

Final Report
on
the Project for the Development of the
Faculty of Economics and Business
Management of the National University
of Laos
(The Second Period)

February 2007

FEBM/NUOL

Kobe University

LAO
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Contents

1. Background and Summary of the Project	1
1.1 Background of the Project.....	1
1.2 Summary of the Project.....	2
2. Project Design Matrix (PDM) of the Original Project	3
3. Summary of Inputs	5
3.1 Inputs from Lao Side.....	5
3.2 Inputs from Japanese Side.....	5
4. Summary of Outputs	7
4.1 Research and teaching capabilities of lecturers	7
4.2 Teaching materials and syllabi	9
4.3 FEBM graduates and their quality	9
4.4 Management system of FEBM	10
5. Problems, Solutions and Lessons	11
5.1 Delay of textbook publication.....	11
5.2 Low level of research capability	11
5.3 Administrative weakness of FEBM	12
6. Conclusion and Future Direction	13
6.1 Conclusion	13
6.2 Future Direction	13
List of Outputs	15

1. Background and Summary of the Project

1.1 Background of the Project

Lao P.D.R. has undergone a transition from a centrally-planned to a market-oriented economy since 1986, when the New Economic Mechanism (NEM) was introduced. The human resource development for the NEM was launched as one of the most important assignments in the Socio-Economic Development Plan (1996-2000) of Lao P.D.R. The Lao government established the National University of Laos (NUOL) in June 1995 to promote the human resource development for the NEM. At that time the Faculty of Economics and Management (FEM) was established with the support of Asian Development Bank (ADB) and began to accept students from October 1996.

ADB supported FEM in developing curriculum, fostering teaching staff, etc. but the assistance terminated in September 2001. In response to the request by the Lao government, the Japanese government dispatched a series of the Project Investigation Teams in July 1998, August 1999 and June 2000. After the investigation and preparation period, the Japanese government decided to extend the technical cooperation for the development of FEM, and the Record of Discussion (R/D) was signed in July 2000.

For the first four years of the Project, it had been operated as one combined project (FEBM-LJC: the Development of the Faculty of Economics and Management of the National University of Laos and the Lao-Japan Human Resource Cooperation Center) until March 2004. In April 2004, the JICA Headquarters themselves were restructured and the separation of the Project became inevitable. The Consultation Team was dispatched by JICA for dividing smoothly the FEM-LJC project into two separate projects in March 2004. The Faculty of Economics and Management (FEM) was renamed as the Faculty of Economics and Business Management (FEBM) in February 2005, so the abbreviation FEBM will be used to express the faculty below.

In February 2005, the Japanese Evaluation Team organized by JICA visited Laos, had a series of discussions with the Lao authorities concerned, jointly evaluated the achievement of the Project and exchanged views on the Project activities to fulfill the Record of Discussion signed in July 2000. The final evaluation of the Project was agreed upon by both Japanese and Lao sides in the Joint Coordination Committee on 22 February, 2005.

In December 2004, JICA consigned a part of the technical support program to Kobe University. During the contracted period from December 2004 to August 2005 when the five year technical support project terminated, Kobe University tried to make use of its expertise on academic affairs required by FEBM to develop the capability of its teaching staff and to improve its management.

Five months after the termination of the Project JICA consigned the technical support program to Kobe University again. The present program confined itself to the dispatch of short-term experts for the follow-up period from September 2005 to August 2007. Accordingly the present program was implemented in line with the principle and policies of the previous program.

This report is on the second contract period from February 2006 to February 2007. We will summarize the original Project first and then add the progress in the second period.

1.2 Summary of the Project

The original Project was implemented from September 2000 to August 2005 as one of the technical cooperation projects by JICA. The counterparts are Dean and all faculty and administration staff of FEBM/NUOL, with Rector of NUOL as Project Director and Vice-Rector as Project Manager. The target group is FEBM students and lecturers.

For the five years JICA dispatched eight long-term experts and 56 short-term experts in total from Japan and the third countries. So far 20 lecturers were sent to Japan, 10 lecturers to Thailand and 3 lecturers to the Philippines for more than one year to get master's degree or doctoral degree. Regarding short-term training, 15 FEBM staff members were sent to Japan and another 15 were sent to the third countries.

The main buildings were provided by Japanese grant aid in September 2001, including a lecture hall with the capacity of 300 students, three lecture rooms with 90 each, one meeting room with 60, six tutorial rooms with 30 each, a library, two teachers' rooms, etc. Most of the necessary equipment was provided at that time, such as tables, chairs, desks, black boards, screens, book shelves, computers, printers, etc. But the above-mentioned items were also purchased in the process of the Project, as the additional provision became justifiably necessary.

The FEBM Library has 12,000 books or more in total now. More than one quarter of them are in English, one quarter in Japanese, and half in Thai or Lao language. Most English and Thai books were purchased by the Project and almost all Japanese books and some English books were donated by Japanese professors including JICA experts. Some soft wares were also procured by the Project.

As the outputs of the Project, 15 textbooks, eight syllabi, three journals, six working papers, two research papers and two doctoral theses were published. In addition six drafts of textbook were ready to be published by the end of August 2005, when the Project terminated. In the five years until August 2005, FEBM produced 879 graduates in Regular Course. As of August 2005 the number of students was approximately 950 in Regular Course, 2340 in Special Course and 3300 in total.

The final evaluation of the Project was reported in the Joint Coordination Committee on 22 February 2005. We quote the conclusion from the Minutes of Meeting: "The Team recognizes that the Project activities have been implemented steadily for the enhancement of FEBM in terms of technical and management capacities, in spite of such changes in important assumptions as the rapid increase of the number of students, introducing the new concentrations..... As for the Output, it is confirmed that most of them are sufficiently achieved. In general, as a result, it is concluded that the Project Purpose might be well achieved." This positive evaluation was achieved by the close cooperation between JICA experts and the counterparts of FEBM/NUOL.

The Minutes of Meeting, however added that “due to several unpredictable factors and inadequate inputs from Japanese and Lao sides, some important Outputs would not be achieved until the completion of the Project.....The Team concluded that the follow-up activities are necessary especially in the fields of the development and revision of textbooks, research capability development of FEBM lecturers, and improvement of the faculty management.” Then the follow-up program for two years was launched after the termination of the Project.

In the second period from February 2006 to February 2007, seven short-term experts were dispatched from Kobe University by JICA in fieldwork support, textbook development, FEBM regulation improvement, etc. In addition to these short-term experts, Kobe University dispatched two professors, ten administrative staff and three graduate students to support the short-term experts. In this period, one lecturer was sent to Japan to get master’s degree by JDS scholarship, and one senior lecturer was invited twice by Kobe University out of the contract with JICA.

In the second period, the number of FEBM students was stable around 950 in Regular Course but the total number of students increased roughly from 3000 to 4000 as Special Course expanded rapidly. In this period, three surveys were conducted in order to evaluate the education and output of FEBM. According to the results, the level of understanding by the students is more than average in most of the lectures surveyed, almost all employers are satisfied with employees who graduated from FEBM, and the graduates themselves replied that they were generally satisfied with educations provided by FEBM.

In this period, the number of degree holders increased from 34 to 45, but the percentage of degree holders did not go up as the number of teaching staff increased from 52 to 67. The percentage is expected to rise to 84% in September 2007 with 57 degree holders. This has raised and will raise the level of research capability of FEBM as is shown by the increase in consultancy works and joint researches from 18 in the original Project period to 28 in the this period.

2. Project Design Matrix (PDM) of the Original Project

There are three versions of PDM in the Project: (1) Original PDM, (2) Revised PDM, and (3) PDM for final evaluation. The initial PDM was made in July 2000 when the Project was formally approved by JICA. The PDM was revised in February 2003 when the Mid-term Evaluation Team was dispatched by JICA. But the revision was very minor and practically no revision was made.

In March 2004 the Consultation Team was dispatched by JICA for dividing smoothly the FEBM-LJC project into two separate projects. The PDM was changed rather drastically at that time, which was used for the Final Evaluation in February 2005. PDM for the final evaluation was also used for the second period. The full version of the PDM is attached as Annex 1 but the brief summary is shown here for reference.

<OVERALL GOAL>

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

<PROJECT PURPOSE>

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

<OUTPUT>

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

<ACTIVITIES>

1. Quality of teaching staff is enhanced.

- 1-1 Short- and long-term training
- 1-2 Research
- 1-3 Motivation
- 1-4 Improvement in recruitment

2. Curricula and teaching materials are developed and improved.

- 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.

3. Necessary equipment and facilities are available.

- 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.

4. Management system of FEBM is improved.

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

<Important Assumption>

- 1) The private sector grows steadily.
- 2) The number of Regular Course students will not increase drastically.

- 3) Trained staff will not leave FEBM.
- 4) FEBM can secure an appropriate size of budget as the number of students increase.

3. Summary of Inputs

3.1 Inputs from Lao Side

1) Staff

Project Director is Rector of NUOL, Project Manager is Vice-Rector of NUOL, and Counterparts are Dean and all faculty and administration staff of FEBM. The list of Main Counterpart Personnel of FEBM is attached to [Annex 2](#). A FEBM secretary and cleaning ladies were provided from Lao side.

2) Land and facilities

The main buildings were provided by Japanese grant aid but they were built on the land which NUOL provided. Some classrooms were needed for increased number of FEBM students in addition to the main buildings. Such classrooms were provided by NUOL.

3) Running costs

The major running costs which NUOL has borne are electricity, telephone and water supply. The inputs from Lao side are same in the second period.

3.2 Inputs from Japanese Side

In the original Project, basically four types of long-term experts were dispatched by JICA: a Chief advisor, a Project coordinator, an advisor in Economics and in Management. But until the end of May 2003, no advisor in Management was dispatched as an appropriate advisor could not be recruited. In addition until September 2004 Chief advisor and Project coordinator had served concurrently as their posts in LJC, and after that Chief advisor was not dispatched and Project coordinator served concurrently as an advisor for faculty management.

Regarding short-term experts, 45 were dispatched from Japan, seven from Thailand, three from Vietnam and one from the Philippines (56 in total). In the field of Economics 23 short-term experts were dispatched mainly for improving or developing textbooks, in Management 16 short-term experts were dispatched mainly for the same purpose, in library and administrative management eight experts, in fieldwork study four experts, in the study of master's program three experts, and in other fields two experts were dispatched.

In the second period, seven short-term experts were dispatched from Kobe University by JICA in such fields as fieldwork support, textbook development, FEBM regulation improvement and project

management. In addition to these short-term experts, Kobe University dispatched two professors, ten administrative staff and three graduate students to support the short-term experts. Refer to the list of dispatched experts in [Annex 3](#).

2) Training in Japan

In the original Project, 20 lecturers were sent to Japan for more than one year to get master's degree or doctoral degree: five by JICA, five by JDS, nine by Ministry of Education in Japan and one by Asian Youth Fellowship. The Japanese advisors assisted the lecturers when they applied for these scholarships. Up to January 2007, 13 lecturers returned to Laos with master's degree and one lecturer with doctoral degree. All of them play very active and important roles in FEBM. In addition, five lecturers will return to FEBM with master's degree by September 2007, and two lecturers are studying in Japan to get doctoral degree. In the second period, one lecturer was sent to Japan to get master's degree by JDS scholarship.

In the original Project, 15 FEBM staff members were sent for short-term training to Japan: five in economics, four in management, five in FEBM administration and one in computer education. In the second period, one senior lecturer was invited twice by Kobe University out of the contract with JICA to help him write textbooks. Refer to the list of training in Japan in [Annex 4 \(1\)](#).

3) Training in the third countries

In the original Project, ten lecturers were sent by JICA to Thailand and three to the Philippines for more than one year to get master's degree or doctoral degree. Eight of them returned to Laos with master's degree, two lecturers are expected to get master's degree by April 2008, two senior lecturers are supposed to get PhD by March 2008, and most regrettably one lecturer passed away in Thailand by disease. Regarding short-term training, 15 FEBM staff members were sent by JICA to the third countries in total. Refer to the list of training in the third countries in [Annex 4 \(2\)](#).

In the second period, one senior lecturer was sent to Thailand, who is supposed to get PhD by March 2008.

4) Facilities and Equipment

The main buildings were provided by Japanese grant aid in September 2001. Most of the necessary equipment was provided at that time, such as tables, chairs, desks, black boards, screens, book shelves, computers, printers, photo copiers, etc. The above-mentioned items were purchased as Japanese grant aid.

In the original Project, the Local Cost and the Carried Equipment by Japanese experts amounted approximately to 51.5 million yen or 0.5 million dollars in total for five years. Some 36.2 million yen or 0.32 million dollars were spent for purchasing books, journals and soft wares.

FEBM Library has 12,000 books or more in total, more than one quarter of which are in English, one quarter in Japanese, two quarters in Thai or Lao language. Most English and Thai books were purchased by the Project and almost all Japanese books and some English books were donated by Japanese professors. About half of the books relate economics and another half relate business management.

In the original Project, 53 computers, seven printers, three LCD Projectors, three photo copiers, 46 air conditioners, 60 desks and 80 chairs, two motor-cycles, ten bookshelves, and others were purchased by the Project, as the additional provision became justifiably necessary. Some 15.3 million yen or 0.14 million dollars were spent for them.

5) Distance education

From May 2004 distance educations started by utilizing JICA-Net. In the original Project five lectures were delivered: International Economics, Human Resource Management, SME Policy, Economic Policy, and International Marketing. In these lectures, FEBM lecturers worked as interpreter-facilitators, so that they could learn how to lecture through on-the-job-training. In the second period, a distance education was not conducted. Refer to [Annex 5](#) in detail.

4. Summary of Outputs

4.1 Research and teaching capabilities of lecturers

It is not easy to measure the research and teaching capabilities in general, and those of FEBM lecturers as a whole in particular. But the latter can be estimated by the number of journals, working papers and research papers published, the number of consultancy works or joint researches, the number of master's degree holders, and the evaluation on lectures by FEBM students and graduates.

1) Research capability

In the original Project, three FEBM Journals were published in June 2003, August 2004 and July 2005; six working papers and two research papers were published in 2004; two doctoral theses were published. 18 consultancy works and joint researches were conducted by the FEBM lecturers. The establishment survey was conducted in 2004 by FEBM with 16,134 samples collected.

In the second period, one FEBM Journal was published in November 2006 with five articles, all of which are written by FEBM lecturers. Another Journal will soon be published with five articles. Five research papers were published as listed in [Annex 6](#). Most striking is the increase in consultancy works and joint researches from 18 in the original Project period (from 2000 to 2005) to 28 in the second period (from 2005 to 2007). Refer to [Annex 7](#) in detail.

2) Degree holders

The number of degree holders is shown in [Annex 8](#) with the prospect until September 2007. As of August 2005, there were two doctoral degree holders and 32 master's degree holders in the teaching staff of FEBM. In January 2007, master's degree holders increased to 43: twelve lecturers returned with master's degrees, three master's degree holders joined FEBM, and four master's degree holders left FEBM. In September 2007, FEBM is expected to have two doctoral degree holders and 55 master's degree holders, and in September 2008, ten doctoral degree holders and 48 master's degree holders.

3) Evaluation by students

FEBM conducted a series of questionnaire surveys by the students on 44 lectures in May 2004 and on 17 lectures in January 2005. According to these surveys, a majority of students replied that they were satisfied with lectures at 60% or higher except for a few lectures. This result told us that further improvement was needed in lectures but the result was not bad at all for such a newly established faculty as FEBM.

In the second period, another questionnaire survey was conducted in May 2006 on 44 lectures in the Normal Program (Regular Course), 49 lectures in the Evening Program and 38 lectures in the Afternoon Program. The level of understanding by the students is more than average in most of the lectures surveyed, but some of them need to be improved for better understanding. Refer to [Annex 9](#) in detail.

4) Evaluation by graduates

We also conducted questionnaire survey to FEBM graduates in May 2004 on their evaluation of FEBM education as a whole. According to the survey result, 88~94% of respondents replied that the knowledge and skills acquired in FEBM were appropriate for their jobs. The percentages vary a little among the respondents who graduated from FEBM in 2001, 2002 or 2003.

In the second period, another questionnaire survey was conducted in May 2006 on FEBM graduates. But this time more sophisticated method was employed for analyzing the results based on the "expectancy disconfirmation theory." According to the result, 120 respondents were generally satisfied with 6 dimensions: professional skill, knowledge skill, managerial skill, technological skill, ethical value and facilities of the FEBM. These dimensions recorded a positive disconfirmation, and the students were satisfied with them. Overall, the respondents were satisfied with the education in FEBM. Refer to [Annex 10](#) in detail.

4.2 Teaching materials and syllabi

1) Textbooks

There are very few books in Lao language and few Laotian students can read English books. So the students have to rely on only the textbooks available. The original Project, therefore, had put emphasis on providing many textbooks at accessible prices. 15 textbooks were published by the end of August 2005, when the original Project terminated. In addition six drafts of textbook were ready to be published at that time.

In the second period, these six textbooks were published and 12 textbooks were planned to be published. But only ten of them are ready with complete drafts for the publication by January 2007. Two textbooks need more time. The list of textbooks published or to be published is attached to [Annex 11](#).

2) Syllabi

Eight syllabi were published by the end of August 2005: English versions in the first and second semester of 2001, both Lao and English versions in the first and second semester of 2002, and both Lao and English versions in the first and second semester of 2003. But after that, no syllabi have been published until January 2007, when English version was published. Refer to [Annex 6](#) in detail.

4.3 FEBM graduates and their quality

1) Number of graduates and students

In the five years until August 2005, 879 students were graduated from the Regular Course of FEBM: 150 in 2001, 158 in 2002, 208 in 2003, 168 in 2004 and 195 in 2005. After the termination of the original Project, 255 students graduated from FEBM in 2006. So far FEBM supplied the society with 1134 graduates.

The number of Regular Course students jumped in 2004 when FEBM started to accept the second year students but the number became stable around 950 for recent three years. FEBM currently accepts 959 students in total: 261 in Year 2, 227 in Year 3, 221 in Year 4 and 250 in Year 5.

In addition to the Regular Course, FEBM accepted the Special Course students from 2000, and the latter increased rapidly to more than 2000 in 2004 including 130 students of government employees in Bridging Course. In 2005 the Special Course was divided into two: Evening Program and Afternoon Program. This decision was made to maintain the quality of education and to solve the problem of lacking classrooms but it also increased the teaching load. The current number of students in the Evening Program is 1784 (2148 if the Bridging Program students are included): 291 in Year 1, 296 in Year 2, 323 in Year 3, 473 in Year 4, 401 in Year 5. The Afternoon Program accepts 945 students, so the total number of FEBM students well surpasses 4000 in 2006. Refer to [Annex 12](#) in detail.

2) Employers' evaluation of FEBM graduates

The output of the Project should be evaluated not only by the number of FEBM graduates but also by their quality. In an attempt to measure the quality, we conducted questionnaire surveys on employers' evaluation of FEBM graduates in September 2004 and August 2005 with the effective samples of 100 and 45 respectively. 80.0% of the employers replied that they were "satisfied" or "very satisfied" with FEBM graduates in the former survey, and 90.3% in the latter. In the former survey, the 100 organizations replied that in total they would need 285 graduates from FEBM every year.

In the second period one questionnaire survey was conducted on employers' evaluation of FEBM graduates in September 2006. A total of 61 usable questionnaires were returned: 46 private, 12 public and 3 Non-Governmental organizations. 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. Refer to [Annex 13](#) in detail.

3) Employment status of FEBM graduates

Another way to measure the quality of FEBM graduates is to investigate the percentage of FEBM graduates who get jobs soon after the graduation. We conducted a questionnaire survey on the employment status of FEBM graduates in May 2004. They responded that 58~69% got their jobs within three months, 77~86% within six months, and 81~91% within one year. The percentages vary a little among the respondents who graduated from FEBM in 2001, 2002 or 2003. In the second period, no questionnaire survey was conducted on the employment status of FEBM graduates but the situation is expected to be almost same at present. Refer to [Annex 14](#) in detail.

4.4 Management system of FEBM

The most visible output in this field is the FEBM regulations and manuals made by a JICA short-term expert in close collaboration with FEBM staff. The regulations were approved by NUOL Headquarters on 18 February 2005. There existed some regulations but they were fragmented and neither systematic nor consistent. In addition, the necessary manuals to implement the FEBM regulations were created this time so that smoother implementation became possible.

In the second period, one short-term expert was dispatched to monitor the implementation of FEBM regulation, to suggest how to improve it and to propose more appropriate management system of FEBM. After a series of meetings the regulation was revised to make it clearer and one workshop was held for FEBM staff members to share the status quo and problems in the management system.

5. Problems, Solutions and Lessons

5.1 Delay of textbook publication

In the original Project, many short-term experts were dispatched for developing or improving textbooks. In the five years, 32 short-term experts were dispatched but only 15 textbooks were published until the Project terminated. In the second period, six textbooks were published soon after the termination as the drafts were already completed, and 12 textbooks were planned to be published. But only 10 of them are ready for publication with complete drafts at the end of January 2007.

We pointed out this delay of publication as one of the biggest problems in the former report (*Joint Final Report of FEM/JICA Five Year Project*, August 2005), along with the causes. First, new concentrations were introduced in FEBM and it became necessary to develop new textbooks in addition to the revision, which increased the burden of textbook writing. Second, FEBM lecturers are too busy with teaching classes and their second jobs. Third, most lecturers are not very good in English to communicate with Japanese advisors. Fourth, the burden of textbook writing tended to concentrate on the limited number of capable lecturers, who were too busy with teaching, the administrative jobs, etc. After all, we needed a greater number of capable lecturers with at least master's degrees.

In the second period, ten lecturers finished master's programs in Japan or the third countries and returned to FEBM. Now they play very active roles in textbook writing as expected. Another ten lecturers will return to FEBM with master's degrees in one year or less. They are expected to solve this problem fundamentally. This is one of the fruitful outcomes of consistent assistance by the Project.

5.2 Low level of research capability

It has been often mentioned that the research capabilities of FEBM lecturers were low. This problem stemmed from such factors as a poor research environment of FEBM, too low salaries of the lecturers, a lack of promotion and evaluation systems based on research performance, and most of all, a rapid increase in FEBM lecturers without master's or doctoral degrees.

In the original Project, a variety of measures were taken to solve this problem. First, a series of intensive English courses were implemented for FEBM lecturers. Their achievement was evaluated by a series of Mock English Tests organized by the Project, and the results were used to determine who were to be sent to foreign countries for study. Second, several study tours were organized for the lecturers, and they wrote reports in English, which were checked many times by JICA experts. Third, the joint fieldworks were organized for FEBM lecturers. Fourth, private seminars were held by JICA experts for young lecturers. Fifth, many lecturers were sent to Japan or the third countries for master's degrees.

The poor research environment of FEBM was improved a lot by the Project. In addition, recently the Government of Laos raised the salary by 40-50 percent. In 2006 the promotion and evaluation systems based on research performance were introduced in NUOL. The number of degree holders increased from 34 in 2005 to 45 in 2006 and it is expected to jump to 57 in 2007. Now is the “harvest time” for FEBM after a long difficult time. The atmosphere and research capability of FEBM as a whole completely changed to a favorable direction. We expect a great deal of progress from now on.

5.3 Administrative weakness of FEBM

Administrative management of public organizations is difficult in general and that of FEBM in particular. Most of the difficulties stem from the constraints of budget, personnel, regulations, policies, etc. We mentioned in the former report such problems as a lack of the full-time staff members, a rapid increase in the number of students, a disparity of tuition fees between the Regular and Special Course students, and no deployment of English teachers to FEBM.

Such problems cannot be solved by FEBM alone. The decisions by NUOL Headquarters are necessary to solve these problems: to increase the full-time staff members of FEBM, to control the number of new enrolment to FEBM more appropriately, to raise the tuition fee of Regular Course students, and either to send English teachers or to collect some money from Regular Course students in order to hire outside English teachers, etc.

FEBM has been trying to solve many problems against so many constraints and made some progress. The number of full-time teaching staff was increased, and the number of Regular Course students was under control for the last three years around 950, but the number of total students jumped to 4000 recently. The tuition fee of Regular Course students was raised from \$5 per year at the beginning of the Project to \$8 at present, but Special Course students have to pay \$80 to \$100 per year depending on the type of education. English teachers have not been sent to FEBM so far.

Another progress was made in FEBM regulation. One short-term expert was dispatched to assist FEBM to make the regulation in the original Project. In the second period, the expert was dispatched again to assist FEBM to make it clearer and more practical by monitoring the implementation of the regulation. After a series of meetings the regulation was revised to make clearer, more consistent and more practical for use with the manuals. They may not be perfect and need some improvement in future but they will strengthen administrative capacity of FEBM.

In this process, one workshop was held on August 18, 2006 in an attempt to solve administrative problems in FEBM. In this workshop, Dean frankly talked that FEBM had started the management without clear rules and system in the initial stage and that the emphases were so far put on curriculum/textbook development and capability building of lecturers rather than management. Dean concluded the workshop with a general comment that this workshop was the first step to discuss how

to solve the problems with all faculty members of FEBM.

There are still many problems and weakness in administration of FEBM but we believe that the situation has been steadily improving and will improve in future with our continuous efforts.

6. Conclusion and Future Direction

6.1 Conclusion

In the JCC Meeting on 22 February 2005, Mr. Senya MORI (Team Leader of the Japanese Final Evaluation Team for FEBM Project, and Resident Representative of JICA Laos Office) said that FEBM Project was the first case in this field for JICA and an unprecedented 'good practice' which was very well implemented. In the same meeting Dr. Somkot MANGNOMEK (President of NUOL at that time) said that he highly evaluated the JICA assistance to FEBM for five years and expressed his gratitude for the support. Both of them confirmed a high evaluation of the Project.

In concluding the former report in August 2005, we evaluated the status quo of FEBM as follows: "FEBM is just like a glass with some amount of water; it is not full of water yet, but it was almost empty just seven or eight years ago when FEBM began to accept students. FEBM may be far from perfect on international or Japanese standard, but it has grown rapidly to the most popular faculty in NUOL".

When the original Project started in September 2000, there were only eleven master's degree holders in teaching staff of FEBM, and 500 students. In January 2007 there are 45 degree holders including doctors, and more than 4,000 students. In the second period, the situation has been improved in FEBM. Now we would like to insist again that the "amount of water in a glass" is not so little and that it has been increasing steadily. We reaffirm that the initiative and leadership of the FEBM executive, particularly of Dean, and positive participation of all FEBM staff are indispensable to improve FEBM.

6.2 Future Direction

In the Meeting on 22 February 2005, Mr. Khamlusa NOUANSAVANH (Dean of FEBM) said that FEBM must establish master's degree program in 2007 with or without JICA assistance since the establishment was suggested by Dr. Somkot MANGNOMEK and recommended by the Ministry of Education. When the President requested JICA to support the master's degree program, Mr. Senya MORI replied to him that Japanese side would be able to provide a variety of assistance for the master's degree program if Lao side demonstrated its ownership in the program.

FEBM has made a concrete plan of master's degree program, based on more accurate information of actual demand for study field, appropriate amount of tuition, availability of teaching staff and so on. For this purpose a series of questionnaire surveys were conducted by FEBM. We would like to

emphasize again that higher education is a foundation of the country's development and that we have to build it in the long-term perspective.

(Nothing follows.)

List of Outputs

- Annex 1: Project Design Matrix (PDM)
- Annex 2: List of Main Counterpart Personnel Assigned to the Project
- Annex 3: List of Experts dispatched
- Annex 4: List of counterpart personnel participated training
- Annex 5: Distance Education
- Annex 6: Outputs of Research, Doctoral Theses, FEBM Journals, Syllabi and Others
- Annex 7: Consultancy works or joint researches
- Annex 8: Degree holders in teaching staff of FEBM
- Annex 9: Evaluation of Lectures by FEBM Students
- Annex 10: Perception and Expectation of Graduates
- Annex 11: List of Textbooks published, ready or to be published
- Annex 12: Number of FEBM students
- Annex 13: Performance Evaluation of FEBM Graduates
- Annex 14: Questionnaire Survey on Employment Status of FEBM Graduates
- Annex 15: Development of FEBM Project

Note: The name of the Faculty was changed from FEM (Faculty of Economics and Management) to FEBM (Faculty of Economics and Business Management) in February 2005. But we consistently use FEBM as the name of the Faculty in this report.

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

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

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
MASTER PROGRAM					
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 Bounnalasy	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
MASTER PROGRAM					
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. Manisothe Keodara	Vietnamese economy	(Vietnam National U.)	2001.9.9	2001.9.27
5	Mr. Bounheng Silakhoune	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

Doctoral Theses		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. Sitthattha 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

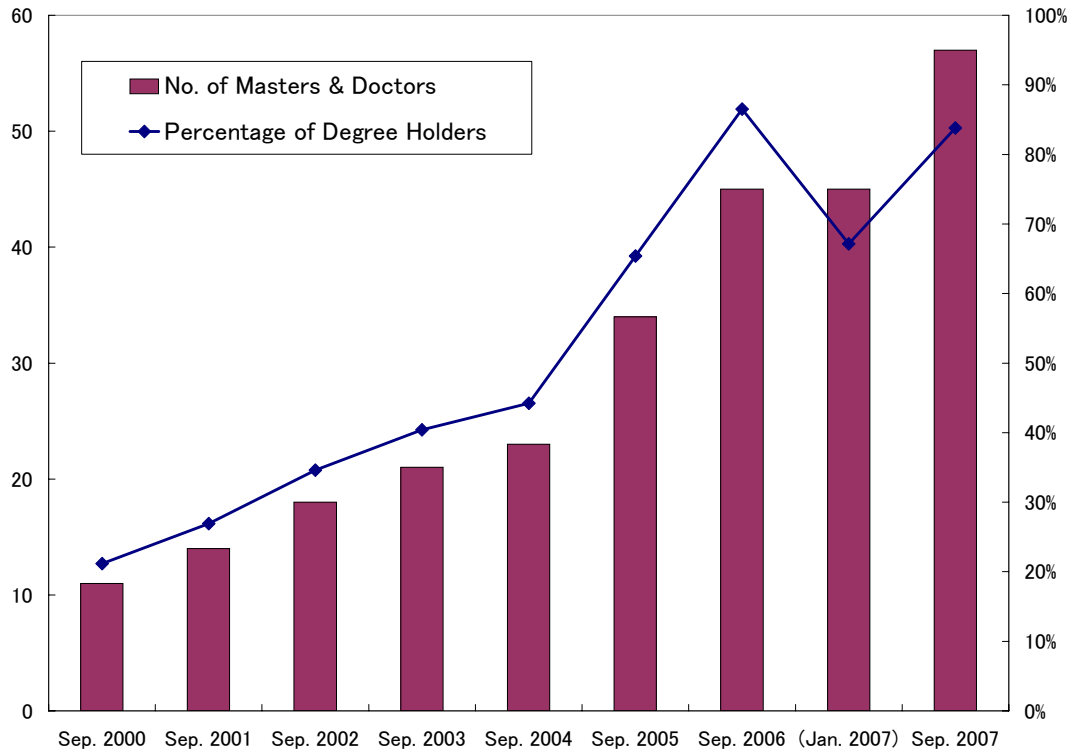
Annex 8-1 Degree holders in teaching staff of FEBM

	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	Taikeophithoun	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	Khamphengvong	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>	1	2	3	4	5	6	7	8	9
<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>	1	2	3	4	5	6	7	8	9
<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>	1	2	3	4	5	6	7	8	9
<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>	1	2	3	4	5	6	7	8	9
<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>	1	2	3	4	5	6	7	8	9
<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>	1	2	3	4	5	6	7	8	9
<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>	1	2	3	4	5	6	7	8	9
<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>	1	2	3	4	5	6	7	8	9
<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>	1	2	3	4	5	6	7	8	9
<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>	1	2	3	4	5	6	7	8	9
<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

	General statistics								
<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
	General statistics								
<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
	History								
<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
	History								
<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
	PSY								
<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
	PSY								
<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
	Sociology								
<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
	Lao study 2								
<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
	Lao study 2								
<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
	Computer 2								
<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

	English								
	1	2	3	4	5	6	7	8	9
<i>Saiman</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
	English								
<i>Vanhkham</i>	1	2	3	4	5	6	7	8	9
<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
	English								
<i>Viengsamay</i>	1	2	3	4	5	6	7	8	9
<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
	G Accounting								
<i>Boudsakhone</i>	1	2	3	4	5	6	7	8	9
<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
	G Accounting								
<i>Poudsady</i>	1	2	3	4	5	6	7	8	9
<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
	G Accounting								
<i>Vongsavath</i>	1	2	3	4	5	6	7	8	9
<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
	Macro 1								
<i>Bounleuad</i>	1	2	3	4	5	6	7	8	9
<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
	Macro 1								
<i>Bounleuad</i>	1	2	3	4	5	6	7	8	9
<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
	Math 2								
<i>Bounheng</i>	1	2	3	4	5	6	7	8	9
<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
	Math 2								
<i>Khamnikone</i>	1	2	3	4	5	6	7	8	9
<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
	Math 2								
<i>Khamput</i>	1	2	3	4	5	6	7	8	9
<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
	Math 2								
<i>Khounchai</i>	1	2	3	4	5	6	7	8	9
<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

	Micro 1								
<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
	Micro 1								
<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
	Micro 1								
<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
	Stat2								
<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
	Math 2								
<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
	Math 2								
<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
	Math 2								
<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
	Math 2								
<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
	Math 2								
<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
	Macro 1								
<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
	Macro 1								
<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
	Macro 1								
<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

	Macro 1								
<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
	Macro 1								
<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
	Math 2								
<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
	Math 2								
<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
	Math 2								
<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
	Micro 1								
<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
	Micro 1								
<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
	Micro 1								
<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
	Micro 1								
<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
	Micro 1								
<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
	Math 2								
<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

Marketing

Bounhvieng	1	2	3	4	5	6	7	8	9
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

Development Economics

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

Money Banking

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

Money Banking

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

English

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

English

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

Inter Economic

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

Agriculture EC

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

Comparative

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

PPA

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

Computer

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

Computer

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	1	2	3	4	5	6	7	8	9
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	1	2	3	4	5	6	7	8	9
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

	Logistic								
	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

	English								
	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

	Agri 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

	HRM								
	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

	Marketing								
	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

	Inter Economics2								
	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

	Agri Economics2								
	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

	PPA								
	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

	Dev Economics2								
	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

	Public.F								
	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

	Marketing								
	1	2	3	4	5	6	7	8	9
<i>Phonpeth</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)

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

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

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

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

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

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

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

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

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

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

	Math2								
Vaiyoth	1	2	3	4	5	6	7	8	9
Average	1.631	1.961	2.362	2.797	3.210	3.638	4.060	4.543	4.938
SD	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

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

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

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

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

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

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

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

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

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

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

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

	ppa (T)								
	1	2	3	4	5	6	7	8	9
Phanseng									
Average	1.761	2.074	2.445	2.774	2.956	3.213	3.504	3.844	4.071
SD	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

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

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

	English								
Phiengsanith	1	2	3	4	5	6	7	8	9
Average	3.412	3.426	3.397	4.000	3.926	3.456	3.529	3.971	4.059
SD	0.815	0.798	0.775	0.712	0.798	0.800	0.819	0.690	0.808
	Inter Economics2								
Somechid souksa	1	2	3	4	5	6	7	8	9
Average	3.397	3.294	3.691	3.824	3.603	3.632	3.721	4.162	3.382
SD	0.694	0.754	0.738	0.863	0.813	0.731	0.826	0.704	0.947
	Agri Economics2								
Bounthang	1	2	3	4	5	6	7	8	9
Average	3.132	2.956	3.456	2.779	2.882	3.221	3.074	4.059	3.279
SD	0.827	0.679	0.656	0.878	0.587	0.595	0.719	0.770	0.789
	PPA								
Lavanh	1	2	3	4	5	6	7	8	9
Average	3.721	3.838	3.985	4.147	3.926	3.882	3.985	4.000	3.544
SD	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>Khammanykhone</i>	1	2	3	4	5	6	7	8	9
<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
MK									
<i>Phonepheth</i>	1	2	3	4	5	6	7	8	9
<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									
<i>Vadsana</i>	1	2	3	4	5	6	7	8	9
<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
inter									
<i>Phaneseng</i>	1	2	3	4	5	6	7	8	9
<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
year 4 BM (05-06) trem 2 Normal									
Marketing									
<i>Khamleusa</i>	1	2	3	4	5	6	7	8	9
<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
CFI									
<i>Bounheng</i>	1	2	3	4	5	6	7	8	9
<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 business									
<i>Phetsamone</i>	1	2	3	4	5	6	7	8	9
<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
Eng									
<i>Peingsanith</i>	1	2	3	4	5	6	7	8	9
<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>	1	2	3	4	5	6	7	8	9
<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 thipdavanl</i>	1	2	3	4	5	6	7	8	9
<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>	1	2	3	4	5	6	7	8	9
<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

	HRM								
	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)

	E. Policy								
	1	2	3	4	5	6	7	8	9
<i>Khamnykhone</i>									
<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
	English								
	1	2	3	4	5	6	7	8	9
<i>Malaythong</i>									
<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
	EV. Economic								
	1	2	3	4	5	6	7	8	9
<i>Lavanh</i>									
<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)

	English								
	1	2	3	4	5	6	7	8	9
<i>Phetdavanh</i>									
<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
	Inter MK								
	1	2	3	4	5	6	7	8	9
<i>PhosyThipdavanh</i>									
<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
	Small Business M								
	1	2	3	4	5	6	7	8	9
<i>Thongvanh</i>									
<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 possess 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 motivate 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

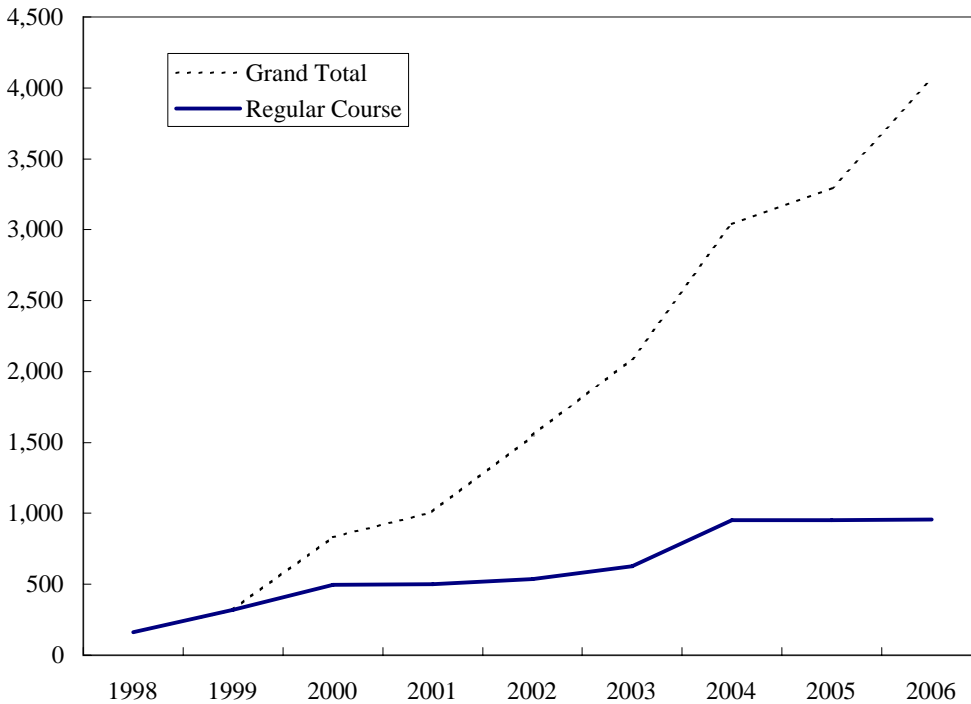
Bridging Course

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

Grand Total

Number of FEBM Students



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

INTRODUCTION	1
Background	1
Rationale	1
Objectives	1
Questions designed	2
The principal assumption	2
Scope of subjects and methodology	3
Expected outcomes	3
The structure of report	4
AN OVERVIEW OF THE FEBM AND REVIEW OF SURVEY CONCERNED	4
Brief history of The FEBM	4
Review of surveys concerned	6
DATA AND METHODOLOGY	7
Sample and data collection	7
Procedure	7
Measures	7
Analysis	7
FINDINGS OF SURVEY AND DISCUSSION	8
Curriculum improvement	8
FEBM improvement	11
CONCLUSION AND RECOMMENDATION FOR FUTURE ACTION	11
Conclusion	11
Recommendation for future action	12
ACKNOWLEDGEMENT	12
Annex: Questionnaires	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 5th Party Congress of the 4th term, approved the decision on shifting from a centrally planned to a market oriented economy, while in the 8th 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.

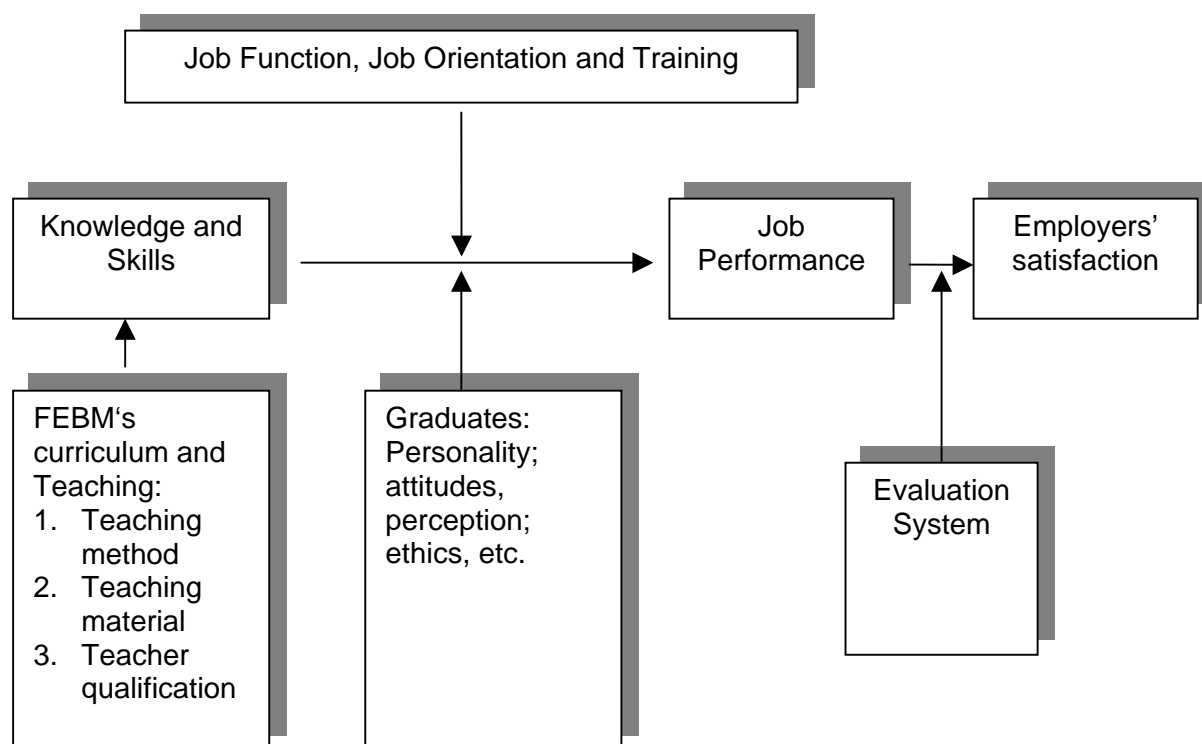
Therefore, they are considered as independent variables. The moderating factors include job functions the graduates perform, the orientation to the job prior to assuming the post and the additional training the graduate received during the job.

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.

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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
<Total>	81	69	102	100.0%	100.0%	100.0%	<Total>
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)
<Total>	81	69	102	100.0%	100.0%	100.0%	<Total>
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
<Total>	81	69	102	100.0%	100.0%	100.0%	<Total>
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
<Total>	81	69	102	100.0%	100.0%	100.0%	<Total>

How did you find your first job?	2001	2002	2003	2001	2002	2003	How did you find your first job?
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
<Total>	81	69	102	100.0%	100.0%	100.0%	<Total>
Are you interested in MDP?	2001	2002	2003	2001	2002	2003	Are you interested in MDP?
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
<Total>	81	69	101	100.0%	100.0%	100.0%	<Total>
which department will you choose?	2001	2002	2003	2001	2002	2003	which department will you choose?
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
<Total>	67	59	98	100.0%	100.0%	100.0%	<Total>
Are you interested in Alumni?	2001	2002	2003	2001	2002	2003	Are you interested in Alumni?
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
<Total>	81	69	101	100.0%	100.0%	100.0%	<Total>
FEM are appropriate for your job?	2001	2002	2003	2001	2002	2003	FEM are appropriate for your job?
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
<Total>	81	69	102	100.0%	100.0%	100.0%	<Total>

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>														
	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>	
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	Department of Economics - Developing the following textbooks:																																																														
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