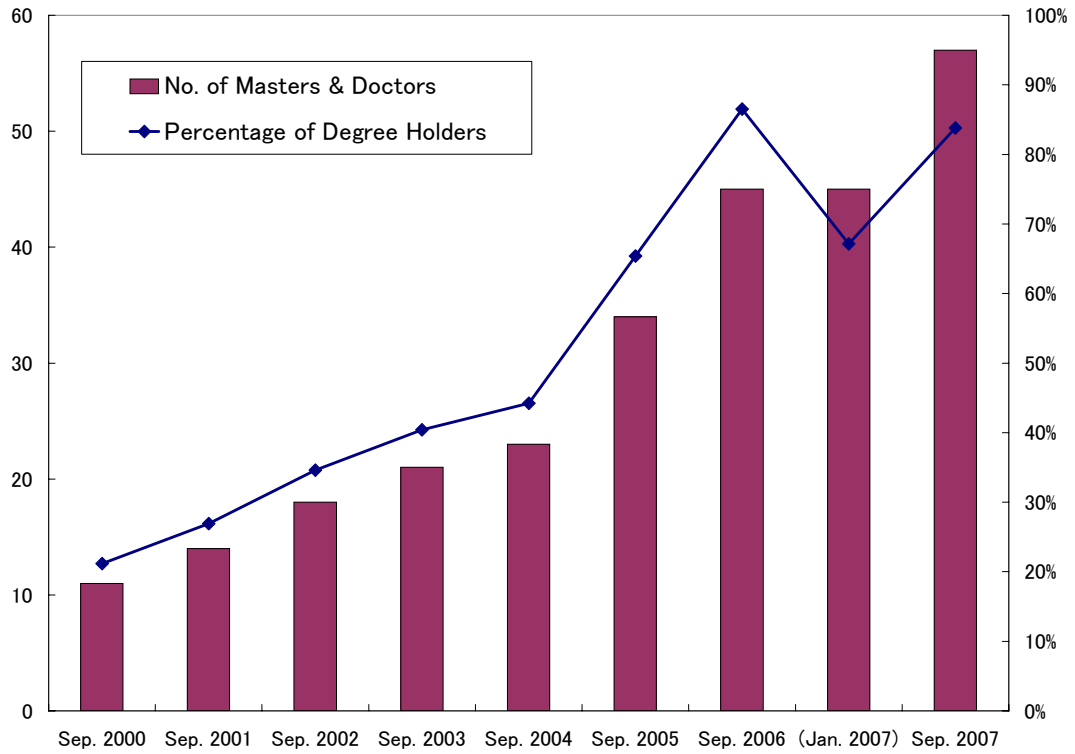
## Annex 8-1 Degree holders in teaching staff of FEBM

	FEM teaching staff			Highest education attainment		Point of time	Sep. 2004	Sep. 2005	Sep. 2006	Jan. 2007	Sep. 2007
	First Name	Family Name	Sex	Name of the institution	Year	Lecturers' status in Jan. 2007	◎ ⇒ Already have master's degree or higher ○ ⇒ Plan to have master's degree				
1	Khamlusa	Nouansavanh	M	Ecole Supérieure de Commerce de Lyon	1992	MBA	◎	◎	◎	◎	◎
2	Manisoth	Kéodara	F	Russian Academia of Management	1993	Ph.D	◎	◎	◎	◎	◎
3	Khampheui	Pommachanh	M	Institute Supérieur de Gestion de Paris	1995	MS Mgt	◎	◎	◎	◎	◎
4	Sengchanh	Chanthasène	F	Technical University Chemnitz	1997	MS Eco	◎	◎	◎	◎	◎
5	Thongvanh	Silivanh	M	Sinakharinh Viroth University	1998	MBA	◎	◎	◎	◎	◎
6	Manisod	Lianephaseuth	M	Thammasath University	1998	MBA	◎	◎	◎	◎	◎
7	Bounheng	Silakhoue	M	Thammasath University	1998	MBA	◎	◎	◎	◎	◎
8	Phosy	Thipdavanh	M	Kasetsart University	1999	MBA	◎	◎	◎	◎	◎
9	Thongphet	Chanthanivong	M	Asian Institute of Technology	1999	MBA	◎	◎	◎	◎	◎
10	Somchith	Souksavath	M	Kasetsart University	2000	MS Eco	◎	◎	◎	◎	◎
11	Lavanh	Vongkhamsane	M	Kasetsart University	2000	MS Eco	◎	◎	◎	◎	◎
12	Bounthanh	Phongnambèng	F	Sieng Mai University	2001	MS Econ	◎	◎	◎	◎	◎
13	Phosv	Chanhming	M	Waseda University	2001	MBA	◎	◎	◎	◎	◎
14	Bouavieng	Souphanthong	M	Kasetsart University	2002	MBA	◎	◎	◎	◎	◎
15	Bounthone	Soukhavong	M	Kobe University	2003	MBA	◎	◎	◎	◎	◎
16	Phouphet	Kyophilavong	M	Kobe University	2003	Ph.D	◎	◎	◎	◎	◎
17	Phonephet	Miphènglavanh	F	Kasetsart University	2003	MBA	◎	◎	◎	◎	◎
18	Chansda	Sonnasinh	F	Kobe Univ.	2004	MBA	◎	◎	◎	◎	◎
19	Southanom	Phinsavad	F	Kobe Univ.	2004	MBA	◎	◎	◎	◎	◎
20	Khamnikone	Sipaseuth	M	Kasetsart University	2004	MS Econ	◎	◎	◎	◎	◎
21	Phetsamone	Phommavong	F	Kasetsart University	2004	MBA	◎	◎	◎	◎	◎
22	Phinsèng	ChanNgakham	F	Yokohama National University	2005	MS Econ		◎	◎	◎	◎
23	Mounic	Bounyalasy	F	NUOL	1998	Studying in Kobe Univ.					○
24	Thatnignom	Souksone	F	Kobe Univ.	2004	MS Econ		◎	◎	◎	◎
25	Somchit	Khammoungkhoun	M	Kobe Univ.	2005	MS Econ		◎	◎	◎	◎
26	Khanphathip	Thephavongsa	F	University of Marketing and Distribution Sciences	2005	MBA		◎	◎	◎	◎
27	Sithixay	Xayavong	M	Waseda Univ.	2005	MBA		◎	◎	◎	◎
28	Panita	Phanekham	F	NUOL	2001	Studying in Australia					○
29	Vadsana	Chanthanasinh	F	De La Salle Univ.	2005	MS Econ		◎	◎	◎	◎
30	Savandouangchit	Sèngduane	M	Songkha University	2000	Studying in De La Salle Univ.					○
31	Viraxay	Phonekeo	M	Sieng Mai University	2001	MS Econ		◎	◎	◎	◎
32	Phouthasone	Bouppha	F	Kasetsart Univ.	2001	MBA				◎	◎
33	Khongsavang	Xayalath	M	Kobe Univ.	2005	MBA		◎	◎	◎	◎
34	Niddavone	Vongsanga	F	APU	2006	MBA			◎	◎	◎
35	Sengsaden	Bounlavong	M	AIT	2006	MBA			◎	◎	◎
36	Phokham	Phommavong	M	AIT	2006	MBA			◎	◎	◎
37	Sitthattha	Taikoephithoun	F	Kasetsart Univ.	2006	MBA			◎	◎	◎
38	Vannisa	Thammachak	F	Kasetsart Univ.	2006	MBA			◎	◎	◎
39	Bounlert	Vanhnalat	M	De La Salle Univ.	2006	MS Econ		◎	◎	◎	◎
40	Xayphone	Kongmanila	M	Hiroshima Univ	2006	MS Econ			◎	◎	◎
41	Piya	Wongpit	M	Kobe Univ.	2006	MS Econ			◎	◎	◎
42	Savasack	Rasachack	M	Kobe Univ.	2006	MS Econ			◎	◎	◎
43	Saysamone	Phoyduangsy	M	Kobe Univ.	2006	MS Econ			◎	◎	◎
44	Bounmy	Intakesone	M	NUOL	2001	Studying in Kobe Univ.					○
45	Phanphasa	Lomchanthala	F	NUOL	2001	Studying in APU					○
46	Pakaiphone	Syphoxay	F	NUOL	2002	Studying in APU					○
47	Monethong	Bouasengthong	M	NUOL	2001	Studying in Kasetsart Univ.					○
48	Ka	Phaydanglobriayao	M	NUOL	2003	Studying in IUJ					○
49	Oukham	Sisounonth	M	Odessa Univ. of Economics	2003	Studying in Kasetsart Univ.					○
50	Phoudsady	Choummaly	F	NUOL	2001						
51	Boutsakhone	Koerodom	F	Catholic University of Louvain Laneuve	2006	MS Econ				◎	◎
52	Thongsavanh	Nakhavith	F	NUOL							
53	Phanseng	Viphavanh	M	NUOL	2003						
54	Somnack	Yawdhacksa	M	NUOL	2003						
55	Vaiyoth	Lianephaseuth	M	NUOL	2003	Studying in Belgiasn Univ.					○
56	Bouasone	Sengsourivong	F	National University of Hanoi	2002	Studying in Kobe Univ.					
57	Vilayath	Vongdala	F	NUOL	2003						
58	Vongsavath	Yotluxay	M	NUOL	2005						
59	Malaithong	Kommasith	M	Australian National Univ.	2006	MBA				◎	◎
60	Phetlananh	Phemmason	F	National University of Hanoi	2006	MBA				◎	◎
61	Somepiane	Keokhounsy	M	AIT	2006	MBA				◎	◎
62	Viraxay	Phonekeo	M	Sieng Mai University	2006	MS Econ				◎	◎
63	Sonesana	Mixayboua	M	NUOL	2001						
64	Chintana	Khouangvichit	F	University of Thai Chamber of Commerce	2005						
65	Visansack	Khampheungvong	M	NUOL	2005						
66	Phouthone	Singhalath	M	NUOL	2006						
67	Saykham	Phongsavath	F	NUOL	1988	Studying MBA in Thailand					○
68	Kolakanh	KHampphilavong	M	NUOL	2006	Studying in Kobe Univ.					○

## Annex 8-2 Degree holders in teaching staff of FEBM

Point of time	Sep. 2000	Sep. 2001	Sep. 2002	Sep. 2003	Sep. 2004	Sep. 2005	Sep. 2006	(Jan. 2007)	Sep. 2007	Expected in the former report
Number of Degree Holders in Teaching Staff of FEBM	11	14	18	21	23	34	45	45	57	51
Percentage of Degree Holders in Teaching Staff of FEBM	21.2%	26.9%	34.6%	40.4%	44.2%	65.4%	86.5%	67.2%	83.8%	98.1%

**Degree Holders in FEBM**



**Annex 9-1**  
**Evaluation of Lectures by FEBM Students (Afternoon Program)**  
**Year 1 Noon (05-06)**

**G. ststistic**

	1	2	3	4	5	6	7	8	9
<i>Viyoth</i>									
<i>Average</i>	3.730	3.346	3.346	3.269	3.692	3.346	4.346	3.538	3.885
<i>SD</i>	0.667	0.689	0.846	0.827	0.838	0.892	0.936	0.647	1.071

**G. ststistic**

	1	2	3	4	5	6	7	8	9
<i>Khamphane</i>									
<i>Average</i>	3.625	3.600	3.700	3.600	3.625	3.750	3.825	3.475	3.075
<i>SD</i>	0.838	0.841	0.648	0.672	0.628	0.776	0.874	0.716	0.944

**History**

	1	2	3	4	5	6	7	8	9
<i>Oudom</i>									
<i>Average</i>	3.346	3.038	3.769	3.462	3.346	3.423	3.462	4.269	4.538
<i>SD</i>	0.892	0.871	0.765	0.948	0.936	0.945	0.859	0.724	0.508

**History**

	1	2	3	4	5	6	7	8	9
<i>Bounmy</i>									
<i>Average</i>	3.708	3.583	3.458	3.667	3.375	3.667	3.875	3.958	4.083
<i>SD</i>	0.806	1.018	1.215	0.963	0.875	1.049	0.992	0.806	0.929

**PSY**

	1	2	3	4	5	6	7	8	9
<i>Chantone</i>									
<i>Average</i>	3.308	3.577	3.462	3.846	3.500	3.500	3.808	4.615	2.846
<i>SD</i>	0.736	1.027	0.761	0.967	0.949	0.812	1.021	0.496	1.287

**PSY**

	1	2	3	4	5	6	7	8	9
<i>Nilavanh</i>									
<i>Average</i>	3.583	3.792	3.417	4.042	3.875	3.583	3.667	4.083	3.333
<i>SD</i>	1.060	0.833	1.018	0.690	0.850	0.974	0.963	0.881	1.167

**SO**

	1	2	3	4	5	6	7	8	9
<i>Sythone</i>									
<i>Average</i>	3.731	3.346	3.346	3.269	3.692	3.346	4.346	3.538	3.885
<i>SD</i>	0.920	1.014	0.931	0.781	1.050	0.984	0.912	0.594	0.784

**Code**

- 1 **Very Bad**
- 2 **Bad**
- 3 **Average**
- 4 **Good**
- 5 **Very Good**

**Years2 NOON Trem 2 (05-06)**

**English**

<i>Phetmany</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	2.667	2.733	2.200	2.333	2.533	2.533	2.467	1.733	2.733
<i>StandDV</i>	0.724	0.799	1.014	0.976	0.915	0.743	0.915	0.458	1.033

**English**

<i>Phuvong</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	2.429	2.500	2.429	2.643	2.357	2.571	2.357	2.214	2.643
<i>StandDV</i>	0.646	0.855	0.852	0.633	0.633	0.756	0.497	0.426	1.008

**English**

<i>Saiman</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	2.333	2.208	2.208	1.917	2.125	2.042	2.125	1.750	2.250
<i>StandDV</i>	0.702	0.658	0.509	0.654	0.680	0.550	0.612	0.532	0.676

**English**

<i>Sipha</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	2.231	2.231	2.231	1.923	1.923	2.154	2.385	2.385	2.385
<i>StandDV</i>	0.832	0.725	0.832	0.641	0.641	0.689	1.261	1.387	1.193

**English**

<i>Vanhkham</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	1.889	2.222	2.222	2.111	2.000	2.111	1.889	1.778	2.111
<i>StandDV</i>	0.782	0.267	0.392	0.363	0.535	0.267	0.392	0.426	0.363

**English**

<i>Viengsamay</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	2.686	2.771	2.686	3.057	3.000	2.600	2.857	2.943	2.914
<i>StandDV</i>	1.022	1.087	0.993	1.259	1.393	1.168	1.264	1.187	1.292

**G Accounting**

<i>Boudsady</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	2.618	2.559	2.500	2.324	2.412	2.529	2.265	2.588	2.735
<i>StandDV</i>	0.985	0.824	0.961	0.806	0.743	0.861	0.898	0.783	1.024

**G Accounting**

<i>Boudsakhone</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	2.538	1.923	2.538	2.385	2.692	2.154	2.154	2.538	2.308
<i>StandDV</i>	0.776	1.115	0.776	0.768	0.751	0.899	1.068	0.776	0.751

**G Accounting**

<i>Vongsavath</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	2.683	2.619	2.810	2.540	2.762	2.683	2.651	2.587	2.762
<i>StandDV</i>	1.029	1.038	0.913	1.354	0.979	1.075	1.124	1.173	1.201

**Macro 1**

<i>Bounleuad</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.349	3.317	3.524	3.397	3.365	3.397	3.540	4.016	3.571
<i>StandDV</i>	0.919	0.930	0.998	1.171	0.938	0.959	0.964	0.729	0.995

**Macro 1**

<i>Somchit</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.468	3.596	4.043	3.872	3.957	3.830	4.000	4.021	3.915
<i>StandDV</i>	0.856	0.825	0.955	1.096	0.955	0.940	0.956	0.897	0.803

**Math 2**

<i>Bounheng</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.825	3.905	3.937	3.857	3.778	3.968	4.095	4.079	3.952
<i>SD</i>	0.905	0.778	0.996	0.835	1.165	0.793	0.515	1.206	0.866

**Math 2**

<i>Khamnikone</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.500	3.617	3.702	3.553	3.532	3.702	3.787	4.106	3.489
<i>SD</i>	1.041	1.095	1.121	1.157	1.120	1.041	1.020	1.005	1.081

**Math 3**

<i>Khamput</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	4.227	4.045	4.227	3.955	3.773	4.091	4.182	4.227	3.682
<i>SD</i>	0.813	0.844	0.813	0.844	0.869	0.811	0.733	0.685	0.945

**Math 3**

<i>Khounchai</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.308	3.308	3.308	3.231	3.346	3.423	3.500	4.038	3.346
<i>SD</i>	1.050	1.192	1.192	1.275	1.263	1.137	1.140	1.216	1.164

**Micro 1**

<i>Phanseng</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.355	3.387	3.452	3.226	3.484	3.484	3.613	3.871	3.806
<i>SD</i>	0.950	0.844	0.768	1.023	0.851	0.851	0.955	0.806	0.873

**Micro 1**

<i>Phanseng</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.731	3.769	3.962	3.654	3.615	3.808	4.154	4.192	3.577
<i>SD</i>	0.874	0.815	0.958	0.892	0.983	0.849	0.925	0.694	0.902

**Micro 1**

<i>Vathsana</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.396	3.509	3.717	3.792	3.491	3.774	3.698	3.981	3.302
<i>SD</i>	0.862	0.933	0.907	0.948	0.973	0.697	0.992	0.909	0.972

**Stat2**

<i>Khamnikone</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.780	4.040	3.900	3.820	3.840	3.960	4.080	3.940	3.920
<i>SD</i>	0.679	0.638	0.707	0.850	0.792	0.605	0.804	0.793	0.944

**Micro 2**

<i>Khamput</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	4.000	3.962	4.346	3.885	3.846	4.154	4.038	4.423	3.923
<i>SD</i>	0.849	0.999	0.629	0.816	0.967	0.784	0.916	0.758	0.891

**Micro 2**

<i>Manysoud</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.618	3.588	3.588	3.588	3.588	3.706	3.706	3.882	3.647
<i>SD</i>	1.015	1.048	0.988	0.925	0.957	0.970	1.060	0.880	0.917

**Years 3 Noon (05-06) Trem 2 EC****Marketing**

<i>Bounhvieng</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	2.966	3.356	3.542	2.237	3.458	3.119	3.017	3.746	4.017
<i>SD</i>	0.787	0.961	1.006	0.971	1.119	0.873	1.075	0.939	0.938

**Development**

<i>Bounthane</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.729	3.542	3.644	3.424	3.254	3.644	3.678	4.254	3.356
<i>SD</i>	0.806	0.897	0.886	0.894	0.883	0.826	0.819	0.801	1.171

**Money Banking**

<i>Chid Khammoung</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	4.000	3.941	4.206	4.294	4.118	4.059	4.118	4.206	4.147
<i>SD</i>	0.816	0.903	0.834	0.894	1.019	0.769	0.852	1.007	0.910

**Money Banking**

<i>Bounleud</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	4.091	3.545	4.091	3.636	3.273	3.818	3.818	4.091	4.000
<i>SD</i>	0.701	0.934	1.044	1.027	1.104	0.751	0.751	0.831	0.775

**English**

<i>Sainan</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.765	3.853	3.794	4.059	4.088	3.912	3.853	3.824	4.206
<i>SD</i>	0.699	0.879	0.739	0.821	0.848	0.735	0.843	0.757	0.910

**Inter**

<i>Vathsana</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.576	3.729	3.949	4.153	3.322	3.610	3.898	4.339	3.407
<i>SD</i>	0.792	0.715	0.860	0.867	0.918	0.766	0.865	0.757	1.116

**Agriculture**

<i>Bounthang</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.559	3.576	3.661	3.407	3.102	3.593	3.644	4.237	3.017
<i>SD</i>	0.815	0.969	0.902	0.949	0.941	0.746	0.826	0.727	1.252

**Comparative**

<i>Sengchane</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.932	3.864	4.068	4.339	3.915	3.983	4.237	4.220	3.407
<i>SD</i>	0.763	0.937	0.740	0.843	0.970	0.841	0.727	0.872	1.100

**PPA**

<i>Lavanh</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.695	3.847	4.017	4.254	3.763	3.966	3.983	3.593	3.831
<i>SD</i>	0.725	0.943	0.629	0.604	0.837	0.718	0.820	1.002	0.874

**Computer**

<i>Souliphane</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.203	2.983	3.034	3.542	3.220	3.169	3.153	4.051	2.814
<i>SD</i>	0.826	0.974	0.964	1.023	0.911	1.036	0.979	1.074	1.106

**Years 3 Noon (05-06) Trem 2 BM****Marketing**

<i>Bounhvieng</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	2.766	2.915	3.128	3.511	2.915	2.809	2.830	4.340	2.383
<i>SD</i>	0.865	0.855	0.992	0.953	0.880	1.135	0.842	0.635	1.054

**English**

<i>Phiengsanith</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.957	3.787	3.745	4.447	4.149	3.894	3.915	4.277	3.702
<i>SD</i>	0.624	0.806	0.871	0.583	0.722	0.634	0.583	0.498	0.931

**Inter Economic**

<i>Vathsana</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	1.813	2.163	2.524	2.849	3.107	3.412	3.746	4.202	4.383
<i>SD</i>	1.338	1.149	1.268	1.499	1.723	2.148	2.548	2.954	3.359

**Business Law**

<i>Thongsavanh</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	1.796	2.135	2.503	2.882	3.114	3.456	3.809	4.273	4.463
<i>SD</i>	1.314	1.125	1.247	1.478	1.704	2.114	2.511	2.906	3.309

**Marketing**

<i>Nilavon</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	1.755	2.101	2.480	2.883	3.133	3.488	3.861	4.334	4.556
<i>SD</i>	1.262	1.091	1.219	1.455	1.678	2.077	2.468	2.854	3.260

**QA**

<i>Manysoth</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	1.704	2.054	2.442	2.859	3.124	3.509	3.900	4.390	4.635
<i>SD</i>	1.193	1.037	1.168	1.415	1.648	2.036	2.424	2.807	3.205

**Business Finance**

<i>Bounheng</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	1.650	2.014	2.398	2.848	3.135	3.537	3.950	4.455	4.722
<i>StandDV</i>	1.109	1.001	1.128	1.395	1.631	1.996	2.376	2.752	3.143

**HRM**

<i>Phouthasone</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	1.601	1.965	2.370	2.830	3.130	3.562	3.997	4.530	4.801
<i>SD</i>	1.038	0.945	1.086	1.358	1.596	1.954	2.331	2.690	3.084

**Years 4 NOON Trem2 (05-06) EC****Marketing**

<i>Bounhvieng</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.412	3.426	3.397	4.000	3.926	3.456	3.529	3.971	4.059
<i>SD</i>	0.815	0.798	0.775	0.712	0.798	0.800	0.819	0.690	0.808

**Inter Economics2**

<i>Somechid souksc</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.397	3.294	3.691	3.824	3.603	3.632	3.721	4.162	3.382
<i>SD</i>	0.694	0.754	0.738	0.863	0.813	0.731	0.826	0.704	0.947

**Agri Economics2**

<i>Bounthang</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.132	2.956	3.456	2.779	2.882	3.221	3.074	4.059	3.279
<i>SD</i>	0.827	0.679	0.656	0.878	0.587	0.595	0.719	0.770	0.789

**PPA**

<i>Lavanh</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.721	3.838	3.985	4.147	3.926	3.882	3.985	4.000	3.544
<i>SD</i>	0.750	0.683	0.635	0.675	0.779	0.744	0.658	0.712	0.700

**Dev Economics2**

<i>Bounthan</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.412	3.206	3.500	3.118	3.279	3.456	3.368	3.985	3.368
<i>SD</i>	0.717	0.783	0.702	0.907	0.666	0.781	0.751	0.723	0.862

**Public.F**

<i>Khammanykhon</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.529	3.676	3.838	4.000	3.471	3.824	3.853	3.971	3.691
<i>SD</i>	0.701	0.781	0.784	0.773	0.762	0.690	0.605	0.732	0.815



**MK**

<i>Phonepheth</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<i>Average</i>	3.353	3.397	3.544	3.544	3.353	3.324	3.441	3.794	3.603
<i>SD</i>	0.707	0.736	0.700	0.656	0.664	0.633	0.699	0.703	0.794

**Inter 2Totorial**

<i>Phaneseng</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<i>Average</i>	3.625	3.600	3.700	3.600	3.625	3.750	3.825	3.475	3.075
<i>SD</i>	0.838	0.841	0.648	0.672	0.628	0.776	0.874	0.716	0.944

**Inter 2Totorial**

<i>Vadsana</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<i>Average</i>	3.857	4.036	3.964	3.857	3.786	4.071	4.107	4.143	3.607
<i>SD</i>	0.651	0.693	0.693	0.803	0.686	0.604	0.629	0.705	0.786

**Years 4 NOON Trem2 (05-06) BM****Marketing**

<i>Khamleusa</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<i>Average</i>	3.922	3.843	4.078	4.235	3.882	3.980	4.196	4.118	3.373
<i>SD</i>	0.771	0.903	0.744	0.815	0.887	0.860	0.749	0.840	1.038

**Corporate finance**

<i>Bounheng</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<i>Average</i>	3.608	3.431	3.118	3.647	3.627	4.196	2.980	3.745	3.549
<i>SD</i>	0.940	0.964	0.973	0.744	0.871	0.722	1.288	0.956	0.986

**Agri b**

<i>Phetsamone</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<i>Average</i>	3.451	3.431	3.490	4.020	4.039	3.451	3.529	3.902	4.039
<i>SD</i>	0.856	0.855	0.703	0.648	0.692	0.856	0.857	0.700	0.824

**English**

<i>Peingsanith</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<i>Average</i>	3.549	3.490	3.569	3.725	3.784	3.725	3.667	3.863	3.961
<i>SD</i>	0.783	0.946	0.806	0.827	0.945	0.802	0.973	0.895	1.095

**Tourism**

<i>Thongsavanh</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<i>Average</i>	4.353	4.294	4.627	4.588	4.529	4.392	4.608	4.588	3.863
<i>SD</i>	0.688	0.855	0.692	0.536	0.612	0.723	0.750	0.638	0.980

**Logistic**

<i>Phosy thipdavan</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<i>Average</i>	3.902	3.843	4.000	4.157	3.902	3.706	3.961	4.373	4.098
<i>SD</i>	0.878	0.946	0.980	0.967	0.985	0.965	0.958	0.824	0.900

**Inter Economics**

<i>Vathsana</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<i>Average</i>	3.667	3.824	4.000	4.235	3.706	3.941	3.961	3.510	3.863
<i>SD</i>	0.739	0.994	0.600	0.619	0.855	0.732	0.824	0.987	0.872

1-9

Code

- 1 *Very Bad*
- 2 *Bad*
- 3 *Average*
- 4 *Good*
- 5 *Very Good*

Code

- 1 *Understanding*
- 2 *More Example*
- 3 *Theories*
- 4 *Teacher's voice*
- 5 *Discussion*
- 6 *Teaching approach*
- 7 *Explanted approach*
- 8 *Pointution*
- 9 *Enough documentation*

**Department**

Code

- 1 *Economics*
- 2 *Business Management*

**Part**

Code

- 1 *Normal*
- 2 *Afternoon*
- 3 *Evening*

## Annex 9-2

### Evaluation of Lectures by FEBM Students (Evening Program)

#### Year 1 Evening (05-06) Term2

<b>General statistics</b>									
<i>Viyoth</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.269	3.654	3.654	3.731	3.308	3.654	3.654	4.462	3.192
<i>SD</i>	0.667	0.689	0.846	0.827	0.838	0.892	0.936	0.647	1.201
<b>General statistics</b>									
<i>Khamphane</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.375	3.458	3.333	3.417	3.000	3.083	3.208	4.000	3.250
<i>SD</i>	0.875	1.062	1.167	1.213	1.180	1.060	1.141	1.142	1.113
<b>History</b>									
<i>Oudam</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.385	3.038	3.769	3.500	3.385	3.385	3.462	4.231	4.538
<i>SD</i>	0.898	0.871	0.765	0.949	0.983	0.941	0.859	0.908	0.948
<b>History</b>									
<i>Bounmy</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.708	3.542	3.500	3.708	3.250	3.625	3.750	3.875	4.000
<i>SD</i>	0.806	1.021	1.142	0.908	0.847	1.056	1.032	0.900	0.933
<b>PSY</b>									
<i>Chantone</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.385	3.769	3.538	3.769	3.500	3.462	3.769	4.615	3.038
<i>SD</i>	0.752	0.951	0.811	0.951	0.990	0.811	0.992	0.496	1.455
<b>PSY</b>									
<i>Nilavanh</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.667	3.917	3.500	4.125	3.958	3.667	3.750	4.167	3.333
<i>SD</i>	1.007	0.776	0.978	0.537	0.751	0.917	0.897	0.761	1.167
<b>Sociology</b>									
<i>Teacher name</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.340	3.520	3.600	3.920	3.440	3.260	3.660	4.240	4.300
<i>SD</i>	0.917	0.995	0.948	0.778	1.033	0.986	0.917	0.591	0.886
<b>Lao study 2</b>									
<i>Luthsamy</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.227	3.682	3.682	3.636	3.273	3.636	3.636	4.455	3.227
<i>SD</i>	0.685	0.716	0.894	0.848	0.767	0.953	0.902	0.671	1.020
<b>Lao study 2</b>									
<i>Saithong</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.286	3.536	3.321	3.357	3.214	3.179	3.179	3.607	2.964
<i>SD</i>	0.976	0.881	1.090	1.254	1.101	1.020	1.188	1.449	1.170
<b>Computer 2</b>									
<i>Souliphen</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	2.780	2.920	3.120	3.480	2.860	2.740	2.780	4.320	2.360
<i>SD</i>	0.840	0.829	0.961	0.931	0.881	1.065	0.840	0.621	1.025

**Years 2 Evening (05-06) Term2**

	<b>English</b>								
<i>Saiman</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.647	3.286	3.357	3.286	3.643	3.357	3.571	3.786	3.429
<i>StanDV</i>	0.688	0.627	0.594	0.703	0.654	0.659	0.681	0.774	0.909
	<b>English</b>								
<i>Vanhkham</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.500	3.417	3.583	3.750	3.625	3.625	3.750	4.250	3.375
<i>StanDV</i>	0.780	0.776	0.776	0.897	0.824	0.711	0.847	0.442	0.875
	<b>English</b>								
<i>Viengsamay</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.771	3.686	3.571	3.914	3.914	3.800	3.714	3.571	3.571
<i>StanDV</i>	0.728	0.658	0.616	0.791	0.684	0.644	0.693	0.775	0.923
	<b>G Accounting</b>								
<i>Boudsakhone</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.750	4.333	3.833	3.917	3.333	4.083	4.000	3.750	3.833
<i>StanDV</i>	0.622	0.651	0.835	0.793	0.651	0.669	0.853	0.622	0.577
	<b>G Accounting</b>								
<i>Poudsady</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.286	3.400	3.400	3.600	3.571	3.429	3.629	3.314	3.286
<i>StanDV</i>	0.987	0.914	0.914	0.812	0.884	0.884	0.910	0.796	1.017
	<b>G Accounting</b>								
<i>Vongsavath</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.492	3.698	3.397	3.984	3.619	3.698	3.778	3.746	3.508
<i>StanDV</i>	0.821	0.796	0.794	0.992	0.812	0.927	0.832	0.950	0.948
	<b>Macro 1</b>								
<i>Bounleuad</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.317	3.286	3.508	3.349	3.317	3.365	3.508	4.000	3.508
<i>StanDV</i>	0.877	0.869	0.965	1.109	0.858	0.903	0.914	0.696	0.931
	<b>Macro 1</b>								
<i>Bounleuad</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.574	3.574	3.979	3.830	3.894	3.851	3.979	4.000	3.894
<i>StanDV</i>	0.744	0.827	0.794	1.007	0.759	0.834	0.897	0.780	0.759
	<b>Math 2</b>								
<i>Bounheng</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.417	3.583	3.917	3.833	3.500	3.917	3.917	4.000	3.667
<i>StanDV</i>	0.793	0.669	0.996	0.835	1.087	0.793	0.515	1.206	0.778
	<b>Math 2</b>								
<i>Khamnikone</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.780	3.900	3.860	3.820	3.660	3.880	4.060	4.040	3.960
<i>StanDV</i>	0.582	0.614	0.729	0.850	1.002	0.824	0.767	0.781	0.755
	<b>Math 2</b>								
<i>Khamput</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	4.364	4.136	4.227	4.045	3.864	4.182	4.227	4.273	3.727
<i>StanDV</i>	0.658	0.834	0.685	0.722	0.774	0.795	0.752	0.703	0.935
	<b>Math 2</b>								
<i>Khounchai</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.308	3.346	3.385	3.077	3.115	3.385	3.423	4.077	3.538
<i>StanDV</i>	1.050	1.164	1.098	1.294	1.306	1.134	1.172	1.129	1.067

	<b>Micro 1</b>								
<i>Bounthang</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.290	3.387	3.484	3.194	3.484	3.516	3.581	3.903	3.774
<i>StanDV</i>	0.824	0.844	0.769	0.980	0.851	0.851	0.848	0.831	0.805
	<b>Micro 1</b>								
<i>Phanseng</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.692	3.731	3.923	3.692	3.615	3.731	4.000	4.192	3.577
<i>StanDV</i>	0.884	0.778	0.977	0.928	0.983	0.827	0.849	0.694	0.902
	<b>Micro 1</b>								
<i>Vathsana</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.340	3.472	3.717	3.736	3.415	3.755	3.660	3.981	3.264
<i>StanDV</i>	0.678	0.799	0.818	0.902	0.819	0.648	0.876	0.820	0.902
	<b>Stat2</b>								
<i>Khamnikone</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.760	4.040	3.860	3.820	3.840	3.920	4.040	3.900	3.820
<i>StanDV</i>	0.625	0.570	0.670	0.800	0.738	0.566	0.781	0.735	0.896
	<b>Math 2</b>								
<i>Khamput</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.808	3.692	4.231	3.731	3.692	4.000	3.923	4.269	3.808
<i>StanDV</i>	0.749	0.788	0.514	0.724	0.838	0.693	0.796	0.724	0.801
	<b>Math 2</b>								
<i>Manysoud</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.559	3.559	3.559	3.588	3.588	3.676	3.735	3.882	3.588
<i>SD</i>	1.106	1.106	1.050	0.925	1.019	1.036	1.082	0.946	0.957
	<b>Math 2</b>								
<i>Bounheng</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.500	3.583	3.500	3.917	4.083	3.333	3.333	3.667	3.833
<i>SD</i>	0.798	0.900	1.000	0.289	0.793	0.778	0.888	0.778	0.577
	<b>Math 2</b>								
<i>Khamnikone</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.460	3.580	3.660	3.560	3.840	3.540	3.520	4.160	3.920
<i>SD</i>	0.734	0.673	0.717	0.812	0.584	0.706	0.677	0.584	0.665
	<b>Math 2</b>								
<i>Khamput</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.864	3.909	3.909	4.182	4.182	3.909	3.818	4.045	4.091
<i>SD</i>	0.774	0.811	0.971	0.588	0.733	0.921	1.006	0.785	0.750
	<b>Macro 1</b>								
<i>Bounthan</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.577	3.577	3.846	3.615	3.808	3.846	3.538	4.115	3.808
<i>SD</i>	0.758	0.809	0.925	0.804	0.849	0.881	0.948	0.816	0.981
	<b>Macro 1</b>								
<i>Khampheng</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.361	3.444	3.444	3.833	3.583	3.389	3.500	4.083	3.778
<i>SD</i>	0.723	0.735	0.773	0.971	0.806	0.645	0.845	0.732	0.797
	<b>Macro 1</b>								
<i>Nivanh</i>	1	2	3	4	5	6	7	8	9
<i>Average</i>	3.381	3.619	3.810	4.143	4.000	3.571	3.762	3.714	3.762
<i>SD</i>	0.973	0.805	0.680	0.727	0.707	1.076	1.044	0.845	0.700

	<b>Macro 1</b>								
<i>Thanuxay</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.481	3.815	3.481	3.926	3.667	3.889	3.741	3.889	3.519
<i>SD</i>	0.753	0.681	0.802	0.917	0.877	0.892	0.903	0.801	0.849
	<b>Macro 1</b>								
<i>Sonesana</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.244	3.592	3.337	3.747	3.602	3.759	3.673	3.882	3.646
<i>SD</i>	0.976	0.872	0.939	1.090	1.074	1.118	1.229	1.293	1.468
	<b>Math 2</b>								
<i>Khamphan</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	4.000	3.842	3.895	4.211	4.079	4.000	4.237	4.368	3.921
<i>SD</i>	0.403	0.679	0.606	0.413	0.632	0.403	0.431	0.489	0.487
	<b>Math 2</b>								
<i>Khounchai</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.479	3.563	3.500	3.958	3.604	3.625	3.688	4.125	4.021
<i>SD</i>	0.647	0.814	0.753	0.553	0.782	0.663	0.729	0.544	0.728
	<b>Math 2</b>								
<i>Vaiyoth</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	4.520	4.560	4.360	4.440	4.320	4.600	4.440	4.520	4.320
<i>SD</i>	0.653	0.507	0.860	0.651	0.748	0.645	0.651	0.653	0.748
	<b>Micro 1</b>								
<i>Khampheng</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.083	3.417	3.667	3.917	3.667	3.583	3.167	4.167	3.833
<i>SD</i>	0.515	0.669	0.651	0.515	0.651	0.669	0.389	0.577	0.577
	<b>Micro 1</b>								
<i>Nivanh</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.923	3.846	3.885	3.923	3.923	3.923	4.038	4.231	3.962
<i>SD</i>	0.891	0.881	1.033	0.845	0.796	0.977	0.824	0.765	0.916
	<b>Micro 1</b>								
<i>Phanseng</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.923	4.000	4.077	4.000	4.154	4.077	4.154	4.000	3.923
<i>StanDV</i>	0.954	0.816	0.862	0.707	0.801	0.954	0.801	0.816	0.862
	<b>Micro 1</b>								
<i>Somnak</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.175	3.159	3.508	3.810	3.444	3.254	3.349	4.016	3.524
<i>SD</i>	0.814	0.902	0.859	0.913	0.857	0.822	0.901	0.889	0.998
	<b>Micro 1</b>								
<i>Phanseng</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	2.889	3.000	3.222	3.778	3.556	2.778	3.222	3.444	3.667
<i>SD</i>	0.601	1.000	0.972	0.441	0.527	0.667	0.972	1.014	0.707
	<b>Math 2</b>								
<i>Bounheng</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Average</i>	3.889	4.000	3.903	3.972	3.861	3.972	4.111	4.250	4.153
<i>SD</i>	0.595	0.628	0.508	0.604	0.564	0.731	0.545	0.524	0.620

### **Years3 Evening EC (05-06) Term 2**

<b>Marketing</b>									
	1	2	3	4	5	6	7	8	9
Bounhvieng									
Average	2.966	3.356	3.458	2.237	3.322	3.119	3.017	3.712	4.017
Strand DV	0.787	0.961	0.897	0.971	1.058	0.873	1.075	0.892	0.938
<b>Development Economics</b>									
Bounthane	1	2	3	4	5	6	7	8	9
Average	3.729	3.542	3.644	3.424	3.254	3.610	3.678	4.237	3.271
Strand DV	0.806	0.897	0.886	0.894	0.883	0.766	0.819	0.773	1.064
<b>Money Banking</b>									
SomeChid k	1	2	3	4	5	6	7	8	9
Average	4.000	3.962	4.192	4.269	4.192	4.077	4.115	3.846	4.115
Strand DV	0.800	0.871	0.694	0.724	0.749	0.628	0.711	0.967	0.952
<b>Money Banking</b>									
Bounleud	1	2	3	4	5	6	7	8	9
Average	4.061	3.667	4.182	3.848	3.485	3.879	3.939	4.182	4.091
Strand DV	0.948	0.987	1.020	1.030	1.160	0.952	1.048	1.049	1.137
<b>English</b>									
Sainan	1	2	3	4	5	6	7	8	9
Average	3.720	3.800	3.760	3.880	4.040	3.920	3.840	3.800	4.280
Strand DV	0.614	0.577	0.597	0.726	0.611	0.640	0.624	0.577	0.678
<b>English</b>									
Bounhome	1	2	3	4	5	6	7	8	9
Average	3.306	3.226	3.361	3.503	3.558	3.556	3.526	3.956	3.810
Strand DV	0.824	1.065	0.894	0.860	1.019	0.824	1.108	1.013	1.238
<b>Inter Economic</b>									
Vathsana	1	2	3	4	5	6	7	8	9
Average	3.559	3.729	3.932	4.119	3.322	3.593	3.864	4.237	3.356
Strand DV	0.772	0.715	0.828	0.832	0.918	0.746	0.819	0.652	1.047
<b>Agriculture EC</b>									
Bounthang	1	2	3	4	5	6	7	8	9
Average	3.559	3.576	3.661	3.407	3.102	3.593	3.644	4.220	3.017
Strand DV	0.815	0.969	0.902	0.949	0.941	0.746	0.826	0.696	1.252
<b>Comparative</b>									
Sengchane	1	2	3	4	5	6	7	8	9
Average	3.932	3.847	4.068	4.288	3.864	3.983	4.237	4.186	3.407
Strand DV	0.763	0.906	0.740	0.789	0.937	0.841	0.727	0.840	1.100
<b>PPA</b>									
Lavanh	1	2	3	4	5	6	7	8	9
Average	3.695	3.847	4.017	4.254	3.763	3.966	3.983	3.525	3.831
Strand DV	0.725	0.943	0.629	0.604	0.837	0.718	0.820	0.971	0.874
<b>Computer</b>									
Apisid	1	2	3	4	5	6	7	8	9
Average	3.040	2.800	2.720	3.440	3.080	2.960	3.000	3.920	2.640
Strand DV	0.935	1.080	0.980	1.261	0.997	1.136	1.000	1.320	1.150
<b>Computer</b>									
Souliphane	1	2	3	4	5	6	7	8	9
Average	3.559	3.265	3.412	3.500	3.618	3.529	3.588	4.147	3.118
Strand DV	0.786	0.864	0.857	0.929	0.888	0.861	0.892	0.821	1.066

### Years3 Evening BM (05-06) Trem 2

#### Computer

Souliphane	1	2	3	4	5	6	7	8	9
Average	2.766	2.915	3.128	3.511	2.915	2.809	2.830	4.340	2.383
Strand DV	0.865	0.855	0.992	0.953	0.880	1.135	0.842	0.635	1.054

#### English

Phiengsanith	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Average	3.957	3.872	3.851	4.468	4.170	3.957	3.957	4.319	3.787
Strand DV	0.624	0.824	0.834	0.620	0.761	0.690	0.658	0.556	0.954

#### Inter Economic

Vathsana	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Average	2.851	3.170	3.489	3.574	3.000	3.000	3.362	4.043	3.596
Strand DV	0.859	0.985	0.930	1.078	0.933	0.885	1.131	0.859	0.825

#### Business Law

Thongsavanh	1	2	3	4	5	6	7	8	9
Average	3.957	3.957	4.191	4.000	3.830	4.106	4.043	4.489	3.894
Strand DV	0.690	0.658	0.613	0.752	0.670	0.699	0.751	0.505	0.840

#### Marketing

Nilavon	1	2	3	4	5	6	7	8	9
Average	3.894	4.043	3.894	4.106	3.872	3.872	3.936	4.319	3.745
Strand DV	0.729	0.588	0.759	0.787	0.679	0.797	0.673	0.594	0.871

#### QA

Manysoth	1	2	3	4	5	6	7	8	9
Average	3.468	3.489	3.596	3.723	3.660	3.426	3.596	4.149	3.638
Strand DV	0.718	0.547	0.742	0.649	0.700	0.683	0.681	0.589	0.819

#### Business Finance

Bounheng	1	2	3	4	5	6	7	8	9
Average	3.340	3.617	3.766	4.021	3.574	3.553	3.851	4.064	3.170
Strand DV	0.700	0.709	0.666	0.642	0.744	0.802	0.751	0.673	0.892

#### HRM

Phouthasone	1	2	3	4	5	6	7	8	9
Average	3.596	3.723	3.766	3.447	3.787	3.553	3.702	3.574	3.809
Strand DV	0.648	0.649	0.633	0.880	0.778	0.653	0.832	0.878	0.876

### Years 4 Trem2 BM (05-06) Evenning

#### Inter 1

Vathsana	1	2	3	4	5	6	7	8	9
Average	3.706	3.882	4.024	4.247	3.741	3.988	4.000	3.506	3.835
SD	0.721	0.918	0.617	0.596	0.804	0.699	0.740	0.921	0.871

#### CFI

Bounheng	1	2	3	4	5	6	7	8	9
Average	3.800	3.588	3.694	3.424	3.341	3.706	3.729	4.282	3.259
SD	0.784	0.863	0.845	0.864	0.839	0.769	0.793	0.734	1.025

#### Tourism

Boutsakone	1	2	3	4	5	6	7	8	9
Average	3.588	3.600	3.529	3.635	3.812	3.753	3.871	3.659	4.024
StanDV	0.761	0.876	0.796	0.784	0.852	0.754	0.923	0.946	0.963



	<b>Logistic</b>								
	1	2	3	4	5	6	7	8	9
<i>Malaithong</i>									
<i>Average</i>	3.871	3.882	4.094	4.318	3.953	4.071	4.259	4.165	3.412
<i>SD</i>	0.784	0.865	0.701	0.743	0.858	0.813	0.693	0.857	1.050

	<b>English</b>								
	1	2	3	4	5	6	7	8	9
<i>Nunta</i>									
<i>Average</i>	3.600	3.600	3.624	3.741	3.847	3.765	3.694	3.847	4.059
<i>SD</i>	0.710	0.834	0.740	0.789	0.824	0.734	0.859	0.779	0.968

	<b>Agri B</b>								
	1	2	3	4	5	6	7	8	9
<i>Phetsamone</i>									
<i>Average</i>	3.247	2.988	3.000	3.459	3.294	3.200	3.235	4.000	2.847
<i>SD</i>	0.898	1.006	0.976	1.119	0.974	1.056	0.984	1.134	1.129

	<b>HRM</b>								
	1	2	3	4	5	6	7	8	9
<i>Phuttasone</i>									
<i>Average</i>	3.588	3.718	3.753	3.447	3.776	3.541	3.682	3.541	3.800
<i>SD</i>	0.642	0.648	0.634	0.893	0.792	0.628	0.848	0.880	0.856

**Years 4 Trem2 (05-06) EC Evening**

	<b>Marketing</b>								
	1	2	3	4	5	6	7	8	9
<i>Bounhvieng</i>									
<i>Average</i>	3.708	3.542	3.500	3.708	3.250	3.625	3.750	3.875	4.000
<i>SD</i>	0.806	1.021	1.142	0.908	0.847	1.056	1.032	0.900	0.933

	<b>Inter Economics2</b>								
	1	2	3	4	5	6	7	8	9
<i>Somechid souk</i>									
<i>Average</i>	3.625	3.600	3.700	3.600	3.625	3.750	3.825	3.475	3.075
<i>SD</i>	0.838	0.841	0.648	0.672	0.628	0.776	0.874	0.716	0.944

	<b>Agri Economics2</b>								
	1	2	3	4	5	6	7	8	9
<i>Bounthang</i>									
<i>Average</i>	3.353	3.397	3.544	3.544	3.353	3.324	3.441	3.794	3.603
<i>SD</i>	0.707	0.736	0.700	0.656	0.664	0.633	0.699	0.703	0.794

	<b>PPA</b>								
	1	2	3	4	5	6	7	8	9
<i>Lavanh</i>									
<i>Average</i>	3.721	3.838	3.985	4.147	3.926	3.882	3.985	4.000	3.544
<i>SD</i>	0.750	0.683	0.635	0.675	0.779	0.744	0.658	0.712	0.700

	<b>Dev Economics2</b>								
	1	2	3	4	5	6	7	8	9
<i>Bounthan</i>									
<i>Average</i>	3.412	3.206	3.500	3.118	3.279	3.456	3.368	3.985	3.368
<i>SD</i>	0.717	0.783	0.702	0.907	0.666	0.781	0.751	0.723	0.862

	<b>Public.F</b>								
	1	2	3	4	5	6	7	8	9
<i>Khammanykho</i>									
<i>Average</i>	3.529	3.676	3.838	4.000	3.471	3.824	3.853	3.971	3.691
<i>SD</i>	0.701	0.781	0.784	0.773	0.762	0.690	0.605	0.732	0.815

	<b>Marketing</b>								
	1	2	3	4	5	6	7	8	9
<i>Phonpheth</i>									
<i>Average</i>	3.353	3.397	3.544	3.544	3.353	3.324	3.441	3.794	3.603
<i>SD</i>	0.707	0.736	0.700	0.656	0.664	0.633	0.699	0.703	0.794

### **Year 5 Trem 2 (05-06) Evening EC**

#### **English**

Teacher name	1	2	3	4	5	6	7	8	9
Average	3.596	3.447	3.766	4.277	3.766	3.809	3.851	4.170	4.064
SD	0.742	0.686	0.758	0.682	0.813	0.770	0.722	0.601	0.818

#### **Economic policy**

Teacher name	1	2	3	4	5	6	7	8	9
Average	3.319	3.489	3.723	3.745	3.383	3.383	3.489	3.638	3.660
SD	0.862	0.975	0.971	0.988	0.898	0.848	0.906	0.965	1.048

#### **EV. Economic**

Teacher name	1	2	3	4	5	6	7	8	9
Average	4.000	4.043	4.149	4.149	3.766	4.149	4.234	3.723	3.702
SD	0.626	0.550	0.589	0.751	0.698	0.691	0.698	0.772	0.778

### **Year 5 Trem 2 (05-06) Evening BM**

#### **Economic policy**

javaneloungchi	1	2	3	4	5	6	7	8	9
Average	3.067	3.400	3.356	3.956	3.422	3.289	3.333	4.356	3.378
SD	0.889	0.986	0.857	0.878	0.812	0.869	0.739	0.645	1.154

#### **English**

Malaythong	1	2	3	4	5	6	7	8	9
Average	4.067	3.756	3.911	4.067	3.844	3.844	3.956	4.333	4.178
SD	0.809	0.743	0.900	0.720	0.796	0.852	0.878	0.640	0.806

#### **Inter.Mk**

Posy	1	2	3	4	5	6	7	8	9
Average	4.333	4.289	4.600	4.622	4.511	4.400	4.578	4.556	3.889
SD	0.707	0.869	0.720	0.535	0.626	0.751	0.783	0.659	1.005

#### **Logistic.m**

Phetlavanh	1	2	3	4	5	6	7	8	9
Average	3.844	3.844	3.933	4.156	3.933	3.689	3.956	4.378	4.111
SD	0.903	0.999	1.009	1.021	1.009	1.019	0.976	0.860	0.910

#### **Small B.M**

Thoungvanh	1	2	3	4	5	6	7	8	9
Average	4.044	3.933	4.267	4.400	4.178	4.089	4.244	4.378	4.133
SD	0.706	0.751	0.720	0.688	0.747	0.793	0.712	0.806	0.842

**1-9**

Code

- 1 *Very Bad*
- 2 *Bad*
- 3 *Average*
- 4 *Good*
- 5 *Very Good*

Code

- 1 *Understanding*
- 2 *More Example*
- 3 *Theories*
- 4 *Teacher's voice*
- 5 *Discussion*
- 6 *Teaching approach*
- 7 *Explanted approach*
- 8 *Punctuation*
- 9 *Enough documentation*

**Department**

Code

- 1 *Economics*
- 2 *Business Management*

**Part**

Code

- 1 *Normal*
- 2 *Afternoon*
- 3 *Evening*

**Annex 9-3**  
**Evaluation of Lectures by FEBM Students (Normal Program)**  
**Year 2 Normal (05-06)**

<b>Computer2</b>									
	1	2	3	4	5	6	7	8	9
<b>Souliphan</b>									
<b>Average</b>	2.912	3.044	3.029	3.353	2.926	3.015	2.926	3.838	2.853
<b>SD</b>	0.787	0.905	0.914	1.033	1.012	0.801	0.869	1.045	1.083
<b>English</b>									
	1	2	3	4	5	6	7	8	9
<b>phiensanit</b>									
<b>Average</b>	3.574	3.632	3.735	4.324	3.868	3.706	3.721	4.147	4.074
<b>SD</b>	0.676	0.751	0.725	0.679	0.689	0.575	0.688	0.653	0.719
<b>G. accounting</b>									
	1	2	3	4	5	6	7	8	9
<b>boutsakhone</b>									
<b>Average</b>	2.544	2.632	2.647	2.897	2.500	2.618	2.676	2.897	2.706
<b>StandDV</b>	0.633	0.621	0.617	0.831	0.658	0.670	0.701	0.883	0.734
<b>Macro1</b>									
	1	2	3	4	5	6	7	8	9
<b>somchit</b>									
<b>Average</b>	3.529	3.779	3.868	3.926	3.897	3.721	4.000	4.044	3.765
<b>SD</b>	0.701	0.709	0.644	0.654	0.650	0.688	0.623	0.721	0.694
<b>Math2</b>									
	1	2	3	4	5	6	7	8	9
<b>Tadniyom</b>									
<b>Average</b>	3.397	3.250	3.456	3.294	3.265	3.500	3.485	4.162	3.691
<b>SD</b>	0.775	0.817	0.742	0.963	0.745	0.743	0.763	0.725	0.778
<b>Micro1</b>									
	1	2	3	4	5	6	7	8	9
<b>vathsana</b>									
<b>Average</b>	3.721	3.794	3.941	4.250	3.647	3.941	4.015	4.265	3.721
<b>SD</b>	0.789	0.682	0.596	0.608	0.686	0.644	0.782	0.683	0.826
<b>Stat2</b>									
	1	2	3	4	5	6	7	8	9
<b>Manysod</b>									
<b>Average</b>	3.786	3.214	3.429	3.214	3.286	3.357	3.714	3.714	3.857
<b>SD</b>	0.802	0.699	0.938	0.699	0.726	0.842	0.726	0.726	0.864
<b>Stat2</b>									
	1	2	3	4	5	6	7	8	9
<b>Khamnikhone</b>									
<b>Average</b>	3.815	3.926	3.907	3.481	3.630	3.630	3.870	3.685	3.907
<b>SD</b>	0.675	0.578	0.734	0.926	0.734	1.545	0.728	0.865	0.759
<b>G. Accounting</b>									
	1	2	3	4	5	6	7	8	9
<b>visansack</b>									
<b>Average</b>	3.960	3.840	3.600	4.120	4.160	4.000	4.000	4.560	4.400
<b>SD</b>	0.611	0.800	0.816	0.666	0.688	0.707	0.764	0.651	0.645
<b>G. Accounting</b>									
	1	2	3	4	5	6	7	8	9
<b>chintana</b>									
<b>Average</b>	3.833	3.667	3.583	4.000	3.833	4.000	3.833	3.250	3.833
<b>SD</b>	0.577	0.651	0.669	0.603	0.577	0.603	0.718	1.055	0.577
<b>G. Accounting</b>									
	1	2	3	4	5	6	7	8	9
<b>sounilat</b>									
<b>Average</b>	3.667	3.800	3.467	4.133	3.867	3.667	3.800	3.667	3.533
<b>SD</b>	0.724	0.561	0.834	0.743	0.834	0.724	0.941	0.816	0.834

	<b>Macro1</b>								
<b>Khamphang</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	3.346	3.231	3.385	3.000	3.500	3.423	3.231	4.038	3.423
<b>SD</b>	0.629	0.587	0.637	0.849	0.648	0.504	0.430	0.528	0.758

	<b>Macro1</b>								
<b>Bounthan</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	3.583	3.250	3.417	3.417	4.083	3.667	3.500	3.833	3.667
<b>SD</b>	0.900	0.965	0.669	0.996	0.793	0.985	0.905	0.835	1.073

	<b>Macro1</b>								
<b>Thanouxay</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	1.807	2.115	2.468	2.845	3.134	3.513	3.865	4.233	4.529
<b>SD</b>	1.387	1.252	1.280	1.546	1.845	2.180	2.607	3.029	3.481

	<b>Micro1</b>								
<b>Thanouxay</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	3.586	3.552	3.724	3.828	3.966	3.793	3.862	4.379	4.034
<b>SD</b>	0.628	0.632	0.528	0.759	0.823	0.774	0.516	0.677	0.865

	<b>Micro1</b>								
<b>Nivanh</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	1.808	2.051	2.456	2.781	3.039	3.447	3.832	4.253	4.526
<b>SD</b>	1.377	1.176	1.311	1.558	1.876	2.285	2.707	3.163	3.588

	<b>Micro1</b>								
<b>Phanseng</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	1.822	2.152	2.468	2.889	3.194	3.573	3.888	4.212	4.541
<b>SD</b>	1.484	1.355	1.292	1.601	1.902	2.199	2.650	3.081	3.573

	<b>Micro1</b>								
<b>Somnak</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	1.628	1.933	2.317	2.739	3.223	3.586	3.949	4.500	4.881
<b>SD</b>	1.094	0.914	1.139	1.291	1.758	2.114	2.552	2.934	3.318

	<b>Math2</b>								
<b>Khamphan</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	1.813	2.080	2.478	2.786	3.060	3.517	3.840	4.235	4.534
<b>SD</b>	1.386	1.234	1.318	1.503	1.850	2.172	2.668	3.103	3.537

	<b>Math2</b>								
<b>khaunchai</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	1.636	1.948	2.312	2.771	3.198	3.577	3.984	4.472	4.865
<b>SD</b>	0.900	0.804	1.022	1.217	1.571	1.904	2.295	2.623	2.972

	<b>Math2</b>								
<b>Vaiyoth</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	1.631	1.961	2.362	2.797	3.210	3.638	4.060	4.543	4.938
<b>SD</b>	1.121	1.016	1.120	1.355	1.666	1.993	2.388	2.762	3.162

**student year3 EC (05-06) Term II**

	<b>ppa (L)</b>								
<b>Lavanh</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	3.649	4.026	3.961	4.390	3.805	3.883	4.039	3.909	3.714
<b>SD</b>	0.721	0.668	0.658	0.632	0.812	0.760	0.697	0.692	0.758

	<b>Marketing</b>								
<b>Nithdavonh</b>	1	2	3	4	5	6	7	8	9
<b>Average</b>	3.636	4.091	3.727	4.117	3.948	3.818	3.961	4.143	3.727
<b>SD</b>	0.705	0.747	0.700	0.707	0.686	0.739	0.733	0.738	0.941

	<b>money bank</b>								
	1	2	3	4	5	6	7	8	9
<b>Somcith</b>									
<b>Average</b>	3.403	3.506	3.844	3.974	3.844	3.753	3.831	3.779	3.818
<b>SD</b>	0.674	0.754	0.812	0.668	0.779	0.672	0.677	0.719	0.756

	<b>inter ec1</b>								
	1	2	3	4	5	6	7	8	9
<b>Vathsana</b>									
<b>Average</b>	3.156	3.364	3.649	4.000	3.221	3.468	3.675	3.935	3.805
<b>SD</b>	0.670	0.776	0.739	0.795	0.719	0.680	0.785	0.800	0.828

	<b>5. English</b>								
	1	2	3	4	5	6	7	8	9
<b>Piengsanith</b>									
<b>Average</b>	3.522	3.630	3.522	4.130	4.022	3.609	3.783	3.826	3.696
<b>SD</b>	0.658	0.771	0.691	0.653	0.715	0.682	0.554	0.608	0.695

	<b>5. English</b>								
	1	2	3	4	5	6	7	8	9
<b>Nantha</b>									
<b>Average</b>	3.452	3.419	3.710	3.903	4.065	3.968	3.613	3.710	3.774
<b>SD</b>	0.888	0.886	0.783	1.012	0.727	0.912	0.844	0.693	0.845

	<b>dev eco1</b>								
	1	2	3	4	5	6	7	8	9
<b>Tuthniyom</b>									
<b>Average</b>	3.286	3.104	3.740	3.481	3.247	3.468	3.455	3.662	3.455
<b>SD</b>	0.625	0.718	0.677	0.771	0.814	0.661	0.699	0.681	0.770

	<b>comp-ec2</b>								
	1	2	3	4	5	6	7	8	9
<b>Sengchanh</b>									
<b>Average</b>	3.974	4.117	4.247	4.390	4.013	4.052	4.156	4.247	3.974
<b>SD</b>	0.778	0.794	0.588	0.652	0.896	0.742	0.708	0.610	0.811

	<b>com-2</b>								
	1	2	3	4	5	6	7	8	9
<b>Soulipanh</b>									
<b>Average</b>	2.922	2.935	3.234	3.403	3.182	3.104	3.052	3.468	2.844
<b>SD</b>	0.900	0.978	1.099	1.029	0.996	0.926	1.025	1.131	1.148

	<b>agri- econ1</b>								
	1	2	3	4	5	6	7	8	9
<b>Bounthang</b>									
<b>Average</b>	3.273	3.208	3.727	3.325	3.104	3.286	3.455	3.831	3.429
<b>SD</b>	0.553	0.675	0.719	0.834	0.699	0.704	0.770	0.865	0.909

	<b>ppa (T)</b>								
	1	2	3	4	5	6	7	8	9
<b>Sonsana</b>									
<b>Average</b>	3.196	3.196	3.652	3.391	3.000	3.174	3.413	3.652	3.283
<b>SD</b>	0.500	0.619	0.640	0.714	0.471	0.608	0.686	0.795	0.886

	<b>ppa (T)</b>								
	1	2	3	4	5	6	7	8	9
<b>Phanseng</b>									
<b>Average</b>	1.761	2.074	2.445	2.774	2.956	3.213	3.504	3.844	4.071
<b>SD</b>	1.267	1.163	1.345	1.545	1.787	2.151	2.532	2.929	3.322

### **student year3 EC (05-06) Term II**

	<b>Computer</b>								
	1	2	3	4	5	6	7	8	9
<b>Souliphane</b>									
<b>Average</b>	2.714	2.921	3.143	3.381	2.825	2.730	2.841	4.016	2.413
<b>SD</b>	0.958	0.921	1.045	1.084	1.025	1.167	1.003	1.143	1.173

	<b>English</b>								
<b>Phiengsanith</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Average</b>	3.984	3.873	3.889	4.460	4.159	3.952	3.937	4.238	3.794
<b>SD</b>	0.660	0.793	0.825	0.643	0.766	0.705	0.693	0.615	1.003
	<b>Intet Eco</b>								
<b>Vathsana</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Average</b>	2.873	3.270	3.587	3.635	2.952	3.032	3.444	4.048	3.746
<b>SD</b>	0.907	0.987	0.961	1.097	1.023	0.933	1.147	0.851	0.861
	<b>Business Low</b>								
<b>Thongsavanh</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Average</b>	1.688	2.068	2.463	2.854	3.074	3.399	3.766	4.186	4.437
<b>SD</b>	1.191	1.119	1.250	1.490	1.756	2.130	2.528	2.933	3.354
	<b>Marketing</b>								
<b>Nitdavon</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Average</b>	1.677	2.034	2.442	2.839	3.079	3.419	3.802	4.243	4.513
<b>SD</b>	1.142	1.066	1.212	1.447	1.730	2.100	2.490	2.890	3.308
	<b>QA</b>								
<b>Manysoth</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Average</b>	1.642	1.994	2.425	2.827	3.083	3.441	3.838	4.294	4.585
<b>SD</b>	1.095	1.010	1.181	1.412	1.698	2.068	2.454	2.847	3.265
	<b>Business Finance</b>								
<b>Bounheng</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Average</b>	1.612	1.966	2.401	2.818	3.086	3.466	3.878	4.354	4.659
<b>SD</b>	1.054	0.976	1.150	1.379	1.671	2.035	2.415	2.801	3.216
	<b>HRM</b>								
<b>Phouthasone</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Average</b>	1.585	1.938	2.382	2.804	3.105	3.496	3.920	4.409	4.733
<b>SD</b>	1.020	0.947	1.122	1.350	1.645	2.002	2.378	2.757	3.166

**year 4 EC (05-06) trem 2 Normal**

	<b>English</b>								
<b>Phiengsanith</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Average</b>	3.412	3.426	3.397	4.000	3.926	3.456	3.529	3.971	4.059
<b>SD</b>	0.815	0.798	0.775	0.712	0.798	0.800	0.819	0.690	0.808
	<b>Inter Economics2</b>								
<b>Somechid souksa</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Average</b>	3.397	3.294	3.691	3.824	3.603	3.632	3.721	4.162	3.382
<b>SD</b>	0.694	0.754	0.738	0.863	0.813	0.731	0.826	0.704	0.947
	<b>Agri Economics2</b>								
<b>Bounthang</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Average</b>	3.132	2.956	3.456	2.779	2.882	3.221	3.074	4.059	3.279
<b>SD</b>	0.827	0.679	0.656	0.878	0.587	0.595	0.719	0.770	0.789
	<b>PPA</b>								
<b>Lavanh</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Average</b>	3.721	3.838	3.985	4.147	3.926	3.882	3.985	4.000	3.544
<b>SD</b>	0.750	0.683	0.635	0.675	0.779	0.744	0.658	0.712	0.700

<b>Dev Economics2</b>									
	1	2	3	4	5	6	7	8	9
<i>Bounthan</i>									
<i>Average</i>	3.412	3.206	3.500	3.118	3.279	3.456	3.368	3.985	3.368
<i>SD</i>	0.717	0.783	0.702	0.907	0.666	0.781	0.751	0.723	0.862
<b>Public.F</b>									
<i>Khammanykhone</i>									
<i>Average</i>	2.500	2.309	2.162	1.985	2.544	2.176	2.162	2.015	2.294
<i>SD</i>	0.680	0.778	0.784	0.763	0.762	0.690	0.614	0.743	0.811
<b>MK</b>									
<i>Phonepheth</i>									
<i>Average</i>	3.353	3.397	3.544	3.544	3.353	3.324	3.441	3.794	3.603
<i>SD</i>	0.707	0.736	0.700	0.656	0.664	0.633	0.699	0.703	0.794
<b>inter</b>									
<i>Vadsana</i>									
<i>Average</i>	3.857	4.036	3.964	3.857	3.786	4.071	4.107	4.143	3.607
<i>SD</i>	0.651	0.693	0.693	0.803	0.686	0.604	0.629	0.705	0.786
<b>inter</b>									
<i>Phaneseng</i>									
<i>Average</i>	3.625	3.600	3.700	3.600	3.625	3.750	3.825	3.475	3.075
<i>SD</i>	0.651	0.693	0.693	0.803	0.686	0.604	0.629	0.705	0.786
<b>year 4 BM (05-06) trem 2 Normal</b>									
<b>Marketing</b>									
<i>Khamleusa</i>									
<i>Average</i>	3.922	3.843	4.078	4.235	3.882	3.980	4.196	4.118	3.373
<i>SD</i>	0.771	0.903	0.744	0.815	0.887	0.860	0.749	0.840	1.038
<b>CFI</b>									
<i>Bounheng</i>									
<i>Average</i>	3.608	3.431	3.118	3.647	3.627	4.196	2.980	3.745	3.549
<i>SD</i>	0.940	0.964	0.973	0.744	0.871	0.722	1.288	0.956	0.986
<b>Agri business</b>									
<i>Phetsamone</i>									
<i>Average</i>	3.451	3.431	3.490	4.020	4.039	3.451	3.529	3.902	4.039
<i>SD</i>	0.856	0.855	0.703	0.648	0.692	0.856	0.857	0.700	0.824
<b>Eng</b>									
<i>Peingsanith</i>									
<i>Average</i>	3.549	3.490	3.569	3.725	3.784	3.725	3.667	3.863	3.961
<i>SD</i>	0.783	0.946	0.806	0.827	0.945	0.802	0.973	0.895	1.095
<b>Tourism</b>									
<i>Thongsavanh</i>									
<i>Average</i>	4.353	4.294	4.627	4.588	4.529	4.392	4.608	4.588	3.863
<i>SD</i>	0.688	0.855	0.692	0.536	0.612	0.723	0.750	0.638	0.980
<b>Logistic</b>									
<i>Phosy thipdavanl</i>									
<i>Average</i>	3.902	3.843	4.000	4.157	3.902	3.706	3.961	4.373	4.098
<i>SD</i>	0.878	0.946	0.980	0.967	0.985	0.965	0.958	0.824	0.900
<b>inter Economics</b>									
<i>Vathsana</i>									
<i>Average</i>	3.667	3.824	4.000	4.235	3.706	3.941	3.961	3.510	3.863
<i>SD</i>	0.739	0.994	0.600	0.619	0.855	0.732	0.824	0.987	0.872



	<b>HRM</b>								
	1	2	3	4	5	6	7	8	9
<i>bouvieng</i>									
<i>Average</i>	3.695	3.847	4.017	4.254	3.763	3.966	3.983	3.593	3.831
<i>SD</i>	0.725	0.943	0.629	0.604	0.837	0.718	0.820	1.002	0.874

**Years 5 (05-06) Normal Trem 2( EC )**

	<b>E. Policy</b>								
	1	2	3	4	5	6	7	8	9
<b><i>Khamnykhone</i></b>									
<i>Average</i>	3.576	3.525	3.898	4.017	3.610	3.780	3.881	4.085	3.678
<i>StandDV</i>	0.855	0.838	0.885	1.008	0.871	0.721	0.790	0.816	0.990
	<b>English</b>								
	1	2	3	4	5	6	7	8	9
<b><i>Malaythong</i></b>									
<i>Average</i>	3.712	3.407	3.661	3.881	3.814	3.797	3.712	3.695	3.661
<i>StandDV</i>	0.744	0.833	0.757	0.832	0.819	0.714	0.744	0.749	0.883
	<b>EV. Economic</b>								
	1	2	3	4	5	6	7	8	9
<b><i>Lavanh</i></b>									
<i>Average</i>	3.763	3.932	4.102	4.186	3.831	4.119	4.119	3.610	3.678
<i>StandDV</i>	0.878	0.980	0.781	0.656	0.791	0.528	0.768	0.766	1.025

**Years 5 (05-06) Normal Trem 2( BM )**

	<b>English</b>								
	1	2	3	4	5	6	7	8	9
<b><i>Phetdavanh</i></b>									
<i>Average</i>	3.831	3.354	3.631	4.292	3.985	3.969	3.892	4.154	4.246
<i>StandDV</i>	0.601	0.738	0.720	0.655	0.760	0.728	0.732	2.483	0.791
	<b>Inter MK</b>								
	1	2	3	4	5	6	7	8	9
<b><i>PhosyThipdavanh</i></b>									
<i>Average</i>	4.092	4.431	4.277	4.215	3.969	4.323	4.354	4.169	3.462
<i>StandDV</i>	0.701	0.661	0.625	0.649	0.749	0.615	0.623	0.782	0.772
	<b>Small Business M</b>								
	1	2	3	4	5	6	7	8	9
<b><i>Thongvanh</i></b>									
<i>Average</i>	3.723	3.815	3.877	3.923	3.600	3.923	3.846	3.954	3.738
<i>StandDV</i>	0.801	0.827	0.673	0.714	0.898	0.777	0.667	0.874	0.853

**1-9**

*Code*

- 1 *Very Bad*
- 2 *Bad*
- 3 *Average*
- 4 *Good*
- 5 *Very Good*

*Code*

- 1 *Understanding*
- 2 *More Example*
- 3 *Theories*
- 4 *Teacher's voice*
- 5 *Discussion*
- 6 *Teaching approach*
- 7 *Explanted approach*
- 8 *Punctuation*
- 9 *Enough documentation*

**Department**

*Code*

- 1 *Economics*
- 2 *Business Management*

**Part**

*Code*

- 1 *Normal*
- 2 *Afternoon*
- 3 *Evening*

# **Annex 10**

National University of Laos

Faculty of Economics and Business  
Management

Perception and Expectation of Graduates  
of the Faculty of Economics and Business  
Management

December 2006

## Content

1. Background.....	1
2. Rationale.....	1
3. Objectives and methodology.....	2
4. Findings .....	2
5. Conclusion .....	8
Acknowledgement .....	8
Index 1: Questionnaires .....	9
Part I: Expectation .....	9
Part II: Perceived Performances .....	12
Part III: Quality issues.....	15

## 1. Background

One of the issues concerning higher education is whether the teaching/learning are related to the labor market or enterprises needs or not. The Faculty of Economics and Business Management (FEBM) has recognized the role of education in development. Thus, the educators have to construct the ability, competency or professional qualification of each occupational position so that the employers can put the right person in the right job.

Two decades after 1986 in Lao PDR have witnessed an increase and greater demand for economics and business management education especially in Vientiane Capital City. This has resulted in a remarkable increase in the number of economics and management programs offered by local institutions (more than 60 business schools in 2006). In the FEBM alone, the number of students enrolled increased from 148 students in 2002 to 1235 students in 2006-2007.

However, the increase in the number of students and the economics and business colleges provides the potential students with a wide range of choice to choose from.

## 2. Rationale

Quality measures in economics and business management have traditionally focused very much on output and objective performance indicators. It has centered on outputs such as the presentation of course materials as well as facilities. Until, recently, little attention was paid to what quality meant to customers or the students.

In quest of quality, attention should be paid to what quality means to customers (students) of the service. Thus, a key concept in current approaches to managing quality is designing procedures and courses which more closely meet the students' needs. The new paradigm assumes that the students are customers who are involved in an active and ongoing dialogue with their educational process, and that dialogue will include many voices, one of which may be the experienced voice of the faculty.

In any educational institutions, students are the most important stakeholders. Therefore, it is important for the institutions to meet the expectation of their students. As customers, students would demand quality in the products and services offered by the institutions and value for their money.

Many researchers have suggested a definition of quality focusing on meeting customers' needs and requirements. Quality is frequently defined as meeting and exceeding customer expectations. Customers focus provides the direction and the targets for improvement efforts, and customers are the driving forces for quality efforts. It is important to meet the expectations and needs of the students. It is only appropriate that students are the best to know what kinds of support they need to achieve their educational and personal goals. Moreover, FEBM students are adults and they are able to determine the quality according to their individual needs.

Responding to the effort of becoming customer-focused, it is inevitably important for FEBM to deliver the promised service quality to students. Meeting and exceeding customers' expectation not only satisfy students but also eventually provide a free source of promotion for the institution through their positive word of mouth. FEBM students, who are adults, are in the best position to assess the quality of any

particular FEBM education programs. They buy, use, and perceive not only the physical products but also tangible and intangible services. Their judgments are personal and subjective, based on their individual needs, demands, desires and experiences. They may have different levels of expertise when it comes to determining the quality of particular study program, because the students-customer is the one who makes the investment in terms of money, time and effort. Focusing on the needs of the customers, which is the heart of quality, is one of the most effective means of competition and survival.

### 3. Objectives and methodology

The objectives of this survey were to examine the current level of student satisfaction with respect to the various dimensions of learning support, to identify which dimension of learning support contributed to the learning of students, and to identify which dimensions required continuous quality improvement.

The framework of this study is based on the expectancy disconfirmation theory. According to this theory feelings of satisfaction arise when customers compare their perceptions of a products performance to their expectations. If perceived performance exceeds a customer's expectation (a positive disconfirmation) then the consumer is dissatisfied. There is considerable amount of empirical evidence that confirms the hypothesized impact of the disconfirmation of expectations on satisfaction.

The research instrument was developed based on the literature regarding the nature and purpose. Six important dimensions were identified in this study. Response to forty nine statements in the questionnaire were based on a five point Likert scale (where 1 = strongly disagree; 5 = strongly agree). The population of this study included 120 of the FEBM graduates in the academics year 2003, 2004 and 2005. The questionnaires were distributed in person by the researchers, and completed questionnaires were collected at a time agreed between both parties. (See the questionnaires in index 1)

### 4. Findings

The tables below show the current satisfaction level of the respondents with respect to 6 dimensions. The result of the average expectation and perception (mean result) of 120 respondents were generally satisfied with 6 dimensions. These dimensions recorded a positive disconfirmation, and the students were satisfied with them. The mean and standard deviation as well as the t-test at 5% of significant level were used to determine the expectation and perception for each dimension. Overall, the respondents were satisfied with each dimension.

However, negative disconfirmation was found yet not significant. Measures should be taken by the school to increase the satisfaction of students regarding the dimensions in the following tables.

Table 1: Professional skill

Items	Expectation (E)		Perception (P)		Diff (P-E)	T-test
Skill to fulfil the requirement of the job	4.35	0.74	4.33	0.72	-0.02	-0.18
Knowledge about the micro-environment (external factors)	3.57	0.56	3.64	0.56	0.07	1.03
Oral Communicational skills	4.50	0.58	4.52	0.58	0.02	0.22
Written Communication skills	3.75	0.60	3.74	0.60	-0.01	-0.11
Creativity	3.62	0.55	3.74	0.56	0.12	1.61
Analytical Problem solving skills	4.39	0.69	4.37	0.67	-0.02	-0.19
Quantitative Problem solving skills	4.54	0.61	4.53	0.61	-0.01	-0.11
Professional Versatility (Adaptability and Flexibility)	3.62	0.67	3.69	0.67	0.07	0.86
Judgemental Acumen	3.79	0.76	3.80	0.77	0.01	0.08
Initiative	3.64	0.80	3.71	0.79	0.07	0.73
Commitment	3.67	0.86	3.79	0.87	0.12	1.11
Managing the relationship	4.44	0.97	4.42	0.96	-0.02	-0.13

Table 2: Knowledge Skills.

Items	Expectation (E)		Perception (P)		Diff (P-E)	T-test
Fundamental Business knowledge	3.73	0.65	3.76	0.66	0.03	0.39
Fundamental Economics knowledge	3.60	0.56	3.72	0.57	0.12	1.71
Fundamental technical knowledge	4.36	0.68	4.35	0.67	-0.01	-0.13
Expert business knowledge in specialized fields	4.50	0.56	4.50	0.56	0.01	0.11
Expert technical in specialized fields	3.60	0.55	3.67	0.55	0.07	0.92
Inter-disciplinary knowledge	3.73	0.65	3.75	0.60	0.02	0.31

Table 3a: Capability skills (Managerial capability)

Items	Expectation (E)		Perception (P)		Diff (P-E)	T-test
Inquisitiveness about the happening in the markets that are the current and future importance	4.36	0.73	4.33	0.72	-0.02	-0.26
Ability to translate information into effective action by doing the right thing	3.58	0.56	3.64	0.56	0.07	0.91
Leadership skills	4.50	0.58	4.52	0.58	0.02	0.22
Management of people and process	3.75	0.60	3.74	0.60	-0.01	-0.11
Global business management	3.64	0.58	3.74	0.56	0.10	1.35
Evaluation skills	4.39	0.69	4.37	0.67	-0.02	-0.19
Leadership development skills	4.54	0.61	4.53	0.61	-0.01	-0.11
Coaching skills	3.64	0.68	3.69	0.67	0.06	0.66



Management of workforce diversity	3.81	0.77	3.80	0.77	-0.01	-0.08
Management of firm's resources	3.64	0.80	3.71	0.79	0.07	0.73
Time Management	3.70	0.87	3.79	0.87	0.09	0.81
Team Player skills	4.44	0.97	4.42	0.96	-0.02	-0.13

Table 3b: Capability skills (Technology capability)

Items	Expectation (E)		Perception (P)		Diff (P-E)	T-test
Capability of using the available technology to monitor changes and improve operation	3.74	0.63	3.76	0.66	0.02	0.20
Capable of using technology in marketing perspectives to improve the market driven aspects (distributing, selling, servicing) to increase customer convince and utility.	3.60	0.56	3.72	0.57	0.12	1.71
Capable of using technology to continuously improve the activities of the organization to carry out incremental improvement.	4.34	0.68	4.35	0.67	0.01	0.06
Capable of using the technology in product development aspect to improve the product development processes in product design, product modification and the creation of new product.	4.49	0.56	4.50	0.56	0.02	0.23
Capable of acquiring technology to prepare for upgrading the exiting system	3.60	0.55	3.67	0.55	0.07	0.92
Capable of carrying out research and development for product and process innovation in order to compete in the face of rapid technological changes	3.74	0.63	3.75	0.60	0.01	0.10

Table 4: Ethical Values.

Items	Expectation (E)		Perception (P)		Diff (P-E)	T-test
Ability to understand cause-effect of situation	3.76	0.60	3.81	0.64	0.05	0.62
Ability to differentiate between good and bad	3.62	0.55	3.75	0.57	0.13	1.84
Ability to choose external foreign culture for adoption by their society	4.32	0.67	4.36	0.66	0.04	0.45
Ability to train one's mind to become morally developed	4.49	0.56	4.51	0.57	0.02	0.23
Ability to behave in accordance with moral code of conduct	3.59	0.55	3.70	0.57	0.11	1.49
Ability to uphold religious principles	3.78	0.62	3.80	0.51	0.02	0.34

Table 5: Emotional Factors.

Items	Expectation (E)		Perception (P)		Diff (P-E)	T-test
Ability to possess social behaviour at work in the family	3.56	0.59	3.64	0.59	0.07	0.98
Ability to be self-disciplined	4.47	0.61	4.50	0.61	0.02	0.32
Ability to be self-controlled	3.74	0.60	3.76	0.59	0.02	0.22
Ability to be modest and moderate	4.37	0.67	4.38	0.65	0.01	0.10
Ability to possess perseverance	3.60	0.55	3.67	0.55	0.07	0.92
Ability to understand and manage one's emotion	3.64	0.59	3.76	0.61	0.12	1.60
Ability to understand and manage other people's emotion	3.56	0.59	3.64	0.59	0.07	0.98
Ability to motivate oneself in task achievement	4.47	0.61	4.50	0.61	0.02	0.32
Ability to relate to other people's idea	3.74	0.60	3.76	0.59	0.02	0.22
Ability to learn from others enthusiastically	4.37	0.67	4.38	0.65	0.01	0.10

Table 6: Quality issues

Items	Mean	Standard deviation
Quality of the staff or academics – a concern to manage staff in accordance with the merit principle and provide them with the in-service training they need in order to fulfil their role in a changing society	4.38	0.70
Quality of the curricula – special care in the definition of the objectives of the training provided in relation to the requirements of the world of work and the needs of the society	3.64	0.60
Quality of the students – special attention to their problems of assignment in the light of criteria related to merit e.g. abilities and motivation	4.47	0.66
Quality of the infrastructure – education facilities and the probability of a “virtual university”	3.77	0.63
Overall, in the light of your experience with education level, how would you rate your level of satisfaction	3.68	0.61

## 5. Conclusion

The objectives of this survey were to examine the current level of student satisfaction and expectation. The important factors are grouped into 6 dimensions and each dimension has the expected skills elements such as professional skill, knowledge skill, managerial skill, technological skill, ethical value and facilities of the FEBM.

The results show that there is no gap significant at the level of 5% among the expectation and perception.

However, recommendations were given to consider a few of negative disconfirmation given in the tables above.

## Acknowledgement

The survey team members thank to the Kobe University to support fund for this survey. We thank to Professor MATSUNAGA Nobuaki, JICA expert for their valuable assistance at various stages of the survey.

We are grateful to the graduates of the Faculty of Economics and Business Management for useful comments and information of this report.

Index 1: Questionnaires

**Part I: Expectation**

Directions: The following set of statements relate to the expectation of FEBM graduates about the education. Please indicate the extent to which the standard has to your level of expectation, with the following statements. Circle the appropriate number using the scale below

*(1= Much worse than expected, 2= Worse than expected, 3= About as expected, 4= Better than expected, 5= Much better than expected).*

1. It is expected that FEBM should produce the graduate with enough Professional Skills. Based on the following attributes, please determine the attributes that a graduate should possess.

▪ Skill to fulfil the requirement of the job	1	2	3	4	5
▪ Knowledge about the micro-environment (external factors)	1	2	3	4	5
▪ Oral Communicational skills	1	2	3	4	5
▪ Written Communication skills	1	2	3	4	5
▪ Creativity	1	2	3	4	5
▪ Analytical Problem solving skills	1	2	3	4	5
▪ Quantitative Problem solving skills	1	2	3	4	5
▪ Professional Versatility (Adaptability and Flexibility)	1	2	3	4	5
▪ Judgemental Acumen	1	2	3	4	5
▪ Initiative	1	2	3	4	5
▪ Commitment	1	2	3	4	5
▪ Managing the relationship	1	2	3	4	5

2. It is expected that FEBM should produce the graduates with enough Knowledge and Skills. Based on the following attributes, please determine the attributes that a graduate should possess.

▪ Fundamental Business knowledge	1	2	3	4	5
▪ Fundamental Economics knowledge	1	2	3	4	5
▪ Fundamental technical knowledge	1	2	3	4	5
▪ Expert business knowledge in specialized fields	1	2	3	4	5
▪ Expert technical in specialized fields	1	2	3	4	5
▪ Inter-disciplinary knowledge	1	2	3	4	5

3. It is expected that FEBM should produce the graduates with enough Capability and Skills. Based on the following attributes, please determine the attributes that a graduate should possess:

### Managerial Capability

▪ Inquisitiveness about the happening in the markets that are the current and future importance	1	2	3	4	5
▪ Ability to translate information into effective action by doing the right thing	1	2	3	4	5
▪ Leadership skills	1	2	3	4	5
▪ Management of people and process	1	2	3	4	5
▪ Global business management	1	2	3	4	5
▪ Evaluation skills	1	2	3	4	5
▪ Leadership development skills	1	2	3	4	5
▪ Coaching skills	1	2	3	4	5
▪ Management of workforce diversity	1	2	3	4	5
▪ Management of firm's resources	1	2	3	4	5
▪ Time Management	1	2	3	4	5
▪ Team Player skills	1	2	3	4	5

### Technology Capability

▪ Capability of using the available technology to monitor changes and improve operation	1	2	3	4	5
▪ Capable of using technology in marketing perspectives to improve the market driven aspects (distributing, selling, servicing) to increase customer convince and utility.	1	2	3	4	5
▪ Capable of using technology to continuously improve the activities of the organization to carry out incremental improvement.	1	2	3	4	5
▪ Capable of using the technology in product development aspect to improve the product development processes in product design, product modification and the creation of new product.	1	2	3	4	5
▪ Capable of acquiring technology to prepare for upgrade of the exiting system	1	2	3	4	5
▪ Capable of carrying out research and development for product and process innovation in order to compete in the face of rapid technological changes	1	2	3	4	5

4. It is expected that FEBM should produce the graduates with enough Ethical Values. Based on the following attributes, please determine the attributes that a graduate should possess.

▪ Ability to understand cause-effect of situation	1	2	3	4	5
▪ Ability to differentiate between good and bad	1	2	3	4	5
▪ Ability to choose external foreign culture for adoption by their society	1	2	3	4	5
▪ Ability to train one's mind to become morally developed	1	2	3	4	5
▪ Ability to behave in accordance with moral code of conduct	1	2	3	4	5
▪ Ability to uphold religious principles	1	2	3	4	5

5. It is expected that FEBM should produce the graduates with reasonable Emotional Factors. Based on the following attributes, please determine the attributes that a graduate should possess.

▪ Ability to possess social behaviour at work in the family	1	2	3	4	5
▪ Ability to be self-disciplined	1	2	3	4	5
▪ Ability to be self-controlled	1	2	3	4	5
▪ Ability to be modest and moderate	1	2	3	4	5
▪ Ability to possess perseverance	1	2	3	4	5
▪ Ability to understand and manage one's emotion	1	2	3	4	5
▪ Ability to understand and manage other people's emotion	1	2	3	4	5
▪ Ability to motivate oneself in task achievement	1	2	3	4	5
▪ Ability to relate to other people's idea	1	2	3	4	5
▪ Ability to learn from others enthusiastically	1	2	3	4	5

6. Overall, in the light of above factors how would you rate your level of expectation of the attitudes of the millennium graduates	1	2	3	4	5
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*End of Part I*

**Part II: Perceived Performances**

Directions: The following set of statements relates to your feelings of perception that you perceived. Please indicate the extent to which the standard has to your level of expectation, with the following statements. Circle the appropriate number using the scale below.

(1= strongly disagree, 2= Disagree, 3= neither disagree nor agree, 4= Agree, 5= strongly agree).

7. It is perceived that FEBM should produce the graduates with Professional skills. Based on the following, please indicate the attributes that FEBM graduates usually possess.

▪ Graduates have sound skill to fulfil the requirement of the job	1	2	3	4	5
▪ Graduates have a good knowledge about the macro environment	1	2	3	4	5
▪ Graduates have a good knowledge about the micro environment	1	2	3	4	5
▪ Graduates have a good oral communications skills	1	2	3	4	5
▪ Graduates have a good written communications skills	1	2	3	4	5
▪ Graduates have a good creativity	1	2	3	4	5
▪ Graduates have a good analytical problem solving skills	1	2	3	4	5
▪ Graduates have a good quantitative problem solving skills	1	2	3	4	5
▪ Graduates have a good professional versatility	1	2	3	4	5
▪ Graduates have a good judgmental acumen	1	2	3	4	5
▪ Graduates have a good initiative	1	2	3	4	5
▪ Graduates have a good commitment	1	2	3	4	5
▪ Graduates have good skill in managing the relationship	1	2	3	4	5

8. It is perceived that FEBM should produce the graduates with enough knowledge. Based on the following, please indicate the attributes that FEBM graduates have.

▪ Graduates have good fundamental business knowledge	1	2	3	4	5
▪ Graduates have good fundamental economics knowledge	1	2	3	4	5
▪ Graduates have good fundamental technical knowledge	1	2	3	4	5
▪ Graduates have good fundamental business knowledge	1	2	3	4	5
▪ Graduates have good expert business knowledge in specialized fields	1	2	3	4	5
▪ Graduates have good inter-disciplinary knowledge	1	2	3	4	5



9. It is perceived that FEBM should produce the graduates with enough capabilities. Based on the following, please indicate the attributes that FEBM graduates have.

Managerial capability

▪ Graduates have good inquisitiveness about the happening in the markets that are of the current and future importance	1	2	3	4	5
▪ Graduates have good ability to translate information into effective action by doing the right thing	1	2	3	4	5
▪ Graduates have good leadership skills	1	2	3	4	5
▪ Graduates have good management of people and process	1	2	3	4	5
▪ Graduates have good global business management	1	2	3	4	5
▪ Graduates have good evaluation skills	1	2	3	4	5
▪ Graduates have good leadership development skills	1	2	3	4	5
▪ Graduates have good coaching skills	1	2	3	4	5
▪ Graduates have good management of workforce diversity	1	2	3	4	5
▪ Graduates have good management of firm's resources	1	2	3	4	5
▪ Graduates have good time management	1	2	3	4	5
▪ Graduates have good team player skills	1	2	3	4	5

Technology Capability

▪ Graduates are capable of using the available technology to monitor changes and improve operation	1	2	3	4	5
▪ Graduates are capable of using technology in marketing perspectives to improve the market driven aspects to increase customer convince and utility.	1	2	3	4	5
▪ Graduate are capable of using technology to continuously improve the activities of the organization to carry out incremental improvement.	1	2	3	4	5
▪ Graduates are capable of using the technology in product development, product design, product modification and the creation of new product.	1	2	3	4	5
▪ Graduates are capable of acquiring technology to prepare for upgrade of the exiting system	1	2	3	4	5
▪ Graduates are capable of carrying out research and development for product and process innovation in order to compete in the face of rapid technological changes	1	2	3	4	5

10. It is perceived that Graduate Business Education should produce the millennium business graduates with Ethical Values. Based on the following attributes, please indicate the attributes that FEBM graduates have.

▪ Graduates have good ability to understand cause-effect of situation	1	2	3	4	5
▪ Graduates have good ability to differentiate between good and bad	1	2	3	4	5
▪ Graduates have good ability to choose external foreign culture for adoption by their society	1	2	3	4	5
▪ Graduates have good ability to train one's mind to become morally developed	1	2	3	4	5
▪ Graduates have good ability to behave in accordance with moral code of conduct	1	2	3	4	5
▪ Graduates have good ability to uphold religious principles	1	2	3	4	5

11. It is perceived that FEBM should produce the millennium business graduates with certain Emotional Factors. Based on the following attributes, please indicate the attributes that FEBM graduates have.

▪ Graduates have good ability to posses social behaviour at work in the family	1	2	3	4	5
▪ Graduates have good ability to be self-disciplined	1	2	3	4	5
▪ Graduates have good ability to be self-controlled	1	2	3	4	5
▪ Graduates have good ability to be modest and moderate	1	2	3	4	5
▪ Graduates have good perseverance	1	2	3	4	5
▪ Graduates have good ability to understand and manage one's emotion	1	2	3	4	5
▪ Graduates have good ability to understand and manage other people's emotion	1	2	3	4	5
▪ Graduates have good ability to motive oneself in task achievement	1	2	3	4	5
▪ Graduates have good ability to relate to other people's idea	1	2	3	4	5
▪ Graduates have good ability to learn from others enthusiastically	1	2	3	4	5
12. Overall, in the light of above factors how would you rate your level of expectation of the attitudes which the graduates have	1	2	3	4	5



18. Type of your Job:

1.  Government
2.  International Organization
3.  Finance or Banking
4.  Manufacturing
5.  Trading
6.  Service
7.  Others, Please specify: \_\_\_\_\_

## Annex 11 List of Textbooks published, ready or to be published

### Published textbooks

	Name of Textbook		Copies	Authors	Advisors	Publication	
1	Introductory Econometrics		160	Thanh	Toyoda	2001.1	1
2	Asian Economies		90	Manisoth	Nishizawa	2001.1	2
3	Industrial Policy		100	Manisoth	Yamamoto	2002.2	3
4	Introductory Economics		1,000	Lavanh	–	2001.1	4
5	Environmental Economics		300	Lavanh	Matsuoka	2003.3	5
6	Logistics Management		300	Phosy (C)	Hayashi	2003.3	6
7	Population Economics		500	Bounthan	Yamaguchi	2004.3.26	7
8	Agricultural Economics		300	Bounteng	Yamaguchi	2004.9.10	8
9	Introduction to Management		500	Phosy(T)	–	2004.9.11	9
10	Microeconomics 1		700	Lavanh	–	2004.11.8	10
11	Comparative Economics 1		500	Sengchanh	Yoshii	2004.12.6	11
12	Office Management	New	300	Thongsavanh	–	2005.3.28	12
13	International Economics 1		300	Bounthone	Ohta	2005.8	13
14	Management Case Study	New	300	Thongvanh	Ueda	2005.8	14
15	Labor Economics		300	Somchith	–	2005.8	15
16	Macroeconomics 1		300	Sengchanh	Suruga		16
17	Development Economics		300	Bounthan	Matsunaga		17
18	Economic Policy		300	Phouphet	Maruya		18
19	Applied Econometrics	New	300	Phouphet	Kawabata		19
20	Comparative Economics 2	New	300	Sengchanh	Yoshii		20
21	Macroeconomics 2		300	Sengchanh	Suruga		21

### Textbooks ready to be published with complete drafts

22	International Economics 2			Somchith	Ohta		22
23	World Economy	New		Somchith	Ohta		23
24	International Trade and Policy	New		Bounthone	Ohta		24
25	Research Method	New		Bounteng	–		25
26	Public Economics and Finance			Khamnikon	(Nishina)		26
27	Small business Management			Thongvanh	(Darat)		27
28	Advanced Financial Management	New		Bounheng	Dhanawat		28
29	Auditing	New		Khampeui	Darat		29
30	Business Finance			Bounheng	Dhanawat		30
31	Business Law			Bouavieng	Kaneko		31

### Textbooks to be published soon

32	Economics of International investment	New		Somchith	Ohta		32
33	Advanced Accounting			Chansada	Sansakrit		33
34	Microeconomics 2			Lavanh	–		34
35	International Monetary Economics	New		Bounthone	Fujita		35
36	Money and Banking			Sengchanh	Mieno		36
37	Entrepreneurship	New		Phosy C	Ooe		37
38	International Marketing			Phosy C	Sato		38
39	Quantitative Analysis	New		Manisod	Porpan		39
40	Information Management			Phetsamone	Sarun		40
41	Tourism Management			Khamphou	Nirundon		41
42	Corporate Finance			Bounheng	Dhanawat		42
43	Production Management			Manisoth	Porpan		43
44	Comparative Accounting	New		Chansada	Sarun		44
45	Strategic Management			Khamlusa	–		45

### Textbooks to be published if possible

46	Financial Management	New			–		46
47	Project Planning & Appraisal				–		47
48	Bank Accounting	New		Khampeui			48
49	Taxation	New		Khampeui			49
50	International Finance			Khampeui			50
51	Banking Management			Thongpheth			51
52	Public Economics and Finance						52
53	Project Management			Thongpheth			53
54	Agri-Business			Phetsamone			54

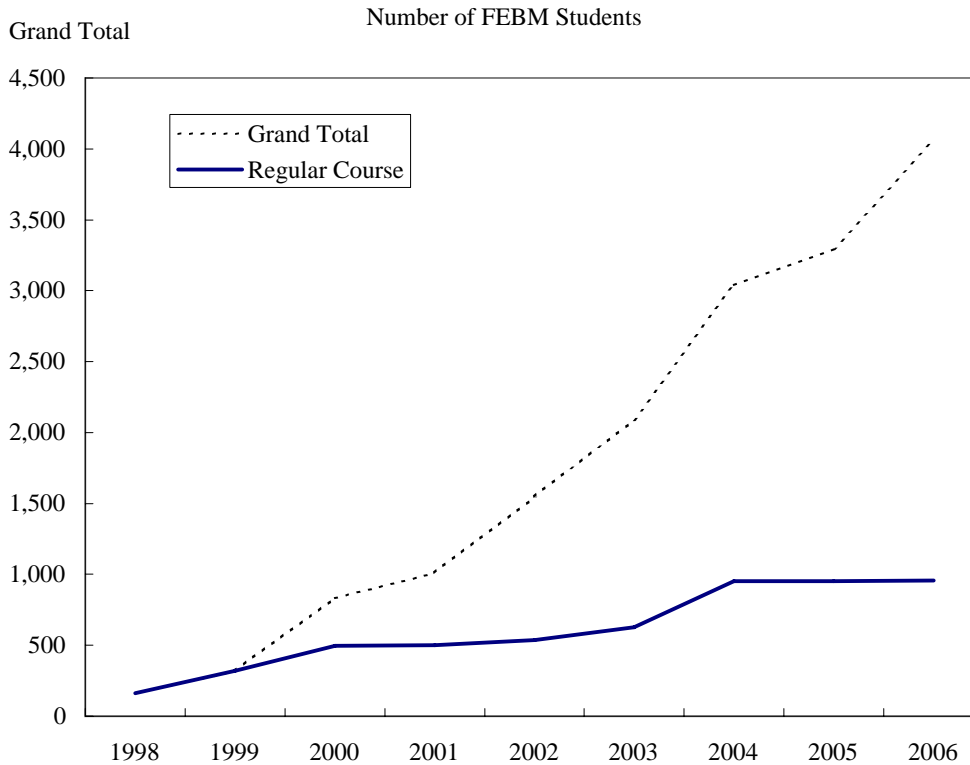
## Annex 12 Number of FEBM students

Regular Course (Day School)							Grand Total
Fiscal Year	Year 2	Year 3	Year 4	Year 5	Total	Graduate	
1998		162			162		162
1999		158	162		320		320
2000		180	158	160	498		833
2001		168	177	158	503	150	1,013
2002		197	165	177	539	158	1,549
2003		267	197	165	629	208	2,089
2004	238	251	265	200	954	168	3,042
2005	227	221	250	255	953	195	3,296
2006	261	227	221	250	959	255	4,056
Total						1134	

Special Course (Evening)							
Fiscal Year	Year 1	Year 2	Year 3	Year 4	Year 5	Graduate	Total
1998							
1999							
2000	335						335
2001	177	333					510
2002	501	176	333				1,010
2003	473	489	174	324			1,460
2004	540	451	463	177	327		1,958
2005	338	323	473	471	166		1,771
2006	291	296	323	473	401		1,784
Total							

Government employees  
130  
Bridging Course  
364

Special Course (Afternoon)							
Fiscal Year	Year 1	Year 2	Year 3	Year 4	Year 5	Graduate	Total
2005	208	135	114	115			572
2006	319	245	156	114	115		949



## **Annex 13**

National University of Laos

Faculty of Economics and Business  
Management

Performance Evaluation of FEBM  
Graduates

“Employers Point of View”

December 2006

## Table of contents

<b>INTRODUCTION</b> .....	1
<b>Background</b> .....	1
<b>Rationale</b> .....	1
<b>Objectives</b> .....	1
<b>Questions designed</b> .....	2
<b>The principal assumption</b> .....	2
<b>Scope of subjects and methodology</b> .....	3
<b>Expected outcomes</b> .....	3
<b>The structure of report</b> .....	4
<b>AN OVERVIEW OF THE FEBM AND REVIEW OF SURVEY CONCERNED</b> .....	4
<b>Brief history of The FEBM</b> .....	4
<b>Review of surveys concerned</b> .....	6
<b>DATA AND METHODOLOGY</b> .....	7
<b>Sample and data collection</b> .....	7
<b>Procedure</b> .....	7
<b>Measures</b> .....	7
<b>Analysis</b> .....	7
<b>FINDINGS OF SURVEY AND DISCUSSION</b> .....	8
<b>Curriculum improvement</b> .....	8
<b>FEBM improvement</b> .....	11
<b>CONCLUSION AND RECOMMENDATION FOR FUTURE ACTION</b> .....	11
<b>Conclusion</b> .....	11
<b>Recommendation for future action</b> .....	12
<b>ACKNOWLEDGEMENT</b> .....	12
<b>Annex: Questionnaires</b> .....	13



# INTRODUCTION

## Background

Since 1980, the People's Democratic Republic (Lao PDR) has adopted market oriented economic policy. The new government policy, according to the 5<sup>th</sup> Party Congress of the 4<sup>th</sup> term, approved the decision on shifting from a centrally planned to a market oriented economy, while in the 8<sup>th</sup> National Assembly Congress, the government targets its economic development on poverty reduction, industrialization and modernization.

In order to realize such objectives, the development of human resource has become a prime mover to sustain the process of development. The Prime Minister issued, therefore, the decree number 50/PM, dated 09/06/1995 on the establishment of the National University of Laos (NUOL), by uniting all the former higher education institutes, which were formerly under the supervision of different ministries, into the NUOL, closely supervised by the Ministry of Education.

The Faculty of Economics and Business Management (FEBM) has never been offered in the Lao PDR prior to the establishment of the NUOL. The FEBM is the youngest faculty at the NUOL in particular, and in the history of the Lao PDR in general. Currently, the faculty has produced five batches of students, one of which has just been completed. This means that six batches of students, with more than 1100 graduates, have already been serving as the workforce in the community throughout the country.

Since the faculty has produced new curriculum, new methodology of teaching, and new experience in economics and business education, it is necessary to evaluate the outcomes so that it can cater for the society and labor force needs and continuously improve its syllabi, course contents, teaching methodology, and strengthen its academic status.

## Rationale

The development of business sector as well as public sector is increasing rapidly in the Lao PDR, particularly in Vientiane Capital City. Thus, these sectors are seeking many qualified staff to perform various functions in the companies or organizations. Nevertheless, the criteria for selection are not well set and clear to the public.

Since the economics and business education is totally new at the NUOL, it is not certain that the existing ways of education is efficient, effective and can cater for the labor skills needed.

The FEBM's graduates who have got their job in the society have never been formally evaluated in terms of their competence, confidence, and orientation to job assignment. Additionally, the recruitment criteria of different factors are not clearly formulated since most of the companies in Lao PDR are family-type business.

## Objectives

The principal objectives of this research are the following:

- To identify the criteria for job placement and recruitment among the public and private sectors.
- To identify the measures that private and public sectors use to evaluate the personnel performance.
- To determine the effectiveness of the Human Resource development by the FEBM
- To make recommendation for the improvement or enhancement of the existing curriculum at the FEBM.

## **Questions designed**

In order to achieve the objectives, the survey has to investigate two different aspects of the subjects as the employers and the FEBM curriculum. The questions needed to be answered are as follows:

A. For employers:

1. What are employers' perceptions on staff performance?
2. How do the employers measure staff performance?
3. What problems do FEBM graduates encounter in performing their jobs?
4. What metric shall be used to measure performance?
5. What factors do employers consider in recruiting and promoting their staff?
6. Are FEBM graduates performing better than non-FEBM graduate employees? In what way FEBM graduates are doing or not doing better?
7. Do FEBM graduates possess the knowledge useful to the organization?
8. What kind of knowledge employers would like to see more in FEBM graduates?
9. What kind of skills employers would like to see more?
10. Overall are employers satisfied with FEBM graduate employees?

B. For FEBM syllabus evaluation:

1. What knowledge is provided by FEBM course?
2. What skill types are provided by FEBM course?
3. What are the strengths/weaknesses of FEBM?

## **The principal assumption**

It is assumed that the FEBM graduates' performance is influenced by the knowledge and skills created by the curriculum, course content, teaching methodology, teaching material and the teacher's qualification. These factors affect the quality of the graduates.

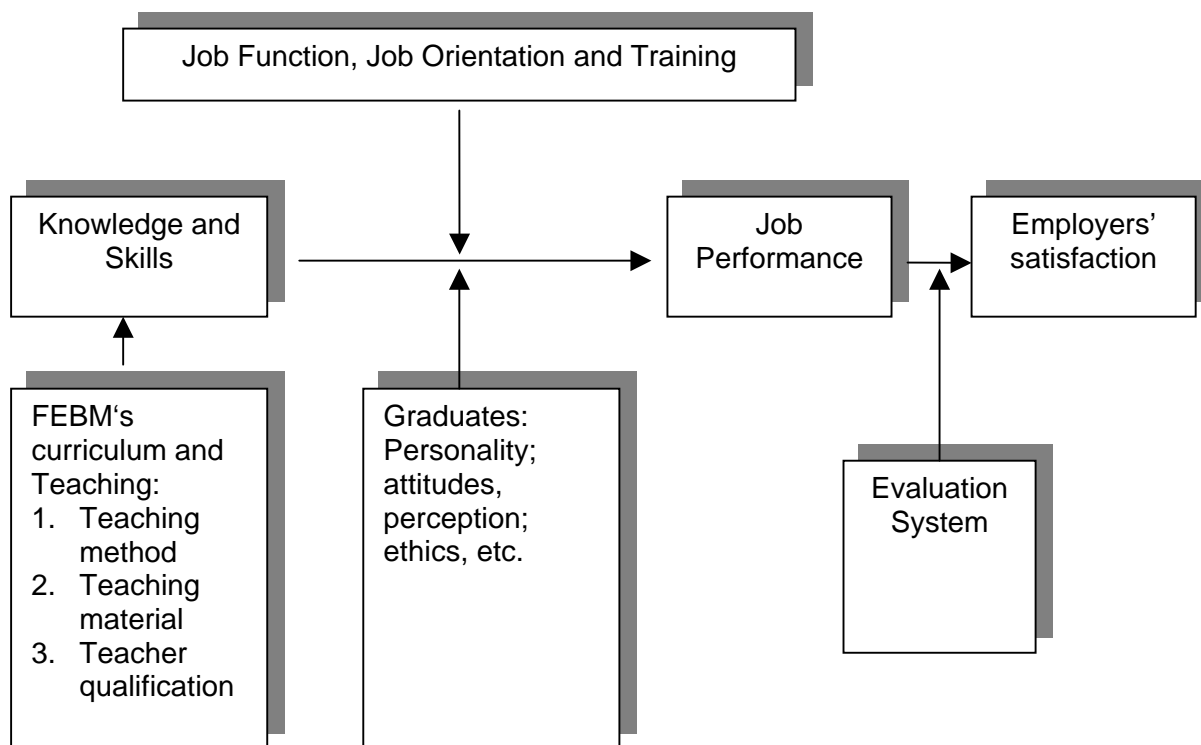
Therefore, they are considered as independent variables. The moderating factors include job functions the graduates perform, the orientation to the job prior to assuming the post and the additional training the graduate received during the job.

Additionally, the graduates themselves can also be a moderating factor to the job performance. This factor includes personality, ambition, attitude, perception, ethics, etc. It is assumed that independent variable together with moderating factors affect the performance of the graduates. The performance, however, may or may not satisfy the employers since the evaluation criteria and evaluation system of the employers differ.

Therefore, the evaluation system and criteria can also affect employers' satisfaction on FEBM graduates.

The principal assumption is presented in the figure 1 as follows:

Figure 1: The principal assumption



Source: Survey team

## Scope of subjects and methodology

### Subjects:

- FEBM graduates in Vientiane Capital and neighboring provinces, where possible.
- Employers which FEBM graduates work for.
- Human resource managers in private sectors
- Head of personnel departments in public sectors

### Methodology:

- Reviewing the existing literature done in relation to business and economics education, human resource training, program evaluation, and criteria for recruitment, selection, and performance evaluation done locally and internationally
- Conduct interview with the people mentioned in the scope of subjects
- Distribute questionnaires to the employers that the FEBM graduates work for.
- Statistical analysis of quantitative data and descriptive report on qualitative data

## Expected outcomes

The information obtained will be used to improve the curriculum structure, but not necessarily the content as it is difficult to investigate deeply with the scope of time. This survey will lead to further detail investigation on the subject content and specific skill development required for effective performance.

The expected outcomes of this survey are as follows:

- The FEBM can adopt the results of the survey as guidelines for the curriculum development of department of economics as well as department of business management.

Administrators and instructors will be able to improve teaching and learning activities that concentrate on students' competencies, which are congruent with the labors market needs.

## **The structure of report**

With the above objectives in view, the structure of this report is organized as follows:

- Introduction
- An overview of the FEBM and review of survey concerned
- Data and survey methodology
- Findings of survey and discussion
- Conclusion and recommendation for future action.

## **AN OVERVIEW OF THE FEBM AND REVIEW OF SURVEY CONCERNED**

### **Brief history of The FEBM**

The FEBM is one of the eleven faculties of the NUOL. It was established with the support of the ADB Loan Post Secondary Education Rationalization Project (PSERP) at the establishment of NUOL in June 1995.

However, given its new subject areas it was originally difficult to deal with the staffing of the FEBM. Temporary lecturers, recruited among Lao specialists in economics as well as management were hired by the project to design and develop the curricula and syllabi with the supervision of the consultants under the PSERP.

At the same time, the Government of Lao PDR approached the Government of Japan to request its assistance of FEBM development for the technical cooperation as well as the facilities building. The Grant Aid and a project type technical cooperation of FEM-LJC signed in November 1998. The construction of buildings of FEBM and the Lao Japan Centre started in September 2000 and completed in October 2001.

The Japanese and PSERP advisors cooperated closely to develop the FEBM until the completion of FEBM component of PSERP in September 2001. Afterward, the Japanese technical assistance project has worked independently to consolidate the FEBM. The JICA dispatched the long terms and short terms experts in economics and management to FEBM in a year schedule basis. The main terms of references of the experts are to develop curriculum, design of new subject, develop textbooks and arrange the staff training.

The modern facilities and the new subjects of economics and business management as well as the implementation of the Japanese technical assistance made the FEBM become one of the most attractive faculties within the NUOL. The FEBM received its first cohort of 156 students in October 1998 by sharing the existing classrooms with other faculties. The number of student increased year by year, exceeding 4,100 students in 2006-2007.

In terms of teaching and learning process, actually the FEBM is running four programs as follows:

- Regular program (Duration of four years, fully run at FEBM, and the first year at School of Foundation Studies)
- Francophone program (Duration of four years, fully run at FEBM, and the first year at School of Foundation Studies. The French is official teaching language in this program. This program started in 2005)
- Private program (Duration of five years, fully run at FEBM. In this program tuition fees are collected)
- Bridging program (Duration of three years, fully run at FEBM which collects tuition fees. This program designed for working people who have diploma of economics or management. The candidates must have working experience for at least two years to enroll.)

Furthermore, according to the NUOL policy, the FEBM plans to run the distance learning program as well as the master program in economics and business management in the near future.

The students have to study some general subjects in the first year of FEBM. The basic contents in economics and business management, mathematics and statistics are required. In the second year the students are admitted in one of two FEBM's departments: the department of economics or department of business management. Nevertheless, a series of common courses are taught in the second year. The economics program and business management program are really distinct from the third year on.

The curriculum is based on the credits system, with compulsory and electives courses. The approaches of teaching and learning are implemented such as interactive teaching, self-learning, conference, workshop, case studies and so on. A thesis submitted in the partial fulfillment for the degree of bachelor whether in economics or business management.

In terms of administration and management systems, they are similar to the other facilities within the NUOL. The administration of FEBM consists of the office of the Dean, including four divisions such as administration division, academic division, research and post graduate division, and student affairs division. Three Vice-Deans assist the Dean to manage the faculty. Under the supervision of Dean and Vice-Deans, the heads of the departments are responsible to manage the departments especially in terms of teaching-learning process, related activities as well as research work.

In terms of facilities, FEBM has one library, one lecture hall with 500 seats, four lecture rooms, six tutorial classrooms and two computers rooms. Additionally, FEBM can share the facilities with the Lao Japan Human Resource Cooperation Center which is located next to FEBM.

In terms of international relations, the FEBM has strong relationships with many international establishments around the world such as JICA, ESCAP, ADB, WTO, GETRO, SEAMEO, DAAD, The French Community Council, Bourgogne University (France), Toulouse University (France), Gembloux University (Belgium), University of Hanoi (Vietnam), Yunnan University (China), Khonkean University (Thailand), Thammasat University (Thailand), Chulalongkorn University (Thailand), Karsetsat University (Thailand), Asian Institute of Technology (Thailand), and Kobe University (Japan), etc.

## **Review of surveys concerned**

There are four surveys concerned with this survey. Firstly, Phosy Thipdavanh (2003) conducted a survey with 175 business units related people who took part in various training program conducted by different organizations. The result indicates that it is in high demand. The subjects most needed are marketing, business planning and general business management.

Secondly, Thongpheth Chanthanivong et al (2004) urged the important factors of business courses should be they grouped into five dimensions. According to the authors, each dimension has the expected skills elements ranked:

- Profession skills (creativity, relationship management and initiative)
- Knowledge skill (fundamental business and technology knowledge)
- Managerial skills (process and people management, inquisitiveness about the future markets, leader development skills)
- Technology skill (capacity to use the technology to improve the activities of the organization by carrying out incremental improvement, the capacity to use technology to improve the markets driven aspects), and
- Ethical value (the ability to differentiate goods from bads, the ability to train one's mind to become morally developed, the ability to behave in accordance with the moral code of conduct, the ability to enthusiastically learn from others, the ability to relate to other's ideas, and the ability to modest and moderate).

Thirdly, Sengchanh Chanthasene (2003) has reported that the experience and capacity among staff from the NUOL were too limited to provide the necessary policy, operational guidance and support system for the university.

Thus the government of Lao PDR has secured loans from ADB and JICA to develop Human Resource as well as to construct new departments and educated workers in the economy.

As mentioned above, the NUOL has just newly been established and the evaluation of the output has never been carried out.

Therefore, it is assumed that the output quality from limited experience and capacity staff may not be high.

Fourthly, according to the survey report on March 2003 by Laobandith Consulting, Co. Ltd on employment status of the graduates from the FEBM, the number of the graduates from 2001 and 2002 was 283; 136 from the class of 2001 and 106 from 2002.

The results of the survey states that 81 percent of the graduates were employed while 19 percent are currently unemployed. The employed ratio of year 2001 graduates was lower than the class of 2002, 6 percent and 35 percent respectively. The workplace of the graduates are in different sectors: 29 percent in government sector, 16 percent in private domestic companies, 5 percent in foreign private companies, 11 percent in state-owned enterprise, 3 percent in public schools, 4 percent in international organization, 1 percent in embassy, 4 percent in NGO, and others covers 8 percent. The survey also reported graduates' opinion on FEBM syllabi. The results showed that 61 percent stated that the curriculum was appropriate while 17 percent inappropriate.

However, the survey conducted by Laobandith Consulting, Co. Ltd concerned only with the FEBM graduates who studied in normal program.

## **DATA AND METHODOLOGY**

### **Sample and data collection**

The survey is to investigate two different aspects of the subjects: employers and the FEBM curriculum. Two kinds of questionnaire survey were designed and addressed to employers.

The second cohort comprised 61 employers who employed the FEBM graduates. They had direct job supervision of these graduates and should know whether these graduates were equipped with appropriate skills and competencies to meet their needs. The survey was selected randomly using the simple random sampling technique.

In terms of data collection, the questionnaires were personally distributed to respondents to establish rapport with respondents, to explain the purpose of this survey, and gain their cooperation.

Concerns about confidentiality and sensitivity issues were the key reasons from those who declined the survey participation. Participation was voluntary and the questionnaire was anonymous so the respondents could respond freely. The survey of the graduates and employers were carried out in their offices.

All the respondents participated actively in this survey and the researchers also conducted on site visits from time to time.

### **Procedure**

The empirical analysis is based on primary data obtained by a questionnaire survey. The researchers followed a scale development process suggested by the faculty of FEBM. A review of the extensive literature on the concepts of teaching-learning and practices was conducted to capture the essence of the domain and theoretical definitions of the constructs.

This was followed by qualitative work with nine subject matter experts and practitioners in the related fields to better understand the survey problems and perspectives. For conducting the quality work, the researchers adopted a semi structured in dept interview which is the combination of the three approaches of qualitative interviews; informal conversation interview, interview guide and standardized open ended interview.

The questionnaire was pre-tested prior to the full-scale distribution with fifty MBA students of the NUOL. The purpose of this pretest was to ensure understanding and consistent interpretation of the terminologies used in the questionnaire. Furthermore, a pilot test was conducted with 30 students in year fifth of FEBM.

The main objective was to investigate the potential weaknesses in the survey instruments due to the clarity, the wording, the format of questionnaire and the average time to answer.

### **Measures**

The graduates in this survey reported perceptual and expectable scores on a scale of 19 items. The items were adapted from various authors (Thongpheth Chanthanivong et al 2004). The respondents were asked to indicate the extent to which they agreed or disagreed with each item using a five points Likert scale, ranging from strongly disagree (1) to strongly agree (5) in order to evaluate their perceptions. The sample of questionnaire showed in appendix 1.

### **Analysis**

The study data were evaluated by two key approaches, First data reduction was undertaken by factor analysis using the Varimax option, to underlying dimensions. Subsequently, the reliabilities of variable were estimated with Cronbach's alpha.

Second, a range of statistical procedures were undertaken. Frequency analysis was employed to determine the sample profile, and regression analysis was undertaken to evaluate construct relativities.

## **FINDINGS OF SURVEY AND DISCUSSION**

A total of sixty-one usable questionnaires were returned with a response rate of one hundred percent. A profile of the participating organizations and their respondents is shown as table 1.

Table 1: Participating organizations and their respondents, profile.

No	Sectors	Number of Organizations (employers)	Number of FEBM graduates (employees)
1	Publics	12	124
2	Private	46	125
3	NGOs	3	19
	Total	61	268

According to interview with the heads of different organization both in publics and private the staff with the bachelor's degree occupied the majority of employees in their organizations.

FEBM graduates whether in economics or business management get their job as technicians, research staff, administrators, secretaries, accounting consultants, teachers, etc. and some of them become the entrepreneurs. The survey showed that the FEBM graduates from the bridging program posted at the middle to high position in different organizations. Furthermore, almost all employers are satisfied with employees who graduated from FEBM.

In terms of recruitment and performance appraisal, the simple interview, ability test and the letter of motivation were used as the assessments approaches to select candidates. In fact, there are no exact criteria concerning the recruitment and performance appraisal in Lao PDR.

It is noted that the ethical and emotional factors are the most important factors in the Lao culture. Some of Lao culture norms that are now well recognized as "Kenchai, Boonkun, Jaiyen, Borpenyang, Mounlai" (reciprocity of goodness, exchange of favor, take it easy, never mind, very fun). Certainly, the norms are social values emphasizing harmonious social relations and consideration for the others. They tend to reinforce the hierarchical structure in the society and in the workplace. On the other hand, it is noted that as SMEs are still run by the first generation of founders, the emotional value tends to be reactive rather than proactive and systematic compared to more developed and larger companies that professional staff are more prevalent.

### **Curriculum improvement**

#### **A. Common subjects**

The survey shows that the nine common subjects are important. It is no doubt that English and computer come first in the process of globalization and the revolution of information and communication technologies. The organizations have imposed radical changes in organizations and their work systems. The result of this survey is not too different from the one conducted by LBC, Co Ltd in January 2003 (Table 1).

Table 1: Ranking of common subjects

Rank	Items	Mean	Standard deviation
1	English	4.737	0.444
2	Computer	4.719	0.453
3	Introduction to business management	4.544	0.503
4	Office management	4.439	0.567
5	Introduction to economics	3.930	0.593
6	Statistics	3.719	0.881



7	Mathematics	3.667	0.787
8	Micro-economics	3.386	0.881
9	Macro-economics	3.368	0.879

#### B. Economics subjects

Regarding to the current economics curriculum that consists of twelve subjects the survey shows the importance with the highest to lower (Table 2).

Table 2: Ranking of Economics subjects

Rank	Items	Mean	Standard deviation
1	Project planning	3.860	1.025
2	Development Economics	3.421	0.778
3	Industries Policy	3.386	0.996
4	International Economics	3.333	0.873
5	International Finance	3.316	0.985
6	Money and Banking	3.228	0.866
7	Environment Economics	3.228	0.780
8	Asian Economies	3.193	0.718
9	Agricultural Economics	3.158	1.031
10	Population Economics	3.140	0.611
11	Labor Economics	2.789	1.278
12	Econometrics	2.649	1.172

The respondents are from different establishments such as publics, privates and NGOs that the FEBM graduates work for. Therefore, the factor analysis needs to be done. A principal component analysis with the Varimax rotation was employed to uncover the underlying subjects associated with such practices.

Factor analysis of twelve subjects in economics resulted in two factors. The determination of the number of factors to be used was based on an examination of the screen plot. Items with factors loadings of 0.4 or more are used. The two factors are labeled as the development economics concentration (1) and International economics concentration (2). The loading on these factors are listed in table 3 and table 4.

Table 3: The development economics concentration (Eigenvalue = 7.683, Alpha = 0.9393)

No	Items	Factor loading
1	Environment economics	0.795
2	Development Economics	0.789
3	Population economics	0.783
4	Asian economies	0.651
5	Agricultural economics	0.647
6	Labor economics	0.625
7	Project appraisal	0.615
8	Industries politics	0.611
9	Econometrics	0.595
10	International economics	0.568

Table 4: The international economics concentration (Eigenvalue = 1.018, Alpha = 0.9451)

No	Items	Factor loading
1	Money and banking	0.918
2	International finance	0.849
3	Econometrics	0.705
4	Labor economics	0.694
5	Industries politics	0.652
6	International economics	0.611

7	Asian economies	0.462
8	Development Economics	0.432

According to the result of factor analysis, the survey strongly approve that the FEBM should establish two concentration programs (development economics program and international economics program) in order to respond to the demand of societies.

### C. Business management subjects

The current business management consists of fifty subjects. The survey showed the importance with the highest to lower scores in the table.

Table 5: Ranking of business management subjects

Rank	Business management subject	Mean	Standard deviation
1	Marketing management	4.561	0.627
2	Strategy management	4.560	0.620
3	Business law	3.965	0.597
4	International business management	3.947	0.610
5	Managerial accounting	3.912	0.689
6	Tourism management	3.737	1.275
7	Management Information System	3.614	0.701
8	Project management	3.544	1.001
9	Production management	3.404	0.884
10	Organization Behavior	3.246	0.851
11	Human Resource management	3.228	0.846
12	Corporate Finance	3.123	0.734
13	Agricultural business	2.877	1.001
14	Logistics management	2.877	1.181
15	Banking management	2.421	1.322

Factor analysis of fifty subjects in business management resulted also in two factors. The determination of the number of factors to be used was based on an examination of the screen plot. Items with factors loadings of 0.4 or more are used. The two factors are labeled as the management sciences concentration (1) and marketing management concentration (2). The loading on these factors are listed in table 6 and table 7.

Table 6: The management sciences concentration (Eigenvalue = 6.695, Alpha = 0.9393)

No	Items	Factor loading
1	Production management	0.895
2	Human resource management	0.854
3	Banking management	0.809
4	Organization behavior	0.805
5	Management information systems	0.756
6	Agribusiness management	0.738
7	Corporate finance management	0.714
8	Project management	0.713
9	International management	0.663
10	Business Law	0.657
11	Strategy management	0.649
12	Managerial accounting	0.561

Table 7: The marketing management concentration (Eigenvalue = 2.365, Alpha = 0.544)

No	Items	Factor loading
1	Marketing management	0.923
2	Strategy management	0.928

3	Corporate finance management	0.410
4	Managerial accounting	0.405
5	Tourism management	0.400

The result of factor analysis shows that the FEBM should run at least two concentration such as management sciences program and marketing management program.

### **FEBM improvement**

The survey also gathered comments and recommendations from respondents as summarized as follows:

- FEBM should create more learning and teaching atmosphere
- FEBM should increase the number of faculty members
- FEBM should increase the facilities especially class rooms, computers and access to internet
- FEBM should enhance the quality of the staff as well as the faculty
- FEBM should provide more practices for students
- FEBM should be more specialized in particular areas rather than focusing on general economics and management
- FEBM should improve the English skill of students
- FEBM should announce widely and disseminate to the public
- FEBM should provide adequate dormitories
- FEBM should create more students activities
- FEBM should provide opportunities to poor students and ethics students in rural areas to study
- FEBM should improve curriculum and syllabus to reach international standard and in accordance with the real situation of Lao PDR
- FEBM should provide the library with adequate books and information to support studies
- FEBM should invite more experienced economists as well as seniors managers from domestic and overseas to give special lectures
- FEBM should create the Lao dictionary of economics and business management
- FEBM should coordinate with other colleges in order to be complementary of each other, not to compete but to survive and develop
- FEBM should cooperate more with other educational establishments around the world to exchange ideas and acquire the new approaches of pedagogy as well as the other useful information
- FEBM should create master program in economics and business management
- FEBM should create an incubator to help, train and provide some information useful to local companies and SMEs as well as the young entrepreneurs.

## **CONCLUSION AND RECOMMENDATION FOR FUTURE ACTION**

### **Conclusion**

The objectives of this research are: (i) to identify the criteria for job placement and recruitment among the public and private sectors, (ii) to identify the measures that private and public sectors use to evaluate the personnel performance, (iii) to determine the effectiveness of the Human Resource development by the FEBM, and (iv) to make recommendation for the improvement or enhancement of the existing curriculum at the FEBM.

The survey found that there are no criteria for the job placement and recruitment as well as evaluation of the personnel performance among the public and private sectors. The survey found that most employers are satisfied with the FEBM graduates in economics or business management. Furthermore, the FEBM graduates get interesting jobs in public and private sector. Some of them go abroad to study in master degree program.

The reasons are as follows:

- FEBM is unique public school in Lao PDR in economics and business management with the curricula and syllabi responding the international standard and based on the market oriented economy
- Most faculty members studied or graduated from well known universities around the world especially in Japan.
- FEBM has the strong relations with many universities around the world especially with the Kobe University in Japan, and
- FEBM has the modern facilities and always supported from the NUOL.

However, the entire world today is going through the process of revolution on all fronts: social and economic as well as politic. The Lao PDR like the rest of the world is caught in the midst of accelerating economies progress.

The ambitious regional developments are sometimes hindered by the lack of managerial capabilities. At the same time, good economists and good managers offer more frequently a competitive edge in local market as well as international market.

The resulting increase in demand for managerial capability is exemplified by the growing use of engineers and scientists in economics and management.

The results of this survey strongly suggest FEBM to create new four concentration programs in economics and business management as follows:

- Economics development program
- International economics program
- Management sciences program, and
- International marketing program

Some benefits from those new concentration programs may be summarized as follows:

It will be a new benchmark for Lao education

- It will respond the real needs for the socio-economies development
- It is to narrow the gap between theories and regional practices
- It is to enhance the research activities in economics and business management and reduce the gap between Lao PDR and neighboring countries in terms of education and human resources development
- It is to produce and give the knowledge and skill of economics and business management to students who want to join in the concentration program.

## **Recommendation for future action**

According to the policy of the Ministry of Education as well as the NUOL, the FEBM was asked to run three programs such as the distance learning program, the master program in economics and management program.

As mentioned above, in order to design the program the feasibility studies of the programs need to be done so as to get more information regarding the real need of the labor market.

## **ACKNOWLEDGEMENT**

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## Annex: Questionnaires

1. Name of organization:.....
2. Name of responsive person:.....
3. Position:..... Tel:.....
4. Type of organization (choose one answer): ( ) Government, ( ) State owner enterprise, ( ) International organization, ( ) Embassy, ( ) Domestic private company, ( ) Foreign private company, ( ) Shareholder company , ( ) Other (please indicate)\_\_\_\_\_
5. How many employees are there in your organization? ..... employees

6. Please fill in the following table regarding diploma degree of your employees

Diploma	Graduated from FEBM		Graduated from domestic institution	Graduated from foreign institution
	Female	Male		
PhD/Doctoral				
Master				
BA (Economics)				
BBA				
Other				
Total				

7. How many employees do you need for your organization every year? .....

Major subjects	Graduated from FEBM		Graduated from domestic institution	Graduated from foreign institution
	Female	Male		
PhD/Doctoral				
Master (Econ)				
MBA				
BA (Economics)				
BBA				
Other				

8. How did you satisfy employees who graduated from FEBM (Please tick X one for each subject in the following table

Major subjects	I am very dissatisfied	I am somewhat dissatisfied	I am neither satisfied nor dissatisfied	I am somewhat satisfied	I am very satisfied
Economics					
Management					

9. How did you satisfy employees behavior who graduated from FEBM (Please tick X one for each subject in the following table)

Major subjects	I am very dissatisfied	I am somewhat dissatisfied	I am neither satisfied nor dissatisfied	I am somewhat satisfied	I am very satisfied

Economics					
Management					

10. What kind of English skill do you need from your employees?

English Skill	Very important	Important	Normal	Less important	No need
Listening					
Reading					
Writing					
Speaking					

11. What are some of the skills, knowledge and abilities you see necessary for just graduates who are looking for a job? (Please tick X one for each subject in the following table) 5= Most important, 4 = Important, 3 = Normal, 2 = Less important and 1= no need

Basic subjects	1	2	3	4	5
English					
Computer					
Introduction to economics					
Introduction to Management					
Mathematics					
Statistics					
Office management					
Microeconomics					
Macroeconomics					
Accounting					
Other					

\*

Economics subjects	1	2	3	4	5
Development Economics					
Agricultural Economics					
International Economics					
Money and Banking					
Asian Economics					
Industries Policies					
International Finance					
Labor Economics					
Environment Economics					
Population Economics					
Project Planning					
Econometrics					
Other					

\*

Management subjects	1	2	3	4	5
Organization Behavior					
Human Resource Management					
Marketing Management					
Business Law					
MIS					
Production Management					
Agribusiness Management					
Corporate Finance					
Managerial Accounting					

Project Management					
Tourism Management					
Banking Management					
Logistic Management					
Strategic Management					
International Business					
Other					

12. Do you believe that it is important to have employees who have got a diploma in order to drive your organization to be successful? ( ) Most important, ( ) Important, ( ) Normal, ( ) Unimportant ( ) No need
13. Do you have any problem with the FEBM's graduates? ( ) Have no problem, ( ) Have some problem, ( ) Have a big problem
14. What major problems are you facing in the human resource area? ( ) Their background, ( ) Major subjects, ( ) Other, please indicate \_\_\_\_\_
15. What kinds of assessment methods do you get with the candidates? (You can tick more than one answer): ( ) Ability tests, ( ) Personality and motivation questionnaires, ( ) Simulation exercises, ( ) Interviews
16. Do you have any kind of seminar, workshop or another kind of training program for your employees? (If yes please answer the question 17). ( ) Yes, ( ) No
17. What kind of training programs do you do to improve the skills, knowledge and abilities for your employees? ( ) English, ( ) Computer, ( ) Management, ( ) Economics, ( ) Other, please indicate \_\_\_\_\_
18. What is the position that FEBM graduates receiving in your organization currently? ( ) Assistance office, ( ) Secretary, ( ) Academic officer, ( ) Researcher, ( ) Manager, ( ) Director, ( ) Other, please indicate \_\_\_\_\_
19. Please give us your comment to improve FEBM students' quality in the future.

End

## Annex 14 Questionnaire Survey on Employment Status of FEBM Graduates by Year of Graduation

Type of organization	2001	2002	2003	2001	2002	2003	Type of organization
1) Government	39	28	36	48.1%	40.6%	35.3%	1) Government
2) State enterprise	7	6	3	8.6%	8.7%	2.9%	2) State enterprise
3) Domestic private company	13	10	21	16.0%	14.5%	20.6%	3) Domestic private company
4) Foreign private company	10	6	10	12.3%	8.7%	9.8%	4) Foreign private company
5) Joint company	2	4	2	2.5%	5.8%	2.0%	5) Joint company
6) Embassy	1	0	0	1.2%	0.0%	0.0%	6) Embassy
7) International organization	2	6	7	2.5%	8.7%	6.9%	7) International organization
8) Public school	0	4	6	0.0%	5.8%	5.9%	8) Public school
9) Private school	0	1	0	0.0%	1.4%	0.0%	9) Private school
10) Other (Specify)	0	4	17	0.0%	5.8%	16.7%	10) Other (Specify)
0) No answer	7	0	0	8.6%	0.0%	0.0%	0) No answer
<b>&lt;Total&gt;</b>	<b>81</b>	<b>69</b>	<b>102</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>&lt;Total&gt;</b>
Type of work	2001	2002	2003	2001	2002	2003	Type of work
1) Office worker	61	54	73	75.3%	78.3%	71.6%	1) Office worker
2) Factory worker	0	0	2	0.0%	0.0%	2.0%	2) Factory worker
3) Self-employed	7	3	2	8.6%	4.3%	2.0%	3) Self-employed
4) Teacher/lecturer	4	3	5	4.9%	4.3%	4.9%	4) Teacher/lecturer
5) Student	8	3	4	9.9%	4.3%	3.9%	5) Student
6) Unemployed	1	6	14	1.2%	8.7%	13.7%	6) Unemployed
7) Other (Specify)	0	0	2	0.0%	0.0%	2.0%	7) Other (Specify)
<b>&lt;Total&gt;</b>	<b>81</b>	<b>69</b>	<b>102</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>&lt;Total&gt;</b>
Level of monthly salary	2001	2002	2003	2001	2002	2003	Level of monthly salary
1) Below US\$25	21	21	26	25.9%	30.4%	25.5%	1) Below US\$25
2) US\$ 25 to 50	14	8	19	17.3%	11.6%	18.6%	2) US\$ 25 to 50
3) US\$ 51 to 100	9	12	26	11.1%	17.4%	25.5%	3) US\$ 51 to 100
(100ドル以下)				54.3%	59.4%	69.6%	(100ドル以下)
4) US\$ 101 to 150	11	6	8	13.6%	8.7%	7.8%	4) US\$ 101 to 150
5) US\$ 151 to 200	6	7	4	7.4%	10.1%	3.9%	5) US\$ 151 to 200
6) US\$ 201 to 300	4	7	2	4.9%	10.1%	2.0%	6) US\$ 201 to 300
7) US\$ 301 to 500	5	1	0	6.2%	1.4%	0.0%	7) US\$ 301 to 500
8) Over US\$ 500	4	0	0	4.9%	0.0%	0.0%	8) Over US\$ 500
0) No answer	7	7	17	8.6%	10.1%	16.7%	0) No answer
<b>&lt;Total&gt;</b>	<b>81</b>	<b>69</b>	<b>102</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>&lt;Total&gt;</b>
How long to find a job	2001	2002	2003	2001	2002	2003	How long to find a job
1) By the time of graduation	37	10	13	45.7%	14.5%	12.7%	1) By the time of graduation
2) Within one month	9	15	23	11.1%	21.7%	22.5%	2) Within one month
3) Within 2 months	4	6	13	4.9%	8.7%	12.7%	3) Within 2 months
4) Within 3 months	6	9	14	7.4%	13.0%	13.7%	4) Within 3 months
(3カ月以内)				69.1%	58.0%	61.8%	(3カ月以内)
5) Within 4 months	3	5	2	3.7%	7.2%	2.0%	5) Within 4 months
6) Within 5 months	4	2	7	4.9%	2.9%	6.9%	6) Within 5 months
7) Within 6 months	4	12	6	4.9%	17.4%	5.9%	7) Within 6 months
8) Within 9 months	1	3	4	1.2%	4.3%	3.9%	8) Within 9 months
9) Within 12 months	2	1	1	2.5%	1.4%	1.0%	9) Within 12 months
10) Over 1 year	4	0	1	4.9%	0.0%	1.0%	10) Over 1 year
0) No answer	7	6	18	8.6%	8.7%	17.6%	0) No answer
<b>&lt;Total&gt;</b>	<b>81</b>	<b>69</b>	<b>102</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>&lt;Total&gt;</b>



<b>How did you find your first job?</b>	2001	2002	2003	2001	2002	2003	<b>How did you find your first job?</b>
1) Employment announcement	23	15	28	28.4%	21.7%	27.5%	1) Employment announcement
2) Contacted by employer	13	13	8	16.0%	18.8%	7.8%	2) Contacted by employer
3) Personal or family contact	26	28	44	32.1%	40.6%	43.1%	3) Personal or family contact
4) Professional contact	7	0	2	8.6%	0.0%	2.0%	4) Professional contact
5) You created your own job	4	7	0	4.9%	10.1%	0.0%	5) You created your own job
6) Others (Specify)	0	0	2	0.0%	0.0%	2.0%	6) Others (Specify)
0) No answer	8	6	18	9.9%	8.7%	17.6%	0) No answer
<b>&lt;Total&gt;</b>	<b>81</b>	<b>69</b>	<b>102</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>&lt;Total&gt;</b>
<b>Are you interested in MDP?</b>	2001	2002	2003	2001	2002	2003	<b>Are you interested in MDP?</b>
1) No, not at all.	13	10	3	16.0%	14.5%	3.0%	1) No, not at all.
2) Yes, I will enter the Graduate School	60	41	82	74.1%	59.4%	81.2%	2) Yes, I will enter the Graduate School
3) If I had enough money, I want to (入学希望)	8	18	16	9.9%	26.1%	15.8%	3) If I had enough money, I want to (入学希望)
0) No answer	0	0	1	0.0%	0.0%	1.0%	0) No answer
<b>&lt;Total&gt;</b>	<b>81</b>	<b>69</b>	<b>101</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>&lt;Total&gt;</b>
<b>which department will you choose?</b>	2001	2002	2003	2001	2002	2003	<b>which department will you choose?</b>
1) Economics	33	25	44	49.3%	42.4%	44.9%	1) Economics
2) Management	34	34	54	50.7%	57.6%	55.1%	2) Management
<b>&lt;Total&gt;</b>	<b>67</b>	<b>59</b>	<b>98</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>&lt;Total&gt;</b>
<b>Are you interested in Alumni?</b>	2001	2002	2003	2001	2002	2003	<b>Are you interested in Alumni?</b>
1) Yes, I will join it.	72	62	89	88.9%	89.9%	88.1%	1) Yes, I will join it.
2) No, I will not to join it.	4	2	0	4.9%	2.9%	0.0%	2) No, I will not to join it.
3) I have no idea about it.	4	5	12	4.9%	7.2%	11.9%	3) I have no idea about it.
0) No answer	1	0	0	1.2%	0.0%	0.0%	0) No answer
<b>&lt;Total&gt;</b>	<b>81</b>	<b>69</b>	<b>101</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>&lt;Total&gt;</b>
<b>FEM are appropriate for your job?</b>	2001	2002	2003	2001	2002	2003	<b>FEM are appropriate for your job?</b>
1) Yes	52	27	54	64.2%	39.1%	52.9%	1) Yes
2)Appropriate in general (適切)	24	37	36	29.6%	53.6%	35.3%	2)Appropriate in general (適切)
3) No	3	1	4	3.7%	1.4%	3.9%	3) No
0) No answer	2	4	8	2.5%	5.8%	7.8%	0) No answer
<b>&lt;Total&gt;</b>	<b>81</b>	<b>69</b>	<b>102</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>&lt;Total&gt;</b>

**Based on your working experience, what kind of knowledge or subjects do you think FEM should emphasize more?**

Graduation Year Department	2001		2002		2003	
	Economics	Management	Economics	Management	Economics	Management
Accounting	9	11	10	16	11	22
English	13	5	10	18	11	13
Finance	7		6	7	7	23
Marketing	5	5	1	11	4	22
International Economics	12	3	4	2	10	10
Computer	3		9	11	8	6
Human Resource Management		3		3	3	15
Practicum	5	8	1	7		1
Project Planning and Appraisal			5		14	3
Development Economics	8		1		5	2
Management	6	3		4	2	1
Macro-economics	7		1		4	3
Organizational Behavior	1	1		3	1	9
Statistics	3	1	2		7	1
Econometrics	2		2		7	
Money \$ Banking	2			1	5	3
Banking Management	6	1		2		1

Graduation Year	2001		2002		2003	
Accounting	20	24.7%	26	37.7%	33	32.4%
English	18	22.2%	28	40.6%	24	23.5%
Finance	7	8.6%	13	18.8%	30	29.4%
Marketing	10	12.3%	12	17.4%	26	25.5%
International Economics	15	18.5%	6	8.7%	20	19.6%
Computer	3	3.7%	20	29.0%	14	13.7%
Human Resource Management	3	3.7%	3	4.3%	18	17.6%
Practicum	13	16.0%	8	11.6%	1	1.0%
Project Planning and Appraisal	0	0.0%	5	7.2%	17	16.7%
Development Economics	8	9.9%	1	1.4%	7	6.9%
Management	9	11.1%	4	5.8%	3	2.9%
Macro-economics	7	8.6%	1	1.4%	7	6.9%
Organizational Behavior	2	2.5%	3	4.3%	10	9.8%
Statistics	4	4.9%	2	2.9%	8	7.8%
Econometrics	2	2.5%	2	2.9%	7	6.9%
Money \$ Banking	2	2.5%	1	1.4%	8	7.8%
Banking Management	7	8.6%	2	2.9%	1	1.0%

**Annex 15 Development of FEBM Project  
Deployment Experts**

Experts	2004		2005												2006												2007		
	FY2004		FY2005												FY2006														
	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
Middle-Term			<p>██████████ (Mar 1-4, 7-10 in Japan, Mar 11-Aug 31 in Laos) Towa TACHIBANA ((Environmental Economics))</p>												<p>██████████ (April 22-24 in Japan, April 25-Sept 30 in Laos) Katsumi NISHINA (Revising textbooks on Macro Economics)</p> <p>██████████ (Jun 1-3 in Japan, June 4-Aug 30 in Laos, Aug 31 in Japan) Mineko KOYAMA (FEBM Regulation)</p>														
	Short-Term	Economics	<p>██████████ (Mar 4-31 in Laos, April 4-8, 11-14 in Japan, Jul 31-Aug 14 in Laos) Hiroshi OHTA (International Investment)</p> <p>██████████ (Mar 11-27 in Laos, Mar 28, April 5-6 in Japan) Keiichi OGAWA (Field Work on Industry)</p> <p>██████████ (May 9-13 in Japan, May 15-22 in Laos) Fumiharu MIENO (Money and Banking)</p> <p>██████████ (Jul 21, 22, 25-29 in Japan, Jul 30-Aug 26 in Laos) Nobuaki MATSUNAGA (Final Report)</p> <p>██████████ (Jul 26-29 in Japan, Jul 30-Aug 6 in Laos, Aug 7-8 in Japan) Masahiko YOSHII (Final Report)</p> <p>██████████ (Jul 28-29 in Japan, Aug 1-14 in Laos, Aug 15-16 in Japan) Seiichi FUJITA (International Monetary Economics)</p> <p>██████████ (21 days in the period between May 17-Jun 25 in Japan) Reishi MARUYA (Economic Policy)</p> <p>██████████ (May 27, 30, 31, Jun 1 in Japan) CHANTHAVONG (Assistance of Long-distance Lecture)</p> <p>██████████ (Jun 6, 7, 13, 14, 20, 21 in Japan) MUNIC (Assistance of Long-distance Lecture)</p> <p>██████████ (Jun 3, 7, 8, 10, 14, 15, 17, 20 in Japan) PHANHPAKIT (Assistance of Long-distance Lecture)</p>												<p>██████████ (Feb 17, 20, Mar 20-24 in Japan) Nobuaki MATSUNAGA (Project Manager)</p> <p>██████████ (Feb 1 in Japan, Feb 2-Mar 28 in Laos) Terukazu SURUGA (Support for Field Work)</p>												<p>██████████ (Oct 1-5 in Japan, Oct 6-Nov 30 in Laos) Keiichi OGAWA (Fieldwork and Thesis)</p> <p>██████████ (Aug 9-13 in Japan, Aug 14-20 in Laos) Hiroshi OHTA (World Economy)</p> <p>██████████ (Dec 6-12 in Japan, Dec 13-Jan 6 in Laos, Jan 7-14 in Japan) Nobuaki MATSUNAGA (Project Manager)</p>		
Short-Term			Management	<p>██████████ (Jan 3-16 in Laos, 2 days in the period between Jan 17-31 in Japan) Takeru OE ((Entrepreneurship))</p> <p>██████████ (Feb 9-10 in Japan, Feb 13-Mar 9 in Laos, Mar 10, 14 in Japan) Yoshinobu SATO (International Marketing)</p> <p>██████████ (June 1-3, 8-10, 15-17, 22-24 in Japan) Yuka KANEKO (Business Law)</p> <p>██████████ (Jul 25-29 in Japan, Jul 30-Aug 21 in Laos, Aug 22-25 in Japan) Yuka KANEKO (Business Law)</p>												<p>██████████ (Mar 9, 10, 13-15 in Japan) Katsumi NISHINA (Support for Textbook)</p>												<p>██████████ (July 28-30 in Japan, Jul 31-Aug 5 in Laos) Yuka KANEKO (Business Law)</p>	



# Other Project Activities

	2004		2005												2006												2007																																				
	FY2004		FY2005												FY2006																																																
	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3																																		
Syllabus & Textbook	<b>Department of Economics - Developing the following textbooks:</b>																																																														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Name of Textbook</th> <th style="width: 20%;">Person in Charge</th> <th style="width: 15%;">Editor</th> <th style="width: 15%;">External Supervisor (External Reviewer)</th> <th style="width: 20%;">Current Status (As of Sept 29)</th> </tr> </thead> <tbody> <tr> <td>World Economy</td> <td>Bounthon/Somchit S</td> <td>Sengchanh</td> <td>Ohta</td> <td>most drafted</td> </tr> <tr> <td>International Trade and policy</td> <td>Bounthon</td> <td>Somchit.S</td> <td>Ohta</td> <td>most drafted</td> </tr> <tr> <td>Reseach Method</td> <td>Bouteng.C</td> <td>Lavanh</td> <td>(Bunluan)</td> <td>under review</td> </tr> <tr> <td>Economics of International Investment</td> <td>Bounlert./Somchit.K</td> <td></td> <td>Ohta</td> <td>drafting</td> </tr> <tr> <td>Public Economics and Finance</td> <td>Khamnikon</td> <td>Sengchanh</td> <td>(Nishina)</td> <td>revising</td> </tr> <tr> <td>Comparative Economics</td> <td>Segchanh.C./Vadsana: Done</td> <td></td> <td>Yoshii</td> <td>printed in April</td> </tr> </tbody> </table>																												Name of Textbook	Person in Charge	Editor	External Supervisor (External Reviewer)	Current Status (As of Sept 29)	World Economy	Bounthon/Somchit S	Sengchanh	Ohta	most drafted	International Trade and policy	Bounthon	Somchit.S	Ohta	most drafted	Reseach Method	Bouteng.C	Lavanh	(Bunluan)	under review	Economics of International Investment	Bounlert./Somchit.K		Ohta	drafting	Public Economics and Finance	Khamnikon	Sengchanh	(Nishina)	revising	Comparative Economics	Segchanh.C./Vadsana: Done		Yoshii	printed in April
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Business Law	Bouavieng	Phosy	Kaneko	revising																																																											
Research Study, Survey & Conference	<p> <span style="display: inline-block; width: 10px; height: 10px; background-color: black; margin-right: 5px;"></span> Mar 12-16                      Fieldwork Research in Vientine (Dr. Ogawa with FEBM Lecturers)                 </p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: black; margin-right: 5px;"></span> Every Tuesday &amp; Wednesday between May 31-Jun                      Long-Distance Lecture (Prof. Maruya)                 </p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: black; margin-right: 5px;"></span> Every Friday between Jun 3-24                      Long-Distance Lecture (Prof. Sato)                 </p> <p> <span style="display: inline-block; width: 10px; height: 10px; background-color: black; margin-right: 5px;"></span> April 21                      Session for Fieldwork in Vientine                 </p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: black; margin-right: 5px;"></span> Mar 26-April 5                      Fieldwork Training in Luang Prabang (Dr. Tachibana)                 </p>																																																														
	<p> <span style="display: inline-block; width: 15px; height: 10px; background-color: black; margin-right: 5px;"></span> Every Wednesday between Mar 1-22                      Seminar on Macroeconomics (Prof. Suruga)                 </p>																																																														
	<p> <span style="display: inline-block; width: 10px; height: 10px; background-color: black; margin-right: 5px;"></span> Aug 18                      Workshop for Academic Regulation at FEBM (Ms Koyama)                 </p>																																																														
	<p>                     10-14 days in the period between Aug-Nov  <span style="display: inline-block; width: 20px; height: 10px; background-color: black; margin-right: 5px;"></span> Employer Survey                 </p>																																																														
	<p> <span style="display: inline-block; width: 10px; height: 10px; background-color: black; margin-right: 5px;"></span> Nov 7-8                      10th Aniversary Ceremony of NUOL                 </p>																																																														
	<p> <span style="display: inline-block; width: 15px; height: 10px; background-color: black; margin-right: 5px;"></span> Nov 16-23                      Fieldworks in Luang Prabang (Dr. Ogawa)                 </p>																																																														